



BISHOP MACKENZIE  
INTERNATIONAL SCHOOL



PRIMARY SCHOOL

# PRIMARY YEARS PROGRAMME PYP HANDBOOK

2024 – 2025

Diverse | Inclusive | Sustainable | Joyful

[www.bmis.mw](http://www.bmis.mw)







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# 01

## SECTION A: BMIS MISSION STATEMENT AND AIMS



**“We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success”**

### School Aims

The School’s Mission Statement is:

Bishop Mackenzie International School is committed to the development of responsible, confident, compassionate and independent citizens of society.

Teachers, students, and parents will work together to ensure that all students:

- Receive equal access to a broad and balanced curriculum, regardless of race, religion, ability, or gender;
- Have the opportunity to reach their full potential intellectually, emotionally, socially, morally and physically;
- Develop skills for independent, creative, and critical thought;
- Develop a positive attitude towards our host country, based on understanding and knowledge;
- Develop an awareness and tolerance of different cultures, beliefs, and lifestyles; are encouraged to act in a courteous and responsible manner towards all members of the community and the school;
- Become concerned for the quality and care of the local and global environment;
- Are offered education in an international context which ensures transferability and continuity with educational institutions around the world.

### **In the Primary section, we have collaborated to define our learning principles which allow deeper development of the BMIS aims.**

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- We all learn differently and develop a growth mindset.
- Learning takes place anywhere, at any time.
- Our learning strengthens by collaborating with others.
- Our physical and emotional well-being impacts our learning.
- Motivation is enhanced when learning is meaningful.
- All feedback has a powerful impact on learning.
- Time and reflection are essential to learning.

## LEARNING AT BMIS - THE CURRICULUM FRAMEWORK

At BMIS our curriculum framework is developed through the IB Primary Years Programme (PYP).

The PYP is an international, transdisciplinary program designed to foster the development of the whole student encompassing social, physical, emotional, and cultural needs as well as academic welfare. A PYP school such as BMIS strives toward developing an internationally-minded person who demonstrates the attributes of the IB learner profile.

BMIS has been authorized since 2011 to teach the Primary Years Programme (PYP) of the International Baccalaureate Organisation (IBO) which reflects the best practices from international perspectives, emphasizing the BMIS traditions and value inquiry as a powerful force in the natural learning of childhood.

The programme of inquiry is flexible enough to accommodate the demands of our international curriculum and provides the best preparation for students to engage in the IB Middle Years Programme.

The curriculum is defined by six Transdisciplinary Themes of global significance, supported by knowledge, conceptual understandings, and skills from the traditional subject areas, and it uses them in ways that transcend the confines of these subjects such as Maths, Language, Science, Social Studies, PSPE (personal, social, physical and emotional), Visual Arts, Music with a powerful emphasis on inquiry-based learning.

These themes provide BMIS students the opportunity to explore concepts, by looking at issues or problems that are relevant and meaningful through the lens of different subject areas while developing skills in order to make connections with new knowledge resulting in deeper understandings of the world around them.



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Lower Primary students are in three levels; Pre-K, KG, and Grade 1. Each teaching group has a classroom teacher as well as a teacher assistant. Our young learners in Upper Primary are in Grades 2 to 5. Each teaching group has a classroom teacher and a teaching assistant, except for Grades 4 and 5 which share class assistants between classes.

Learning is also supported by our Specialist teachers for Art, Physical Education, French (Grades 1- 5), and Educational Support across Primary.

We cater to our Early Years learners in different ways, starting with the concept of development. Children at this age level have a rapid and significant rate of development that occurs in the physical, social, emotional, and intellectual domains. Although the progression usually occurs in recognizable and predictable directions, it is unique to each child.

During these stages of development, as a learning community, we begin supporting our students with skills and dispositions to enable them to become lifelong learners.

BMIS provides a secure learning environment in which the individual is valued and respected. The child is best served when the relationships between the teacher and the parent, and between the school and the home, are reciprocal and supportive.



## EXHIBITION

By the end of the PYP programme, our students in Grade 5 will participate in the PYP Exhibition. Exhibitions are an extended, collaborative inquiry project, facilitated under the guidance of teachers and/or mentors and supported by members of the school community.

It is an opportunity for students to exhibit the attributes of the Learner Profile that have been developing throughout their engagement with the programme, it also allows our learners to synthesize the essential elements of the programme and share them with the whole school community. It is a culminating experience marking the transition from PYP to MYP.



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## PRIMARY PERSONNEL

The Director is the senior administrator responsible for the overall organization and development of BMS. In the Primary section, there is a Primary Principal who is responsible to the Director.

### 1.1 Primary Administration

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TITLE	NAME	EMAIL ADDRESS
Primary Principal	Lisa Hughes	l.hughes@bms.mw primaryprincipal@bms.mw
PYP Coordinator	Wayne Derrick	w.derrick@bms.mw

### 1.2 Staffing

The school recruits teachers primarily, but not exclusively, from English-speaking countries. There is a teacher and a teaching assistant in each class from Pre-K to Grade 3. Grade 4 and Grade 5 classes have one teacher per class and two teaching assistants to share between three classes. Our teaching assistants are trained Malawian teachers.



The Primary School teaching staff for the 2024/25 year is as follows:

### Specialist Teachers

Dept	Teacher (Grade)	Teaching Assistant
<b>Art</b>	Sarah Burr (Pre-K - K)	Wellington Chauma
	Katarina Adrén (1 - 5)	
<b>Music</b>	Sarah Burr (Pre-K - K)	
	Kimberly Hall (1 - 5)	
<b>French</b>	Prashant Mathew (1-5)	
<b>PE</b>	Pachisi Nyasulu	
	Brent Ferguson	
<b>Swim Coordinator</b>	Tarren Peverelle	
<b>Library/ Resource Room</b>	Susan Waterworth	Lusungu Kapira Alter Chilinda
<b>Ed Support/ELL</b>	Amber Ham (Ed Support Coordinator/LS teacher)	
	Nathan Oberkramer (LS)	
	Nicole Gottlieb (LS)	
	Rejoice Chigoga (LS)	
	Jomari Veenstra (ELL)	
<b>Counselor</b>	Loren Stevenson	

### Class Teachers

Year	Teacher	Teaching Assistant
<b>Pre-K</b>	Andrea Lewis	Jean Kachokam'manja & Chrissy Nzunda
<b>KG</b>	Claire Marciniak	Chiletso Msuzi
	Breda Hayes	Elizabeth Mwafongo
	Kate Smithson	Martha Nyirongo
<b>GRADE 1</b>	Ines Tembo	Falesi Bennie
	Lucy Sani	Robert Sanjale
	Angelique Muggleton	Annie Mvula
<b>GRADE 2</b>	Angela Dsouza	Elizabeth Nkhata
	Elizabeth Roestoff-Steenbery	Rachel Makhaira
	Natasha Dalrymple-George	Sarah Masonje



<b>GRADE 3</b>	Michelle Ferguson	Rebecca Kazembe
	Elana Hendriks	Lorraine Kamange
	Natasha Ellis- Enright	Grace Mtaya
<b>GRADE 4</b>	Kyle Tallmadge	Jean Mponda Patience Nkhonjera
	Colleen Quinn	
	Julie Castonguay	
<b>GRADE 5</b>	Zoe Fitzsimmons	Agatha Chilaya
	Jamie House	Patricia Phiri Kavala
	Cassie Taylor	

### 1.3 Student House System

The House system is an integral part of life at Bishop Mackenzie International School and aims to provide a sense of community and belonging through a range of school-based activities. All students and members of staff are attached to one of four houses that are named after four of the Big Five animals of Africa; each house is also assigned a color: Elephant (Blue), Lion (Red), Rhino (Yellow), and Leopard (Green). Siblings are allocated membership to the same house. During the year there will be a variety of events, including Fun Run, Sports Day, Swimming Gala, etc., during which students participate and earn points for their house.

