



2023-2024  
Midtown International School  
K-12 Parent and Student Handbook

<b>ABOUT THE SCHOOL</b>	<b>6</b>
Mission, Vision, and Core Values	6
Promise	6
The MIS Proclamation on Diversity	7
Honor Code	7
School Levels	8
School Hours	8
<b>GENERAL ATTENDANCE POLICIES</b>	<b>9</b>
Attendance Policy	9
Arrival	9
Dismissal	10
Early Check-Out	10
Checking Out Due to Illness	11
<b>STUDENT ACCOUNTABILITY &amp; DISCIPLINE</b>	<b>11</b>
Homework	11
Academic Performance Expectations	11
Academic Integrity	12
General Cell Phone & Technology Expectations	12
Dress Code	13
Bullying	13
Fighting/Aggressive Behaviors	13
Public Displays of Affection	14
Sexual Misconduct Policy	14
Sexual Harassment	14
Reporting Sexual Misconduct	15
Student Resources for Reporting Sexual Misconduct	15
Student Reporting	15
Vandalism, Theft, and Damage to Property	16
Alcohol, Smoking, and Drug Student Policy	16
Off-Campus Behavior	1
Disciplinary Probation	1
<b>HEALTH AND SAFETY</b>	<b>1</b>
School Closings and Emergency Notifications	1
Campus Security	1
Visitor Policy	1
Student Illness	1
Medications	1
Allergies	1

Food and Celebrations	1
First Aid	1
Medical Emergency	1
Safety Drills	1
Loss of Electricity / Plumbing / Facilities	1
Pandemic Outbreak	1
<b>EDUCATIONAL RESOURCES &amp; TRAVEL</b>	<b>1</b>
Books and Materials	1
Library	1
School Supplies	1
Lockers	1
Lost and Found	1
Technology and School-Issued Devices	1
Field Trips, College Tours, and Study Abroad	1
<b>STUDENT ADVOCACY &amp; SUPPORT</b>	<b>1</b>
Counseling	1
Academic Action (AAP) & Social Emotional Learning Plans (SELP)	1
Tutoring	1
Outside Support	1
<b>COMMUNICATIONS</b>	<b>1</b>
Calendars	1
Connections Newsletter	1
Communications from Faculty	1
Parent Teacher Conferences and Student Goals Meetings	1
Escalation Policy	1
<b>PARENT OPPORTUNITIES</b>	<b>1</b>
Philanthropy	1
MIS Parent Organization (MIP)	1
Community Outreach	1
<b>BUSINESS POLICIES</b>	<b>1</b>
Anti-Discriminatory Statement	1
Confidentiality of Student Records	1
Re-enrollment	1
Payment	1
Withdrawal from School	1
Changes in Policy	1
<b>GRADES K-5 SPECIFIC POLICIES</b>	<b>1</b>
Lunch and Snacks	1
Cell Phones & Technology	1

Student Assessment	1
Code of Conduct	1
Progressive Discipline	1
<b>GRADES 6-8 SPECIFIC POLICIES</b>	<b>1</b>
Lunch and Snacks	1
Cell Phones & Technology	1
Student Assessment & Grading Scale	1
Extensions	1
Missed Learning/School Work Policy	1
Code of Conduct	1
Progressive Discipline	1
<b>GRADES 9-12 SPECIFIC POLICIES</b>	<b>1</b>
Lunch	1
Student Drivers	1
Cell Phones & Technology	1
Attendance Policy	1
Next Steps after an Excused Absence	1
Next Steps After an Unexcused Absence	1
Planned Absences	1
Patterns of Absences	1
Tardy Arrival	1
<b>GRADES 9-12 ACADEMIC POLICIES</b>	<b>1</b>
High School and College Counseling	1
Academic Performance Expectations	1
Extensions	1
Academic Probation	1
MIS Grading Scale	1
Fulfilling Graduation Requirements	1
Transfer Credit Policy	1
Dual Enrollment	1
Credit Recovery	1
Protocols for Missed Work	1
SCOIR	1
Student-Led Initiatives	1
<b>GRADES 9-12 STUDENT ACCOUNTABILITY AND DISCIPLINE</b>	<b>1</b>
Progressive Discipline	1
Minor Infractions	1
Major Infractions	1