Please note that on Fridays and when inter-house competitions are organized, students may come to school in their house colors to show team spirit and support for their house. When competitions are of a sporting nature, students may come to school in their sports clothes. If students choose not to wear house colors, then they must wear normal school uniforms.



### 1.4 Student Council (STUCO)

BMIS believes that it is important for students to be given the opportunity to learn vital skills that will prepare them for learning later in their education. STUCO presents a unique opportunity for our young students to demonstrate agency, as well as developing leadership and teamwork skills.

The Grade 5 students help decide on the structure of the PYP STUCO group, as part of their How We Organise Ourselves, government unit. This typically involves representatives from each class for Grade 3 to 5, elected by their peers. STUCO helps share students' ideas, interests, and concerns. They actively engage in worthwhile projects that foster sharing, caring, and companionship to members in our school community. The Student Council often raises funds through school-wide activities, including social events, community, and school projects. It is a structure for students, through which they can become involved in the affairs of the school and work in partnership with the student body for the benefit of the school, its students, and the community.





## 1.5 Field Trips



Students benefit from first-hand experiences that enable them to make sense of the world around them. Trips are a way of bringing the curriculum to life and into reality. In the past year, our youngest children have enjoyed trips to a local farm, the fire station, and plant nurseries to develop their understanding of the local community.

Further up the school, trips out are seen as just as important, with Grade 4 having a camping sleepover at school following a day trip to Dedza and Grade 5 going to Luwawa Forest Lodge for three nights. These sleepovers/trips provide opportunities for team building and cooperative work and the students experience independence in a supportive environment.

The sports department also organizes trips to other schools, mainly in Blantyre, to enable teams to participate in competitive sports and sporting festivals. In order for a student to participate in a field trip, we require parents to complete and sign the consent and medical forms at the start of the year.

If a trip is taking place you will be sent a notification and information about the trip. Should you have any questions or concerns about the field trip please contact the organizing teacher(s).

BMIS also sponsors other activities involving travel, including sports events and visits of educational interest. For these optional trips, specific information and release forms are issued by the organizing teacher. As these teachers and chaperones are assuming parental responsibility on school-sponsored trips, they have delegated authority from the School Director to take whatever actions they deem appropriate while on a trip. Before classes go on a field trip, the responsible teacher(s) fill out a risk-assessment form which will be reviewed and approved by the Primary Principal.

## 1.6 Homework

### Reading and Building Literacy Skills

Homework at BMIS takes into consideration the need for our young students to be able to relax, enjoy family time, and play when they return home at the end of the day. To this end, our homework mainly focuses on fostering a love of reading and building literacy skills.

### Guidelines

- Generally KG - 4 Reading only.
- Grade 5: Students in Grade 5 will receive weekly homework in language, math, and unit of inquiry. Reading will be a daily expectation. During the PYP exhibition, students will have different tasks related to their own investigations and inquiries,

- these may include research, reading articles, looking for resources, or asking questions about their issues.
- Ed Support will allocate homework for their students as required.
- KG to Grade 4 teachers can allocate a specific project as homework which must be related to the unit of inquiry or to a specific event e.g. Science fair or Exhibition.
- Students are encouraged to read for work and for pleasure, as part of their homework. Students will be able to take home reading books and read on Raz-Kids. Some of the book resources that we use in school are:

- Class libraries
- Main Library
- Raz Kids
- Books from a home collection
- Books lent to them by friends
- Children's magazines, hobby journals, sporting publications, etc.

## Reading Guidelines

Reading and literature are important aspects of the PYP programme. All students are encouraged to spend time on private reading each day. Reading to children is also a great way for parents to share their children's passions. Letting them listen to you or an older sibling or other family member reading, can be relaxing and very enjoyable.

## Pre-K to Grade 2 Reading Guidelines

- Daily reading to parents, with parents and by parents, should be a part of family life.
- Pre-K - Reading to your child
- KG - Reading to your child and listening to them read. (KG students bring home readers from January)
- Grade 1 - Listening to your child read (15 minutes) and also reading to your child
- Grade 2 - Listening to your child read (20 minutes) and also reading to your child

## Grade 3 - Grade 5 Reading Guidelines

As a guideline, the timing below is suggested per night, for reading and sharing books:

- Grade 3 - Daily Reading for 20 min
- Grade 4 - Daily Reading for 30 mins
- Grade 5 - Daily Reading for 30 mins

## 1.7 Responsibilities of Parents

Learning should be an enjoyable, non-stressful experience for children.

**Encourage reading!** Be involved in reading at home by listening to, reading with, and reading to your children (in equal amounts). Remember the teaching of reading is done at school: reading at home should be an enjoyable experience.

- Set up a quiet space at home that is conducive to reading
- Allow your child enough time to do private reading for pleasure
- When other tasks are assigned in Grade 5 encourage your child to do these and check that the work posted on Seesaw book is completed
- Support your child by helping to provide resources, advice, and assistance with the interpretation of information and instructions
- Communicate with teachers for positive feedback or to talk about issues that arise.

Parents open the channels of communication with their children by talking about their day and asking questions. Here are some examples:

- *What new things did you learn today in school? Why do you think you learned this?*
- *What was your favorite moment? Why did you like it?*
- *Who did you play with? What did you play?*
- *What did you find challenging today? Why was it challenging?*
- *How did you overcome the challenges?*
- *What are you proud of? Why are you proud of this?*



## PARENTAL INVOLVEMENT

Bishop Mackenzie International Primary School operates an open door policy and welcomes parents to the school. Parents are involved in a number of activities at the school.

Parents are also approached, from time to time, to assist with class excursions or coming in as a guest speaker to share their expertise in support of particular areas of the curriculum.

### 1.8 Equal Opportunities

No person at Bishop Mackenzie International School shall be discriminated against on the basis of race, nationality or ethnic origin, colour, religion, gender, age, marital status, mental or physical disability. The letter and spirit of applicable human rights law shall be carefully observed, enforced, and supported, so that all members of the school community may work together in an atmosphere of tolerance and respect for individual differences.

- Expectations of student behavior and language with regard to discrimination are made very clear.
- We shall actively challenge discriminatory behavior or language and take action if necessary.
- Leadership and staff shall continuously monitor their own language and the materials that they use.
- The curriculum, teaching methods, materials and texts shall reflect the diversity of the school community so that no student is disadvantaged by feelings of alienation and all may experience positive role models.
- The educational experience we offer shall seek to counter existing stereotyping and shall strive for the elimination of prejudice, discrimination, and bias by actively promoting non-discriminatory attitudes so that no student suffers by being, or feeling, belittled or unfairly characterized or disadvantaged.
- The educational experience we offer shall foster an appreciation of the unity of humankind, respect for its diversity, and respect for the culture of Malawi.



# 02 SECTION B: SERVICES



## 2.1 Clinic

The school clinic is near the hall and the cafeteria and provides first aid services to students.

Our school nurse is called Nurse Thoko Truwa. If a child is sick or has been hurt, they are admitted to the clinic, and the parents are duly informed by telephone. Notes are sent to both the teacher and guardians informing them of what has happened and whether there is a need to see a doctor.

**It is therefore imperative that we have up-to-date contact information from all parents.** Please email your child's teacher, the Primary Principal, and Nurse Thoko ([t.truwa@bmis.mw](mailto:t.truwa@bmis.mw)) about any health-related issues regarding your child so we can give the best support possible.

## LOWER PRIMARY (PRE-K TO GRADE 1) PROCEDURES

If a child is hurt during the break:

1. If the injury needs attention from the nurse, the TA must tell the teacher on duty before sending the child to the nurse.
2. KG and Grade 1 children may go to the nurse with one friend, after obtaining permission from the teacher on duty.
3. PreK children should be taken to the nurse by an assistant, after informing the teacher on duty. They may not go on their own.



## UPPER PRIMARY (GRADE 2 TO 5) PROCEDURES

Differ only in that the students are more independent, so they will normally go to the clinic alone.

## 2.2 Educational Support

BMIS believes that all students are entitled to a broad and balanced curriculum that is differentiated to meet individual needs and enables them to reach their full potential.

All teachers are considered to be teachers of all children and the teaching of these students is a whole school responsibility, requiring a whole school's response.

Educational support can be defined as any educational provision additional to, or otherwise different from, that is generally available to other students of the same age at this school.

Support is offered to students whose needs and requirements fall within the following broad areas:

- English Language Learning (ELL)
- Cognitive and learning a specific learning difficulty
- Behavioral, emotional, and social development
- Speech and language difficulties
- Sensory and/or physical, hearing, or visual impairment
- Response to gaps in learning as a result of school transfers



Educational support can be defined as any educational provision additional to, or otherwise different from, that is generally available to other students of the same age at this school.

BMIS promotes an inclusive approach to education based on a philosophy which views diversity of strength, ability and need as natural and desirable. However, there are physical limitations to the resources and facilities available to the school which will impact on this diversity.

The Educational Support Team aims to support the inclusion of all students admitted to BMIS with specific educational needs.

## **LEARNING SUPPORT**

Learning Support at BMIS refers to a range of services and programs designed to provide academic assistance and resources to students who require additional support to achieve their full potential. This can include students with learning difficulties or physical or sensory impairments.

Learning support may involve individual or group instruction, specialized materials and resources, and accommodations or modifications to curriculum and assessments. The goal of learning support is to help students overcome any barriers to their learning and to foster their independence and growth and success in the classroom and beyond.

At BMIS, learning support is provided by a team of qualified professionals who work closely with teachers, parents, and students to develop individualized support plans that meet the unique needs of each student. These plans may include regular progress monitoring and ongoing collaboration to ensure that students receive the support they need to thrive academically and personally.

Learning Support at BMIS exists on a three-tier system which allows learners to receive support as needed based on their specific needs.

The Three Tier process is based on a framework called the Multi-Tiered System of Support which is:

- The research-based system used in top-tier international schools worldwide
- Made of Tiers of interventions that can be amplified in response to levels of need and include:
- Ongoing data collection and continual assessment
- Schoolwide approach to expectations and supports

A complete breakdown of the Three Tiers as well as a view of our entrance and exit procedures can be found [here](#).

## **ENGLISH LANGUAGE LEARNING (ELL)**

English Language Learning at BMIS refers to a specialized program designed to support students who are non-native English speakers in developing their language proficiency in English. The program is aimed at helping students improve their listening, speaking, reading, and writing skills across disciplines to effectively communicate and interact with their peers, teachers, and the wider community.

ELL instruction at Bishop Mackenzie International School is tailored to the individual needs of each student and may include a range of activities and strategies, such as small group instruction, one-on-one support, and differentiated assignments. The ELL program also promotes support to students in mainstream classes, ensuring that they are able to access the curriculum and achieve academic success.

The ELL program is staffed by qualified language instructors who work closely with classroom teachers and parents to develop individualized learning plans that address each student's specific needs and learning goals.

The program also fosters cultural awareness and appreciation, helping students develop a deeper understanding and appreciation for different cultures and ways of life. The ultimate goal of the ELL program is to help students become confident, effective communicators in English, and to support their academic and personal success at Bishop Mackenzie International School and beyond.

### **2.3 THE PERSONAL, SOCIAL AND PHYSICAL EDUCATION PROGRAMME (PSPE)**

PSPE in the IB Primary Years Programme (PYP) is concerned with the individual's well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this well-being. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health development and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

PSPE is integral to teaching and learning in the PYP and is embodied in the IB learner profile that permeates the programme and represents the qualities of internationally-minded students and effective lifelong learners. As lifelong learners, we strive to make sense of our lives and the world around us by constructing meaning, exploring concepts, and revising understandings.

Lifelong learners adopt a positive attitude to learning, develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new learning and skills in different contexts. In order to become successful learners, it is necessary for students to feel empowered by their learning, to value and take responsibility for their learning, to demonstrate resilience, and to develop independence.

Such learners are able to reflect on themselves, their experiences, and the process of learning in order to support personal growth and their ongoing commitment to personal, social, and physical well-being.

There will be a focus on PSPE through the PYP units of inquiry as well as during class meetings.

### **2.4 EXTRA CURRICULAR PROGRAM (ECP)**

Our facilities and the pleasant climate of Malawi allow us to offer an exciting array of afternoon activities. At BMIS, great value is placed on enriching the students' experience outside of the curricula programme. We offer ECP activities focusing on creativity, sport and education. We encourage every student from Grade 1 to Grade 5, to register for at least one activity each term, many choose to do several.

Our Kindergarten students will have an opportunity to sign up for one ECP activity in the 2nd round of activities starting in October. They will be able to sign up for two activities in Semester 2.

Our Pre-K students will not engage in ECP activities.

These activities change after each holiday.





## 2.5 Swimming Pool



BMIS has three swimming pools on campus: a kids pool, 18 m pool, 25 m pool. The swimming pool is used for curricular and extracurricular swimming. We have three lifeguards on deck to help supervise students and keep them safe.

All students (Pre-K to Grade 5) will take part in curricula swim lessons between October to the end of March. Our swim coaches and lifeguards carefully assess all students before the start of swim lessons in order to offer a differentiated swim program to help all swimmers grow.

## 2.6 Cafeteria & Food

Our school cafeteria is open Monday through Friday. Students from Grade 1 to Grade 5 have the possibility to order a hot lunch from the cafeteria which will be delivered to the classroom.

All lunches have to be pre-ordered and pre-paid. An order form will be sent by the cafeteria team on Thursday before the start of the new week.

Grade 2 to Grade 5 students can also go to the cafeteria during their first break to buy a snack. All snacks have to be paid in cash.

All students can bring packed snacks/lunch from home if they wish, which most students in primary do.

## 2.7 Drinking Water and Food

The school provides water through dispensers. All students are encouraged to bring their water bottles to school which can be refilled throughout the day. Please label your child's water bottle with their name and class name.

### BREAK TIMES AND EATING

- Students are encouraged to bring healthy food choices to school (no cake, fizzy drinks, candy, chips, etc.).
  - Students should eat during the designated times.
  - We are a nut-free school. Please leave nuts, peanut butter sandwiches, Nutella at home.
  - Students should show respect and pick up all their rubbish.
  - Students will eat in outdoor learning spaces before or after break times as determined by the class teacher.
- 
- Students will have a choice to play in different outside areas:
    1. Pre-K: Lower Primary Playground
    2. KG & Grade 1: Lower Primary Playground and Lower Hall Field
    3. Grade 2 - 5: Picnic area and basketball court; Lower Hall and Upper Hall Field
    4. Grade 2 - 5: Library to read books
    5. All students are supervised during break times.
    6. All students must wear a hat when playing outside.

## 2.8 Information and Communication Technology (ICT) at BMIS

Please know that the school provides a limited number of iPads and Chromebooks for students to use during class time across all grades. These devices can only be used in school and can not be checked out and taken home.

Parents and students will sign an agreement on how to use devices in a sensible manner. Parents will also sign an indemnity form and a photo permission slip during the first week.

Students in Grade 5 as part of their transition to Secondary School will have the opportunity to Bring Their Own Device to school. This will be especially useful during the PYP Exhibition. Students will be notified by the teacher when they should bring their own device. Students who don't have a device, will be able to use the school's Chromebooks and iPads.

Devices should not be taken out of the classroom during breaks. They should be locked up when not in use. The school can't be held responsible for things stolen from classrooms.

## 2.9 Library

Students and parents are invited to use the library for study and pleasure.

Opening hours during semester times are from 07:10 am until 3.30, Monday to Thursday, and until 12:15 on Fridays. The library is closed on public holidays and weekends.

Students have to bring a library bag (any cloth or plastic bag that protects the books) when checking out books. Library bags can be purchased at the front desk in the admin building.

### **BORROWING ENTITLEMENTS OF STUDENTS:**

Students may borrow as follows:

- Pre-K - 1 book at any given time.
- KG - Grade 1 - 2 books at any given time.
- Grade 2 to 5 - 3 books at any given time.

For special projects, the Librarian may allow additional books to be taken out.