## **Appendix A:**

<b>Minimum High School Graduation Requirements</b>	
<b>Applicable to: Class of 2022 - 2024</b>	<b>1</b>
<b>Appendix B:</b>	
<b>Minimum High School Graduation Requirements</b>	<b>1</b>
<b>Appendix C:</b>	<b>1</b>
<b>Self-Checkout Waiver for Grades 9-12</b>	<b>1</b>
<b>Appendix D:</b>	<b>1</b>
<b>Technology Acceptable Use, Care, and Maintenance Policy</b>	<b>1</b>
Basic Guidelines for Device Safety	1
Software Guidelines	1
Limitations of Liability	1
<b>Appendix E:</b>	<b>1</b>
<b>Technology User Agreement</b>	<b>1</b>
<b>Appendix F:</b>	<b>1</b>
<b>High School MacBook Air Addendum</b>	<b>1</b>

# ABOUT THE SCHOOL

## Mission, Vision, and Core Values

Midtown International School serves gifted and bright students who thrive in small class environments. The globally-minded curriculum and problem-based instruction create a community of engaged global leaders dedicated to the values of respect, responsibility, citizenship, and justice.

The school immerses students in a diversity of viewpoints that transcend national, ethnic, and socio-economic boundaries. Problem solving and critical thinking are the foundation of our integrated curriculum, developing inquisitive, flexible, and collaborative thinkers who will be successful in an ever-changing global society.

MIS ignites the educational and social learning of gifted students through advanced instruction in science, math, social studies, English, and technology; arts integration across the curriculum; development of student leadership and peer collaboration; strategic community partnerships; and international travel for all middle, and high school students.

## Promise

Midtown International School is Atlanta's home for globally minded, gifted learners where high-ability and highly inquisitive students forge empowering and self-actualizing relationships with devoted and expert teachers, with exceptionally talented and supportive peers, and with the limitless act of learning itself.

In a school where teachers serve as trusted guides, and equally curious co-learners;  
where classrooms transform daily into kinetic problem-solving laboratories;  
where travel opportunities expand worldviews and catalyze new thinking;  
where world languages prove essential rather than supplemental;  
where intellectual bravery and social courage reap their own rewards;  
where imagination illuminates every classroom;  
where authentic, meaningful, and applied scholarship knows no bounds and is unconfined by artificial ceilings or imposed standards;  
and where no one waits to learn,  
MIS students think, debate, create, problem-solve, synthesize, and flourish,  
becoming their best selves,  
growing in both confidence and ability,  
and falling in love with school and with learning  
as they recognize their capacity to accomplish great feats  
and navigate our ever-converging world.

Because MIS sees, meets, and challenges  
all students where they are—turning differences into strengths, quirks into capacities--  
MIS students fulfill their outsized potential,  
come into their own,  
grow in self-awareness, interpersonal influence,

and global perspective,  
and recognize limits for what they are:  
challenges to overcome on the path  
to purpose and fulfillment.

## The MIS Proclamation on Diversity

It is our moral imperative as human beings on this earth to be brave and true in celebrating the beauty and dignity in each life. We acknowledge and actively work to remedy historical injustices that have systematically marginalized communities around the world.

We promote understanding through courageous conversations;  
We address and fight bias within ourselves and anywhere we find it;  
We are unafraid to champion equity in our pursuit of justice;  
We respect individual experiences and practice unconditional positive regard;  
We foster an ethic of global citizenship that recognizes the inherent interconnectedness of the people and nations of the world;

We embrace the responsibility of empowering generations of thinkers to recognize their intellectual and moral blindspots, thoughtfully challenge the status quo, critically think through potential local and global solutions, and positively contribute to the betterment of the world around them.

MIS stewards these principles by providing safe spaces conducive to growth through conscientious practices that include:

- Facilitating identity workspaces
- Designing culturally responsive classrooms and instruction
- Implementing inclusive recruiting and hiring practices
- Delivering intentional counseling lessons
- Fostering growth mindsets
- Minimizing bias in gifted identification
- Building authentic relationships with students and families
- Eliminating barriers to equity and access through scholarships
- Creating a community of curious co-learners between teachers and students

As part of our commitment to see learning as a limitless journey, MIS views this proclamation as an ever-evolving framework, subject to constant re-evaluation and expansion according to new insights gained from our work as members of the global community.

## Honor Code

Midtown International School embodies a spirit of mutual trust and intellectual curiosity that is central to the very nature of learning, and represents the highest possible expression of the shared values of RESPECT, RESPONSIBILITY, JUSTICE and CITIZENSHIP among the members of the school community.

The purpose of the MIS Honor Code is to communicate the meaning and importance of personal integrity to all members of the school community and to articulate and support the interest of the community in maintaining the highest standards of conduct.

As a member of the MIS community students are committed to practice:

- RESPECT by acknowledging a diversity of viewpoints and experiences different from their own while maintaining an attitude of learning and understanding.
- RESPONSIBILITY by adhering to the Academic Integrity Policy and by taking ownership of their decisions and the impact they may have on others in the community.
- JUSTICE by thoughtfully and intellectually questioning ideas that support inequality, inequity, and bias, and taking steps to challenge them when necessary.
- CITIZENSHIP by being actively and positively engaged in their communities and taking the initiative to contribute to their continued improvement.

Students are responsible for focusing on their learning and avoiding behavior that distracts them from this priority. We expect students to behave in an appropriate manner in class, in the halls, on the school grounds, and in the vicinity of the school. Behaviors that inhibit or are detrimental to the learning environment are prohibited. As representatives of the school, students are expected to conduct themselves honorably, both on and off-campus.

We acknowledge that positive character development depends on being held accountable by one's community and being given the opportunity to correct and grow from any decisions that violate the MIS Honor Code. To help learn from mistakes and grow as individuals, behavior support measures are determined on an individual basis based on factors such as a student's behavioral history, the impact upon the community, and the specific circumstances of the situation. The results of the behavior support process are confidential and will only be shared with the family of the offending student. It is our hope that students will learn from their mistakes through the behavior support process and understand the nature of their actions as a member of the community. The Handbook is a guide toward this end, although it is not an exhaustive or all-inclusive manual for behavior.

## School Levels

MIS serves students in grades K-12.

- Elementary School: Grades K-5
- Middle School: Grades 6-8
- High School: Grades 9-12

## School Hours

**Grades K-5:** 8:30am-3:30pm

*Morning Arrival* 8:15-8:30am

*Afternoon Dismissal* 3:30-3:55pm

**Grades 6-12:** 9:00am-4:00pm

*Morning Arrival* 8:15-8:55am

*Afternoon Dismissal* 4:00-4:15pm



*\*Families or carpools with students in multiple school levels should pick up all children during the dismissal time for the eldest child. They may drop off all students at the earliest arrival time.*

*\*\*Please see "Dismissal Procedures" Under "General Attendance Policies" for additional carpool expectations and guidelines.*

## GENERAL ATTENDANCE POLICIES

Throughout this handbook and in other communications from MIS, parents and guardians may be referred to as *parents* for ease of communication and conversation.

### Attendance Policy

Regular attendance is essential to meet student and school goals. Parents must inform the school of any student absences at [absences@misatl.org](mailto:absences@misatl.org) within 24 hours of each day's absence. Instructors take attendance at the start of every class on myMIS. Any student who is not present at the start of class will be marked "absent unexcused" until an acceptable reason is provided by a parent.

Acceptable reasons for excused absences include:

- Doctor's appointment,
- Personal illness of the student,
- Serious illness or death in student's family,
- Court order mandating student's absence,
- Religious holiday,
- College visits and interviews (Grades 10-12 only),
- Hazardous or inclement weather situations when the school is not closed but it is unsafe for the family to commute,
- Extra-curricular activities such as sports, performances, competitions, etc,
- Registering to vote and/or voting,
- Other reasons to be determined by and at the discretion of MIS.

State guidelines require schools to provide the yearly equivalent of 180 school days with a minimum of 4 hours of instructional time each school day. MIS exceeds the minimum amount of instructional time for students each school year.

### Arrival

Students may arrive as early as 8:15. Upon arrival, all K-5 students should report to their homeroom. 6th-8th grade students will report to designated grade-level common areas on the 2nd floor. 9th-12th grade students will report to the High School common area on the Lower Level. All students must enter and exit the building through the main front entrance.