Loans are recorded on the Follett-Destiny Library System. The usual loan period is one week, however, books may normally be renewed by requesting another week from the librarian.

Reference books may not be taken out of the library.

- School bags and any other belongings should be left outside the Library.
- All library books should be brought in a separate bag or a 'library' bag.
- Library bags are on sale in the office (cost: 4,000 MWK)
- Students may bring in notebooks and writing materials as necessary.
- No food or drink should be brought into the Library.
- Before each long holiday, all students are asked to return their books to the Library.



### **PROCEDURE FOR BOOKS LOST BY STUDENTS:**

In the unfortunate event of a student losing a book belonging to the school or badly damaging a book beyond repair, the same book must be replaced. In the event that a student is unable to replace the book then he/she must pay for a copy of the same book, with the addition of shipping & handling (S&H) costs, so that the school can arrange to replace the book on their behalf.

Books which are published before 1985 or an old book for primary with not more than 20 odd pages come with a minimum charge of \$5

The minimum charge for any lost or damaged book published from 1986 onwards, for which the cost cannot be found, the charge will be \$10.

For library books where the cost price can be ascertained using the ISBN, the charge will be the invoice price plus 20% for S&H.

In the case of textbooks, invoice price plus 20% for S&H will also apply.



# 03 SECTION B: EXPECTATION OF STUDENTS



## 3.1 School Day

The school day begins at 7.15 am each day.

Pre-K	KG - Grade 1	Grade 2 - Grade 5
<ul style="list-style-type: none"> <li>❖ From 7.00 am Pre-K students enter school through the Lower Primary Portal.</li> <li>❖ Children are welcome to walk independently from the portal to the Lower Primary Playground and later to their classrooms.</li> <li>❖ Parents are welcome to walk their child to class</li> <li>❖ Children should all be in their classroom ready for registration at 7.15 am</li> <li>❖ The day ends at:               <ul style="list-style-type: none"> <li>➢ 12:40 pm Mon-Thurs</li> <li>➢ 12:10 pm on Friday</li> </ul> </li> <li>❖ Parents/drivers are asked to pick up their child from the Pre-K classroom or Lower Primary Playground at the end of the day.</li> </ul>	<ul style="list-style-type: none"> <li>❖ From 7.00am KG and Grade 1 students enter school through the Lower Primary Portal.</li> <li>❖ Students gather on the Lower Primary playground where they can play until 7:10am while being supervised.</li> <li>❖ At 7:10am the bell will ring and all students will be asked to go to their classrooms.</li> <li>❖ Children should all be in their classroom ready for registration at 7.15 am</li> <li>❖ The day ends at:               <ul style="list-style-type: none"> <li>➢ 1.50 pm Mon -Thurs ... pick up starts at 1.55</li> <li>➢ 12:10 pm on Friday ... pick up starts at 12.10</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ From 7.00am Grade 2 - 5 students enter school through the Upper Primary Portal.</li> <li>❖ Students gather on the Lower Hall Field or Picnic area where they can play until 7:10am while being supervised.</li> <li>❖ At 7:10am the bell will ring and all students will be asked to go to their classrooms.</li> <li>❖ Children should all be in their classroom ready for registration at 7.15 am</li> <li>❖ The day ends at:               <ul style="list-style-type: none"> <li>➢ 1.50 pm Mon -Thurs ... pick up starts at 1.55</li> <li>➢ 12:10 pm on Friday ... pick up starts at 12.10</li> </ul> </li> </ul>

### PRIMARY ASSEMBLIES

will usually take place on Friday mornings (7:30 - 8:10am). Parents will be informed ahead of time and be told if they can join.

### LEARNING CELEBRATIONS

are held at each grade level. These are moments when parents are invited onto campus to celebrate their child's learning, visit exhibitions and be part of their child's learning journey. Parents will be invited to join these celebrations. There will be at least one learning celebration per semester per grade level.



## 3.2 Punctuality

Punctuality is very important in the mornings and whilst moving between lessons.

Please arrange for your child to arrive at school between 7:00 am and 7:15 am each morning.

Registration will begin at 7.15 am with the first classes scheduled to begin at 7.30 am.

Students must be collected promptly at the end of each school day at the portals.

Cars entering the school campus need to have a sign with the student's name and class on it.

Pre-K students have to be picked up from the classroom/Lower Primary Playground.

For KG to Grade 5 students, a teacher will be standing at the gate, calling out all the students' names.

Cars will drive to the portal (Lower Primary Portal to pick up students from KG and Grade 1; Upper Primary Portal to pick up students from Grade 2 - 5). Teachers and teaching assistants will be there to supervise students and make sure that students go home with the right person.

If a student goes home with another student/driver/parent, the school needs to be informed well ahead of time. The school will not allow students to go home with another person if the school does not get notified by the parents ahead of time. Parents need to notify the school via email the day before the new arrangement. If the parent made a last-minute arrangement, they are asked to email their child's teacher, and the Primary Principal, and call the school in order to ensure that the message will be received in time.

Pre-K	KG to Grade 5
Parents/drivers who arrive <b>later than 1:00 pm</b> must collect children from the <b>admin building</b> .	Parents/drivers who arrive <b>later than 14.10 pm</b> must collect children from the <b>admin building</b> .

We understand that there are rare occasions when parents or drivers will be late.

They are asked to call the office (**+265 983 297 020 or 0886 488 490 or 0996 322 153**) so that we can inform the teacher.

## ATTENDANCE

If a student is absent from school, a parent/guardian should email the class teacher as soon as possible, explaining why the child will be absent from school. If an absence is foreseen, an email or written message should be sent to the class teacher and copy the Primary Principal, giving dates and the reason for the absence.

Permission to leave school, during the school day, may be obtained by sending an email to the class teacher and the Primary Principal.

In case of leaving school, during the day, the student must be collected from the admin building by a parent or other designated adult. The student will need to be signed out and will receive a gate pass at the front desk.

In exceptional cases, if leave is requested parents can request leave by emailing the class teachers and Primary Head ahead of time.

**A student absent for more than 20 school days in the year will be subject to review by the class teacher and the Primary Leadership team and it may be advised that the student should repeat the school year.**

## 3.3 Health and School Attendance

### ATTENDANCE

Attendance at school is important, especially given that there is continuous assessment taking place across all the IB (PYP, MYP, DP) classrooms. The health of your child and that of other children is our priority.

- If your child is not feeling well and you are uncertain about sending him/her to school on any given day, it is best to keep your child home and observe him/her for worsening symptoms.
- If a child is too ill to attend school in the morning, it is recommended that he/she stay home all day. Children and adults come into close contact at school and therefore there is a higher risk of contagious illness and it is therefore advisable to keep a sick child at home.

Parents should be alert to requests from a child to stay at home, to look for patterns or to try to understand if there is anxiety at the root of the problem.