## Dismissal

**Grades K-5:** The school day ends at 3:30pm; Pick-up from 3:30-3:45pm.

**Grades 6-12:** The school day ends at 4:00 pm; Pick-up from 4:00-4:15.

Elementary families should not queue in the carpool lanes prior to 3:20. Middle and high school families should not queue in the carpool lane prior to 3:55. **Please note: Drivers arriving prior to their designated time may be asked to park or return later.**

Families with students in multiple divisions should use the carpool time assigned to their oldest student.

Each student has a password for dismissal. Please let the school know of any last-minute changes in pick-up routine or after-school activities or plans by emailing your child's homeroom teacher (elementary), principal and/or counselor (6-12th grade), and [carpool@misatl.org](mailto:carpool@misatl.org).

Updates to the Authorized Pick Up list in the MyMIS Parent Portal can also be made by reaching out to the principal. Parents of students ages 13 and up may sign the student self-checkout waiver allowing the student to leave campus after 4pm. Please see the Self-Checkout Waiver (Appendix A) for details. Students with self-checkout waivers will be required to leave the building by 4:15pm and will not be permitted back in.

All carpool students will be dismissed to the front of the building. Any students remaining after dismissal will be sent to After Care until their ride arrives, unless they are engaged in an after-school activity or meeting with a teacher.

The 2023-2024 rate for after care is \$30 per afternoon. The MIS After Care Program is designed to balance work, play, and learning in a fun and engaging environment. Rates for after care are updated on the MIS website under "After School Programs". Only current students may participate in after care. Billing takes place at the beginning of each week for prior week's attendance.

Under no circumstances will sports or other after school activities be allowed to drop off students at After Care without advanced written parent consent, copying [carpool@misatl.org](mailto:carpool@misatl.org). Parents who authorize a scheduled after school activity to drop off their student at After Care will pay the full After Care rate of \$30.

After Care ends at 6:00pm. All students participating in After Care should be picked up no later than 6:00pm. Late pick up from After Care will be billed at \$5/minute.

MIS After Care is exempt from child care licensing requirements.

## Early Check-Out

If a student needs to check out early, a parent phone call or email to [absences@misatl.org](mailto:absences@misatl.org) is required. Failure to submit a note or call will result in the early dismissal being treated as an unexcused tardy or absence. Students cannot check themselves out early, even with a signed self-checkout waiver. The only exception to this rule is students in 11th or 12th grade who have

a study block during the last block of the day and a signed self-checkout waiver. A student must be signed back in upon returning to campus.

Middle and high school caregivers wishing to pick-up a student prior to their assigned dismissal *should not* do so through the elementary carpool line. Please park and follow the procedures for early check-out and pick-up your child prior to the start of their carpool (3:30/4:00) whenever possible.

## Checking Out Due to Illness

Students seeking to leave school early due to illness must be assessed by the Wellness Coordinator. The Wellness Coordinator or School Administrator will communicate with the student's family about appropriate next steps, including the need for early checkout/pick-up if needed. All students should be checked out at the front desk before departing campus.

*\*Specific attendance policies regarding notification, make up work, etc., can be found in the specific grade level sections of the handbook.*

- [K-5 Attendance Policies](#)
- [6-8 Attendance Policies](#)
- [9-12 Attendance Policies](#)

# STUDENT ACCOUNTABILITY & DISCIPLINE

## Homework

All student experiences with the school are planned to maximize student learning opportunities. We believe that the purpose of homework is twofold: 1) to get students to think more about the lessons they have covered or are going to cover, and 2) to open dialogue about the curriculum content with family.

Students may have homework that involves math, reading, writing, reflecting on their own understanding of a topic or lesson, watching a video on class content for the following day, or otherwise previewing or reviewing the content of a lesson. This allows class time to be used for collaboration, discussion, productive work, and problem-solving, and removes the need to focus extensively on basics during instructional time.

Students may be asked to practice routine skills at home to become more familiar and fluent with the content. Homework time might also be used to complete make-up work after an absence, work on an assignment with an extended due date, make use of approved extended time where applicable, or to study for an assessment.

When parents or students have a question about homework, they are encouraged to reach out directly to the assigning teacher or refer to myMIS or the course syllabus for more information.

## Academic Performance Expectations

Continued enrollment at MIS is contingent upon satisfactory academic performance. Because our students engage with academic content through problem solving and critical thinking, satisfactory performance is defined as an overall GPA of 2.0 or higher. Struggling students and their parents should meet with teachers to craft a support and improvement plan. At the end of any school year, students with a cumulative GPA of lower than 2.0 may be required to repeat the grade or be dismissed from school. In ongoing cases of academic challenges, parents, teachers, and administrators will meet to discuss specific plans, goals, and timelines for full school participation. In cases where insurmountable challenges persist, families may not be permitted to re-enroll.

## Academic Integrity

In keeping with the Honor Code and school values of respect, responsibility, justice, and citizenship, students are expected to uphold a high level of academic integrity. Cheating is defined as seeking to obtain (or aiding another to obtain) credit or improved scores through the use of any unauthorized or deceptive means.

Some examples of what plagiarism and cheating look like include:

- Presenting information collected, organized, or envisioned by someone else as your own (with or without the author's permission) or allowing someone else to present your work as his or her own in any school-related assignments as well as application documents pertaining to college admissions.
- Taking shortcuts (such as unauthorized use of study aids) that allow you to bypass steps of an assignment.
- Using forbidden material to "help" during an exam, such as cheat sheets, graphing calculators, or cell phones.
- Asking about or sharing questions and/or answers to quizzes and exams.
- Submitting the same work for more than one assignment without express permission from your teacher(s).
- Altering corrections or scores with the intent of changing your grade.
- Misrepresenting yourself in any way to your teachers in regard to the work you have done, such as saying you've turned in an assignment when you did not, or that you've worked hours longer than you actually did to complete an assignment.
- Fabricating information to try to earn more time, more credit, or grading leniency on an assignment, project, or exam.
- Missing class in order to avoid turning in an assignment or taking a test.
- Doing more or less than your share of a group project without permission from your teacher.

## General Cell Phone & Technology Expectations

- Students should not use their cell phones or headphones (earbuds) during instructional time.
- Parents should not call or text students' personal devices during the school day but may call the school with messages for their student in case of emergency, with changes to pick-up plans, etc.
- If a student needs to contact their parents, they will be assisted by school personnel from a school phone line.

- Smartwatches should be set to airplane mode during the school day.
- Teachers and administrators may take up student phones and/or personal devices at their discretion.
- Students are encouraged to remember that using a cell phone at school is a privilege, and that this privilege may be taken away for specific students or grade levels.

There may be some contexts and circumstances where technology-based accommodations have been identified as a way for the school to best serve a student's individual needs. We are happy to help! But, please reach out to a school counselor first in order to discuss the creation or adaptation of the student's Academic Action Plan in order to receive such accommodations.

## Dress Code

We believe that how we dress demonstrates our core values of respect, responsibility, citizenship, and justice. As such, we ask that student shoes and clothing are:

1. Weather appropriate. For example, sweaters, coats, etc.
2. Free from derogatory language, profanity, explicit images.
3. Covering the chest, buttocks, and underwear.
4. Appropriate for a school environment that includes participating in classes such as art, science and physical education, and does not interfere with the ability to communicate clearly.
5. Clothing should be in line with safety guidelines for specific activities as needed. For example, long sleeves and long hair may need to be pulled back during an experiment, close-toed shoes may need to be worn to operate certain equipment, etc. Teachers will inform students and parents of any such requirements in advance.
6. Dress code for PE includes,
  - a. Closed-toed shoes appropriate athletic activities
  - b. Shorts or leggings to wear under skirts
  - c. Pulled back hair and removal of large jewelry, pins, badges, or other items that may get caught or snagged
  - d. Ensure that pants have enough give for running and jumping

Students in violation of the dress code may be asked to change clothes. If the student does not have any attire that meets the dress code, they may borrow some from the school whenever possible. Repeated violations will be addressed according to the Progressive Discipline policy above.

## Bullying

MIS does not tolerate bullying or cyberbullying and treats bullying behavior as behavior that makes the school or learning environment dangerous. Not all mean words or behaviors constitute bullying: "Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time" (from stopbullying.gov).