## RECOMMENDATIONS FOR WHEN TO KEEP YOUR CHILD AT HOME

Colds/flu	Student needs to remain home if he/she has an excessive runny nose, excessive coughing, temperature at or above 38°C, or is too uncomfortable to function at school.
Chicken Pox, Measles etc.	Student may return to school after all blisters are dried and crusted over. Notify the school nurse if your child has chicken pox/measles etc.
Diarrhea	If a student has diarrhea 2 times in a day, he/she needs to remain at home until diarrhea subsides and no other signs of illness exist. Try to keep the child hydrated and seek medical help if symptoms persist beyond a day.
Ear Infections	Student needs to be evaluated by a physician if he/she complains of ear pain. Early treatment can ward off possible permanent damage to the ear, which could result in hearing loss.
Eye Infections	Redness, drainage, or watering of the eyes requires assessment to determine the cause of conjunctivitis (pink eye) or possible eye injury. Eyes need to be clear, or children need to be treated with prescription medication for at least 24 hours before returning to school. Please note that conjunctivitis is contagious and the child should avoid rubbing the eye ensuring he/she washes his/her hands regularly.
Fractures and Surgeries	Parents need to contact the class teacher or nurse when a child has a serious injury or surgery. Modifications to physical activity and mode of travel throughout the school campus may need to be evaluated. Please provide written information from your physician as to your child's level of activity at school. State limitations and special needs.
Cuts and Injuries	If a child has an open wound, please ensure that it is properly dressed/covered before she/he comes to school. If there is an accident at school, the nurse will assess the injury, administer first aid as appropriate and notify parents as soon as possible by phone and/or note as to the type and status of any injury.
Head Lice	Your doctor or pharmacy can recommend the best available shampoo treatment for children. Nits can be persistent if not dealt with properly, which usually involves treatment of the whole family, cleaning bedding and clothing. Children should not share hats at school. Children with <b>head lice</b> must be kept home until an effective treatment has been administered.  The school nurse can do checks for nits and if found parents will be advised to treat the condition but the child may remain at school.  If the school nurse finds live head lice then parents will be contacted and the child must not remain at school.
Rashes	Student is to remain at home with any undiagnosed skin rash and may return when the rash has cleared, or with a doctor's note stating diagnosis and clearing him/her to return to school.
Tonsillitis/ Strep Throat	Treatment for tonsillitis may depend on the cause and the child may need to be treated with antibiotics for 48 hours before returning to school if there is a positive throat culture.
Fever	The student needs to be fever-free (less than 38°C) for at least 24 hours.
Vomiting	Student is to remain at home if he/she has vomited within the past 24 hours. Should a student experience vomiting during school hours, the child will be sent home. The child needs to
Malaria	A child suffering from high fever, chills, aches and other 'flu-like symptoms should be tested for malaria. Early intervention with appropriate medication is advised and the child will need to rest at home for several days to recuperate.



## 3.4 School Uniform

### DAILY UNIFORM

BOYS	GIRLS	ALL
<ul style="list-style-type: none"><li>Navy blue or black trousers/shorts (athletic shorts or tailored shorts)</li></ul>	<ul style="list-style-type: none"><li>Navy blue or black pleated or plain skirt/skort or trousers- skirt/skort must be no shorter than one hand width above the knee</li></ul>	<ul style="list-style-type: none"><li>Socks plain, grey, black, navy or white. Girls may wear plain tights or leggings/grey, black, navy, or white with a skirt/skort or shorts</li></ul>
<ul style="list-style-type: none"><li>Plain white polo/golf shirt- with school crest- buy from school/ without crest if bought elsewhere.</li></ul>	<ul style="list-style-type: none"><li>Plain white polo/golf shirt- with school crest- buy from school/ without crest if bought elsewhere</li></ul>	<ul style="list-style-type: none"><li>Dark, black, blue, or brown shoes or sneakers or covered-toe sandals- NO CROCS</li><li>Jumper, cardigan, sweatshirt- navy, black, grey- NO HOODIES</li><li>A hat is required for break times and PE</li></ul>



### PE UNIFORMS

#### PE Kit has:

- White round neck t-shirt
- Plain Navy/Black shorts
- Appropriate sports trainers/shoes
- Water bottle
- Hat

On PE days students should come to school in their PE uniform. Older students (Grade 4 and 5) are encouraged to bring in an extra shirt in case they would like to change after PE, especially on days they have PE in the morning.



#### Swimming

- Figure-hugging swimsuit (no bikinis, board shorts, wet suits, or baggy clothing - these impede skill development)
- Swim hat, if hair grows to below ears (keeps hair out of the water and filters = keeps pool water sanitary)
- Goggles (helps with face submersion and correct technical learning)
- Towel
- Flip flops/Crocs

On Swimming days students who swim first thing in the morning can come to school wearing their swim gear and need to bring a change of clothes to wear after swimming.

Students who have swimming later in the day must bring their swim gear to school and will change either in class (PreK, KG, Grade 1) or in the pool changing rooms.

Other:

- Students need to bring a labeled water bottle and a lunch box/bag for their snacks/lunch.
- All students need to bring a backpack to school.

**Please remember to label all of your children's items with their name and class name.**

### OTHER APPEARANCE GUIDELINES

Generally, jewelry is discouraged because of safety during PE and swimming, when it has to be removed.

These things may be worn but removed for PE/Swimming

- A neck chain
- 1 pair of earrings
- A watch

Colored nail polish/ makeup/ body art is not acceptable at any time except for dress-up days.

## 3.5 Safety and Security

Fire precautions and safety procedures are posted in each room. Fire, earthquake and lockdown drills will be carried out regularly to ensure that students and teachers are familiar with the procedures.

Should it be necessary to evacuate the school campus in an emergency, any instructions given by an authorized member of staff must be obeyed immediately and implicitly by each student. No student, under any circumstances, should leave the rest of the student body in such an emergency.

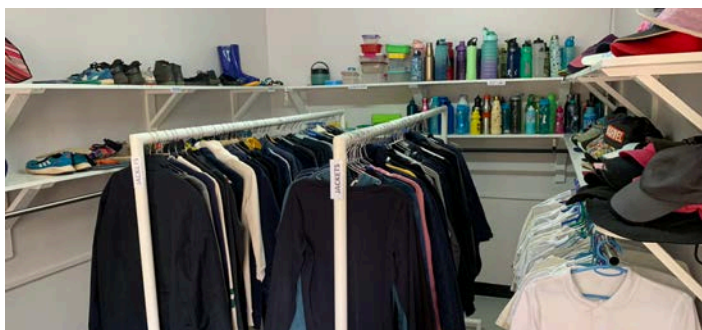
### 3.6 Lost and Found

Items that are found on the school campus are taken to the admin building. On Fridays, these items are brought to the lost property room next to the clinic.

Students are encouraged to be responsible for their items and look after them at all times. The school cannot accept responsibility for loss or damage to students' personal property.

**We will do our best to return clearly labeled items (student's name and grade level) to students.**

At the end of each semester, all families will receive a message letting them know that all lost items that have not been collected before the last day of the semester will be donated.



### 3.7 Social Events

Social events (for example International Day, and Malawi Day) for students are planned into the school calendar, to provide children with an opportunity to develop social skills in situations not normally experienced in their day-to-day activities.

Guests will be allowed only after approval has been granted by the Primary Principal and in limited numbers.

As with all school events, we welcome parental support at social events.

#### BIRTHDAYS

Should parents wish to share a birthday treat (cupcakes, mini sandwiches, fruits, popcorn, etc.) with classmates of their child, they should send a note to the class teacher a few days before the birthday.

On the day, the parents may send the treat to school.

We encourage parents to send in cupcakes, **NO CAKES**, to make serving easier.

Shared treats can not contain any nuts. Please read more about our Nut Policy below.

Parties cannot be organized in school time.

### PARTY INVITATIONS

School is an ideal opportunity to deliver invitations to a birthday party. However, they can create huge problems where one child, for example, is not invited.

If you would like to invite all children from one class, then invitations can be distributed with the teacher's help at school.

However, if only a few children from a class are invited, invitations have to be distributed outside of school. We thank parents for their understanding.

However, please be sensitive and understand that to help develop all children's self-esteem, we encourage parents to invite ALL children from a class or school group.

It is not possible for the teacher to email other parents about birthday parties or give out contact information for other parents.

### GIFTS FOR TEACHING STAFF

We appreciate the support and involvement of our students' families in fostering a positive learning environment. While gifts for teachers and teaching assistants are not required, we understand that some families may choose to express their gratitude through such gestures.

Families are under no obligation to give gifts to teachers or teaching assistants. The decision to provide a gift should be entirely voluntary and based on personal choice.





## 3.8 Nut Free Zones at BMIS

### NUT FREE ZONES AT BMIS

- In our ongoing commitment to creating a safe and inclusive environment for all our students, BMIS decided to become a school that will create nut-free zones for students with nut allergies.
- Here are more details in regards to our Nut Free Zones guidelines at BMIS:

### NUTS ARE ALLOWED

- Students are permitted to bring nuts and food containing nuts to school as long as this food will not be shared. Examples of such items include peanut butter sandwiches, granola bars with nuts, and trail mix.

### Updating School Records of Students with Nut Allergies

- Parents will be asked to inform the school if their child has a nut allergy.
- Parents will be asked to indicate the severity of their child's allergy.
- If an EpiPen is needed, the parents/guardians will be asked to leave the EpiPen clearly labeled with the child's name at the school clinic.
- The school nurse will update all records to show which students are allergic to nuts. The records will also show the severity and symptoms of the allergy as well as the treatment required.
- The updated records will be shared with all teaching and admin staff.

### No Sharing of Food

- Students are asked to not share their food in order to keep all students safe.
- Bake Sale and Shared Treats
- If the school has a bake sale or treats are shared in classes, all treats have to be nut-free.

### Nut-Free Zones

- We will designate specific areas within classrooms as nut-free zones if we have students with nut allergies in a class.
- These zones will be clearly marked, and students and staff are expected to refrain from consuming nuts or nut-containing foods in these areas.

### Creating a Nut-Free Zone

- Teachers will talk to their class about why nut-free zones are important (i.e. some students are allergic to nuts and we need to keep them safe; some students can get allergic reactions if they get in contact with nuts airborne or if they consume nuts; we want to be inclusive and make sure everyone is safe in class).
- To create a safe environment, consider implementing a seating arrangement that allows for a buffer zone between individuals with peanut allergies and those consuming peanut products. Nut-free zones will be clearly labeled in the classroom.
- Additionally, promoting awareness and encouraging good hygiene practices, such as handwashing after eating, can help minimize the risk of accidental exposure.
- Label your nut-free zone.

### INCLUSIVITY AND AWARENESS

Our goal is to create an inclusive environment that accommodates the needs of all students. We encourage open communication and cooperation among students, parents, and staff to foster a sense of community and understanding.

### SAFETY MEASURES

Our school nurse is trained to recognize and respond to allergic reactions promptly. Emergency action plans will be in place for students with severe nut allergies.

### Examples of Nut-Containing Foods

- Peanut butter and jelly sandwiches
- Peanut butter and banana wraps
- Almond or cashew trail mix
- Nutty granola bars

### Community Cooperation

We kindly request the cooperation of parents, students, and staff in adhering to these guidelines. By working together, we can ensure the safety and well-being of all students, including those with nut allergies.

# 04 SECTION D: HOME - SCHOOL COMMUNICATION

## 4.1 Written Communication from Home to School

### FROM THE PRIMARY PRINCIPAL

Every 2nd Friday, the Primary Principal share a Primary News Site link, via Seesaw. Please make sure your email address has been given to us.

### FROM YOUR CHILD'S CLASS TEACHER

Every Friday, all class teachers send home a weekly newsletter via Seesaw summarize learning that took place, share highlights of the week and send some important reminders.

### COMMUNICATION BETWEEN PARENTS AND TEACHERS

Parents are welcome to contact the school and teachers whenever they have a question, concern or information to share.

Teachers have 48 hours to respond to parent emails. If parents want to share information about pick-up arrangements, playdates, etc. they should email 24 hours in advance as teachers teach during the school day and can't always check their emails.

Teachers are not expected to answer emails on weekends or during the holiday. In case of an emergency, please email the Primary Principal at [primaryprincipal@bmis.mw](mailto:primaryprincipal@bmis.mw)

## 4.2. Class Representative and Communication

All classes choose a class representative at the beginning of the school year.

The [job description of the class representative](#) outlines all responsibilities.

All parents, including, class representatives are requested to join the App Class lists.

Because of our [GDPR rules](#) the school can not give out parents' contact details.

However, the class representative is welcome to contact the teacher and ask them to send out messages from the class representative to all families.

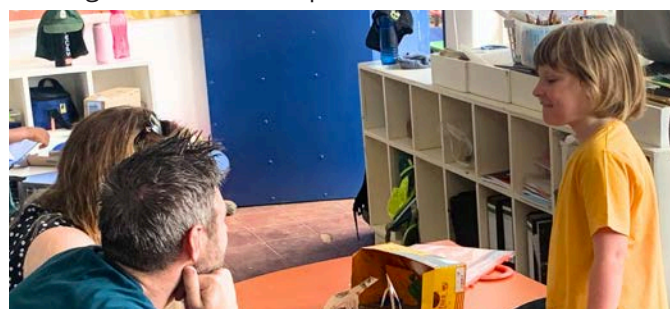
### CLASS LISTS

The Class Lists App is for parents to connect with other parents in the community. Class lists is an App that can be used to share reminders and important information with all families. You can find more information at <https://www.classlist.com/>

## 4.3 Reporting to Parents

Meetings with parents and written reports provide an opportunity to review a student's progress to date, discuss strengths and areas of growth, and set goals for the future.

These meetings allow parents to ask questions, share their thinking, and gain insight into their child's settling down at school, performance, and attitudes.







The current process is as follows:

<p style="text-align: center;"><b>August</b></p>	<p><b>Parent Open Evenings</b> Lower Primary and Upper Primary will hold a separate informal introduction to the school, your child's class teacher, expectations for the year and the curriculum.</p>
<p style="text-align: center;"><b>September/October</b></p>	<p><b>Goal Setting Conferences</b> <b>Lower Primary:</b> Parents and teacher meet to discuss the how the child has settled into the new school and to set goals going forward. <b>Upper Primary:</b> Student, parents and teacher meet to discuss how the child has settled into the new school and to set goals going forward.</p> <p>PASS: An online assessment of Social and Emotional Well-being will be administered to Grades 3, 4 and 5.</p>
<p style="text-align: center;"><b>December</b></p>	<p><b>Mid Term Report</b> Mid-Term Report: These reports are sent via Managebac. Parents will receive an email stating that the report is ready to view or download.</p> <p><b>MAP Test Report</b> Grade 3 to 5 students will receive their MAP test results together with their first semester report. The MAP test results will be sent by the class teacher on the same day the report card will be distributed.</p>
<p style="text-align: center;"><b>April</b></p>	<p><b>Student-Led Conference</b> Students have the opportunity to share their learning with parents during the Student-Led Conferences as well as goals. Parents can ask questions and understand where students are in their learning journey.</p>
<p style="text-align: center;"><b>June</b></p>	<p><b>End of Year Report</b> These reports are sent via Managebac. Parents will receive an email stating that the report is ready to view or download.</p> <p><b>MAP Test Report</b> Grade 3 to 5 students will receive their MAP test results together with their first semester report. The MAP test results will be sent by the class teacher on the same day the report card will be distributed</p>

If parents wish to meet with the teachers at other times during the school year, they are welcome to make an appointment with the teacher directly.

## 4.4 Matters of General Concern

If you wish to discuss a concern, please go to the source first. You can email teachers, and the Primary Principal to share your concerns so that these can be addressed. All concerns should be communicated in a respectful manner.

The operations of the school and the roles of the Board of Trustees and the Parent Teacher Association are subject to written policies. Such policies are available for consultation in the main office. All communications with the Board should first be channeled through the Director.

## 4.5 Parent Teacher Association

The BMIS PTA is a committee of proactive parents and teachers who come together to assist the school to develop and continually improve its facilities, infrastructure, environment, and atmosphere for the benefit of all the students.

The PTA is committed to cooperation between parents, teachers, students, and the community, to financially assist and actively support BMIS whilst promoting a spirit of fellowship and fun. New members are always welcome and always needed.

## 4.6 Parental Concern Procedure

The following procedure is designed to allow all parents of children in the school to express concerns to the school, in a manner that ensures fairness and integrity to all concerned. It is felt that this procedure will provide the quickest possible solution to a problem, whilst also allowing time for reflection.

- Any complaint should be made on a personal basis, not on behalf of anyone else.
- If parents have a complaint or a matter of concern, they are advised in the first instance to try to sort the matter out by speaking with the person concerned.
- The person concerned should report back in a time not exceeding 48 hours.
- If they are unable to do this, or if such action has not resolved the matter, or if the concern is non-educational, they should bring the matter to the attention of the primary principal.