Any instances of bullying will be investigated immediately, and the school will follow through with any appropriate actions and/or consequences. At the school's discretion, the discipline process may be accelerated depending on the severity of the situation. Parents will be

immediately notified of any relevant disciplinary actions that are put in place, up to and including dismissal from MIS.

## Fighting/Aggressive Behaviors

Students may not engage in any type of physical violence and/or aggressive behaviors. This includes fighting (including play-wrestling or other imitations of fighting), pushing, hitting, kicking, and/or hurting others. At the school's discretion, the discipline process may be accelerated depending on the severity of the situation. Parents will be immediately notified of any relevant disciplinary actions that are put in place, up to and including dismissal from MIS.

## Public Displays of Affection

MIS students are expected to treat their peers and faculty with respect. As such, romantic public displays of affection on school grounds are strongly discouraged.

## Sexual Misconduct Policy

MIS is committed to maintaining a positive and safe learning environment that is free from harassment, sexual misconduct, abuse, intimidation, and assault. No student shall engage in any activities of harassment, abuse, sexual misconduct, assault, or intimidation of another student or faculty member. Any student found in violation of this policy will be subject to disciplinary action up to and including expulsion. There may be legal and criminal implications that can be reported to appropriate authorities.

## Sexual Harassment

Sexual harassment is a specific type of harassing behavior. It is defined as any type of uninvited or unwanted conduct directed toward another individual because of his/her gender or sexual orientation. Sexual harassment is not flirting or dating behavior. Instead, it is an assertion of power of one person or group against another person or group.

Sexual harassment can include unwanted verbal or written sexual statements, sexual advances, namecalling, and graffiti. The conduct may occur in person or via cell phones or the Internet.

It is important that all students do not make any assumptions about consent. Relying solely on nonverbal cues and communication can lead to misunderstandings. Any confusion or uncertainty should be clarified verbally, and the person's willingness to continue should be confirmed. If consent is withdrawn or not given, the sexual activity must stop immediately. "No" means "no" in any sexual encounter. Prior consent does not mean that consent must not be issued each time or for any other sexual acts.

Examples of sexual harassment can include, but are not limited to, the following behaviors:

- Sexual or dirty jokes;
- Conversations that are too personal;
- Jokes about sexual orientation;
- Howling, catcalls, whistles;
- Leers and stares;
- Wedgies (pulling underwear up at the waist), goosing;
- Repeatedly asking someone out when he or she is not interested;

- Spreading sexual rumors;
- Pressure for sexual activity;
- Flashing, mooning or showing pictures of a sexual nature;
- De-panting;
- Bra-snapping;
- Obscene gestures and/or displaying of sexual innuendos;
- Cornering, blocking, standing too close, stalking;
- Sexual assault and attempted sexual assault;
- Unwanted touching or contact;
- Sending nude and/or sexually explicit materials;
- Texting, emailing, messaging, or cyber-bullying through social networking sites, and/or other electronic means that involve any of the above behaviors.

## Reporting Sexual Misconduct

Students who believe they have been victims of sexual misconduct should seek help immediately from their parents, and/or a trusted adult on campus. Students should call 911 if they need or witness a need for immediate police and/or medical attention.

All students, teachers, and parents are strongly encouraged to report any and all incidents or suspected incidents. Reports can be made to the school counselors, school principals, or any other trusted adult on campus. Contact information for these resources can be found below:

Munib Rezaie  
Principal  
Office: 404-542-7003  
Email: mrezaie@misatl.org

Kierstin Streitel  
Director of College Counseling  
Office: 404-542-7003  
Email: kstreitel@misatl.org

Talia Auslin  
K-8 Counselor  
Office: 404-542-7003  
Email: tauslin@misatl.org

## Student Resources for Reporting Sexual Misconduct

Students who are victims or witnesses of sexual harassment, misconduct, and assault have access to numerous services and support, including:

- The filing of a report about an incident with the school
- Medical services, such as trips to the hospital, and access to contraceptives
- Counseling services, including school counselors or outside counselors
- Access to local support groups

Students are always welcome to come and speak to a counselor if they need to talk to someone. Because sexual misconduct can include a broad range of behaviors, and is often perpetrated by persons known to the victim, it can sometimes be difficult to determine if sexual misconduct took place. If students are confused by an incident or experience, counselors and other school personnel are always available to support and provide

information. Although strongly encouraged to, students do not have to report who the perpetrator is to receive support and services.