- The Primary Principal will listen to or read, in the case of a written communication, and record the complaint.
- The Primary Principal will advise the parents when they should expect an initial response.
- In the meantime, the Primary Principal will talk to all parties concerned in the complaint and come to a decision about the action required.
- All parties will be informed of this action.
- In the event that parents are not satisfied with the course of action proposed by the Primary Principal, they can then take their complaint to the Director. At this stage, the complaint should be in writing if this is not already the case.
- The Director will follow the procedures set out above and come to a decision. Again, all parties will be informed of this decision and a written record of the matter will be filed with the Director. If the parents are still dissatisfied with the outcome, they can make a final appeal to the Board, in writing, addressed to the Chair of the Board. After investigation, the Board, or a committee appointed by the Board, will notify all parties of their decision, and a record will be kept by the Director.

### The Board's decision is final.



# 05 SECTION E: APPENDIX



## 5.1 BMIS PYP Behaviour Guidelines

### BMIS MISSION STATEMENT

*'We are a diverse and welcoming community in a joyful learning environment that promotes well-being, sustainability, and inclusivity and celebrates growth as success.'*

At BMIS Kindness Matters. As a community we are committed to create a safe, welcoming, supportive and kind environment for all members of our community. Being kind and respectful are at the heart of our behavioral guidelines.

### COMPASSIONATE DISCIPLINE

Moving away from a punishment model towards compassionate discipline means we are taking a behavioral management approach, meaning we lean more into preventative methods, such as classroom management and SEL, and support teachers with strategies to manage misbehavior in their classrooms before referring to admin.

Compassionate discipline encourages us to think about the way we discipline differently to consider factors that underlie a student's behaviors. It approaches discipline as a means to approach the behavior with curiosity and examine what the child is trying to communicate through their actions.

The Aim:

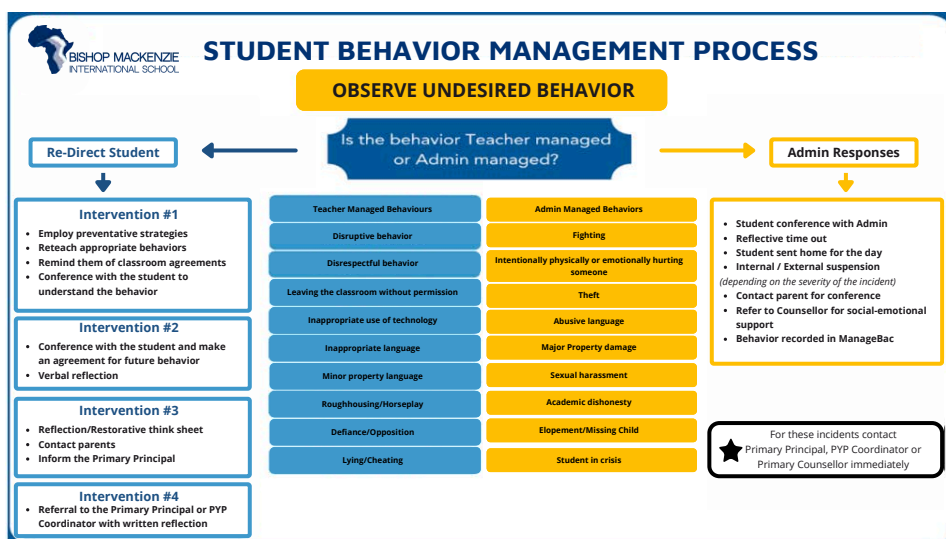
- Respect - we see children as individuals and their views, thoughts, and feelings are accepted and appreciated.
- Collaboration - we work together with children, collaborating with them, and adapting to their needs.
- Limitation - Setting boundaries in a healthy way and according to their developmental levels to ensure their safety and ability to thrive.

In Primary we follow the 3Rs. The 3Rs are used to help students reflect about their behavior when needed and guide all that we do at school.

**The 3Rs**

At BMIS we

- Respect ourselves
- Respect one another
- Respect our school





## 5.2 STUDENTS RIGHTS AND RESPONSIBILITIES

The relationship between rights and responsibilities is pivotal to behaviour expectations for our PYP students. To preserve these rights for everyone it is necessary for us to uphold and honour our responsibilities. It is through choice, reflection, and action that we will develop life skills, as well as attitudes and attributes, from our IB Learner Profile which are necessary, inside and outside the school community.

PYP teachers and students work together to build classroom essential agreements that are consistent and aligned with the BMIS Golden Rules. Teachers, students, parents and administrators are committed to working together to address disciplinary matters with the aim to help students develop strategies to self-regulate behaviour and take responsibility for their chosen actions.

<b>LEARNING</b> Everyone should be free to learn, teach and express himself or herself without being interrupted.	
<b>RIGHTS</b> I have the right to..	<b>RESPONSIBILITY</b> It is my responsibility to..
Learn and help others learn	Respect others in the learning process. <ul style="list-style-type: none"> <li>★ Come to school on time and be ready to learn</li> <li>★ Following directions and demonstrate best behaviour in class</li> <li>★ Being engaged in learning and putting forth my best effort</li> <li>★ Understanding that making mistakes is part of the learning process</li> <li>★ Moving within the school environments in an orderly manner that is respectful of other learners</li> </ul>
<b>SELF</b> Everyone should be able to play, work, read, study, teach or spend time quietly and peacefully without unwelcome interference.	
<b>RIGHTS</b> I have the right to...	<b>RESPONSIBILITY</b> It is my responsibility to...
My own individual style as both a person and learner	Allow others their personal style Ensure that others also feel respected and safe <ul style="list-style-type: none"> <li>★ Showing awareness of myself and others as learners and thinkers</li> <li>★ Regulating and taking responsibility for my actions</li> <li>★ Acting in a principled, responsible manner with all members of the BMIS community</li> <li>★ Taking care of my personal hygiene and health</li> </ul>
Feel respected and safe at BMIS	
<b>SELF</b> Everyone should be treated fairly, and have their feelings and cultures respected.	
<b>RIGHTS</b> I have the right to...	<b>RESPONSIBILITY</b> It is my responsibility to...
Be myself and to be happy in school	Act with integrity and respect for others. This means that I am responsible for: <ul style="list-style-type: none"> <li>★ Speaking to others in a kind and respectful way</li> <li>★ Being considerate of the feelings of others and their personal space</li> </ul>
	<ul style="list-style-type: none"> <li>★ Showing tolerance and appreciation for all personal and cultural differences</li> <li>★ Respecting all members of the BMIS community on the campus: teachers, assistants, support staff, parents, volunteers, and classmates</li> </ul>
<b>PROPERTY</b> Our belongings and environment should be looked after and protected	
<b>RIGHTS</b> I have the right to...	<b>RESPONSIBILITY</b> It is my responsibility to...
Enjoy the facilities and environment at BMIS	Do whatever I can to protect and to preserve the property and environment of this school and community This means that I am responsible for: <ul style="list-style-type: none"> <li>★ Taking care of my own property</li> <li>★ Respecting the property of others</li> <li>★ Cooperating with others in a respectful manner when using shared equipment</li> <li>★ Using equipment in the manner for which it was designed</li> <li>★ Keeping our school free from destruction and reminding or reporting anyone who fails in that responsibility</li> </ul>

PYP students will be responsible for complying with these behavioural expectations all around campus and at any time. Each student is held responsible for his or her actions when under the supervision of school personnel.

Once students have been dismissed, **parents or guardians are expected to adhere to all guidelines and procedures in this document whilst on campus.**



## 5.3 Devices

It is recommended that devices are brought in a padded bag or protective sleeve which is used only for the appropriate device (i.e. not books or other supplies). Students are encouraged to bring the following devices and use them in the following locations:

Location	Laptop, Netbook, and Tablet (Recommended)	eReader/Kindle
Classroom	As directed by teacher	As directed by teacher
Lunch Period	No	No
	Note: For educational activities	Note: For educational activities or free reading time

### NO GAMING DEVICES OR ONLINE GAMING ALLOWED

#### Internet Access

All devices brought into school must have antivirus software installed and updated and must be capable of WIFI access. The school provides internet access through its WIFI network. While internet access for the device at home would be useful; it is not a requirement.

#### Charging of Devices

Devices that are brought to school should come fully charged and must have a LONG LIFE BATTERY that lasts the entire school day. The school will not provide power outlets in classrooms for charging devices. Teachers will not permit students to be distracted from lessons due to the charging of devices.

#### Software

No software needs to be purchased

#### Acceptable Use of Device

School policy applies to all devices on school grounds or using the school's WIFI network. Please note the ACCEPTABLE USE POLICY needs to be signed and will be held in the school's files.

#### Responsibility for Devices

Each student is responsible for his or her own device. Purchase, repair and security of the device is the responsibility of the family. The school provides lockers, which can be used to secure devices. Bishop Mackenzie International School takes no responsibility to search for lost or stolen devices nor is there any assumption of financial responsibility by Bishop Mackenzie International School for damaged, lost or stolen personal computing devices. It may be wise to acquire theft or hazard insurance for devices.

#### Storage of Work and Printing

All students' work will be stored online. The use of a flash disk /thumb drive/USB key as a backup for times when there are difficulties connecting to internet services is recommended. Students will not have access to printing directly from their devices.

The school will provide the following alternatives

- Printing through the school computers
- Electronic delivery of documents through email and other online services.

#### Access to the School's Resources

In order to get access to the school WIFI network, each device must be registered with the school Network Administrator.

This can only be done if:

- The student can produce a signed acceptable use agreement form
- The student's device is acceptable
- The device has up-to-date antivirus software

#### Student Access to the Internet - Aims

BMIS encourages students to use the internet as a resource which will allow the development of skills as well as to seek, analyse and evaluate information available through the internet.

This accords with the following extracts from the school's mission and aims:

- to prepare students to become responsible, self-reliant, contributing and productive citizens of the ever-changing world;
- to develop skills for independent, creative and critical thought;
- students are offered education in an international context which ensures transferability and continuity with educational institutions around the world.

## 5.4 INTERNET ROLES AND RESPONSIBILITIES

### THE SCHOOL

BMIS acknowledges a duty of care regarding access by students to the internet in school time and on school equipment, due to the availability of offensive material (for example, pornographic, racist and fascist material), teachers will inquire into and evaluate websites and resources in order to give guidance to students in the appropriate use of such resources.

## **PARENTS**

BMIS believes there are more benefits when students access information with parents. This is an opportunity for collaboration and to engage in students' learning process. However, BMIS respects each family's right to decide on content from the internet as well as the device students bring to school.

Where students have home access to the internet, parents are expected to exercise the same care over access to offensive and inappropriate material as is exercised by the school.

## **STUDENTS**

As in all aspects of school life and work, students have a responsibility to use their access to the internet with care and respect for themselves and others.

## **GUIDELINES**

BMIS will provide access to the internet, including student email addresses.

The school will, as possible and reasonable, control and monitor access to the internet. Copies of regulations for internet use, including the control and monitoring arrangements, will be provided for parents. Older students- Grades 2 to 5- will be required to sign an agreement indicating that they understand and are prepared to follow school guidelines regarding internet use.

Students will also be part of internet safety lessons which will focus on using devices and the internet responsibly and show students how to stay safe online.

Students found to have been accessing unsuitable sites or otherwise breaching the school's regulations, will be excluded temporarily or permanently from internet use in school, depending on the seriousness of the issue. Parents will immediately be informed of the reason.

## **USE OF MEDIA**

Learning experiences at BMIS cater to students' inquiries, there are multimedia resources that enhance the inquiries and allow students to gain deeper understandings in their learning process. These resources are thoughtful and purposefully planned to the units of inquiry or other learning engagements students work on.

## **PLANNING FOR MEDIA USAGE**

When selecting a multimedia tool as a teaching and learning resource, teachers will:

- ensure that curriculum resources are suitable for the age group using them,
- ensure that media resources link directly to the year level's current curriculum
- consider the particular needs of all students
- ensure students are not exposed to offensive or obscene materials or themes
- consider the words, behaviour, images or themes of the resources in terms of the: impact on the audience age group, literary, artistic or educational merit of the material, the intention of the author and general character of the material, how parents might react to their children being exposed to this content, impact on persons from different ethnic, religious, social and cultural backgrounds.

In Primary, all teachers will share and discuss potential video and multimedia resources in their year level planning meetings with the PYP Coordinator, to ensure that all materials have been vetted and approved as appropriate.

Duration of Multimedia and Video Teacher discretion must be used when evaluating the extent of video or multimedia resources used in the classrooms, which will be age and content-dependent. However, as a broad guide, a 3-5 minute video clip would be viewed as an appropriate introduction to a new topic or an illustration of a point. Video content beyond this should only be used when strictly relevant to the teaching concerned and must be the most appropriate means of conveying the content.



Remember that the most valuable resource is the teacher spending quality teaching time with the students and any extended periods of time watching video may be open to justifiable criticism.

### **RISK OF CLOSE PROXIMITY TO SCREENS**

With interactive touch screens becoming more popular in the school as opposed to a projector, there are some risks associated with being close to the screen. While old-fashioned CRT televisions emit small levels of radiation “It is important to note also that flat panel TVs incorporating Liquid Crystal Displays (LCD) or Plasma displays are not capable of emitting x-radiation.

As such these products are not subject to the FDA standard and do not pose a public health hazard.”

(1)That being said, there is ongoing research that is emerging about the potential harm from being in close proximity to electronic devices, including LCD screens and telephones.

There is the added risk of working close to a screen where one’s eyes are unable to appropriately adjust to the screen. As a guide, where students are required to work in close proximity to a screen, this should be limited, so as to avoid unnecessary risk of electromagnetic radiation and eye-stress from working too close to the screen.

(1.)<https://www.fda.gov/RadiationEmittingProducts/ResourcesforYouRadiationEmittingProducts/ucm252764.htm>



## **5.5 Contact Information**

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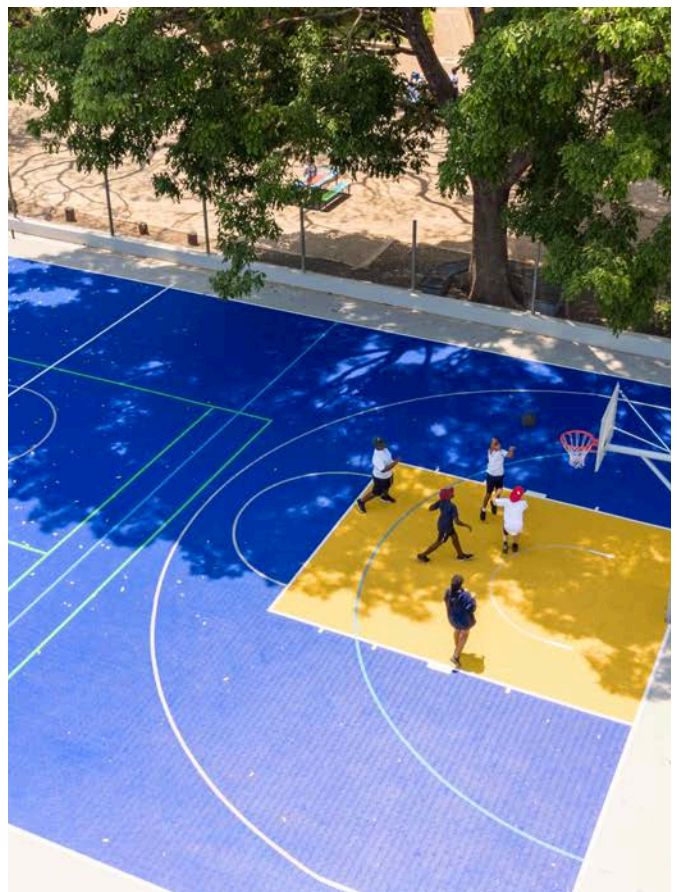
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