## Student Reporting

Students are responsible for *always* reporting knowledge of any situations that may pose a risk of danger to themselves or the school community, including but not limited to the following:

- Self-harm of any type or threats of self-harm or suicide,
- Possession of drugs, weapons, alcohol, or illicit materials on school property,
- Harassment, bullying, or unwanted sexual advances,
- Cyberbullying or social media attacks, and
- Threats or actions of violence or other forms of harm.

Students should report directly to the principal or a counselor. It is important to include as much information as possible to assist a thorough investigation. Intentionally misleading and false reports are a violation of the MIS Honor Code. As always, call 911 to report any potentially life-threatening emergencies.

## Vandalism, Theft, and Damage to Property

A student who engages in theft and/or vandalism (including defacement or damages to school property) will be in violation of the Honor Code and subject to the Progressive Discipline policy. The student/family may also face additional legal and/or financial consequences. Examples may include toilet papering, spray-painting, entering other students' lockers without permission, stealing, damage to physical structures, etc.

## Alcohol, Smoking, and Drug Student Policy

MIS students are prohibited from using any illegal drugs, alcohol, and smoking/tobacco products without exception. Use or possession of any of these substances on campus will be reported immediately to parents and the appropriate authorities and may result in immediate expulsion from MIS.

Smoking includes traditional tobacco products such as but not limited to cigarettes and chewing tobacco. Vaping and juuling products are also prohibited. In addition, tampering with smoke detectors is a crime.

Possession and/or distribution of illegal drugs and underage consumption of alcohol is a crime. In cases where the school has physical evidence of criminal behavior, the crime will be reported to the appropriate authorities, and the student may begin proceedings with MIS for expulsion.

Prescription medication is intended for the patient to whom it was prescribed only. Students should not share prescription medication, and reports of such activity will result in immediate intervention. In cases where the school has evidence of criminal activity related to prescription medication, the crime will be reported to the appropriate authorities and the student may be expelled from school.



In cases where the school is made aware of students engaging in illegal activity outside of school, the administration or school counselors may call for a meeting with parents and the students to discuss consequences as they relate to the student's continued enrollment at MIS.

In cases where there is suspicion (but no clear evidence) of smoking, drug/alcohol abuse, or prescription medication abuse, the school may contact the parents to create an intervention plan and find appropriate support(s) for the student.

## Off-Campus Behavior

While it is not the function of the school to intervene in a student's life away from school or school activities, behaviors that so violate our expectations as to bring gross discredit upon the school or significantly impact the academic environment may be grounds for disciplinary action up to and including dismissal.

## Disciplinary Probation

In the case of repetitive minor or serious major infractions, a student may be placed on disciplinary probation. A behavioral action plan will be developed by the division principal and/or counselor and will be supported by the students, advisor, teachers, and parents for the duration of the student's probationary period. The Administration will meet with the child's parents to explain the length of the probation and other details, which may include restrictive conditions and placing a hold on the student's re-enrollment contract. The length of the probationary period will depend on a number of case-specific factors and could last one semester, one year, etc. If the student violates another rule while on Disciplinary Probation, more severe consequences may be imposed, such as suspension or expulsion.

# HEALTH AND SAFETY

## School Closings and Emergency Notifications

Midtown International School is closed on most national holidays, as well as an extended break for winter and spring. Refer to the school calendar posted on the website for exact dates of planned breaks.

Emergency notifications and closings for inclement weather will be announced via email, robo-call, text message, posted on the website, and/or listed on major TV channels such as WSB2 and 11Alive. Communications will be sent according to the information provided in the myMIS profile for each student and family. Text messaging rates may apply when choosing to receive such notices.

All emergency notifications will come from the following number: 855-994-4242. In case of emergencies, please call this number for updates.

In some cases, virtual classrooms may take the place of on-campus classes when travel to or from the school may be hazardous. This flexibility in our learning environment allows us to minimize the need for make-up days for instruction. Students will be counted present or

absent from these virtual lessons based on completion of work and/or participation.

If closings for inclement weather or other emergencies drop the instructional time below the minimum required for the year, make up time may be added to the calendar at the school's discretion.

## Campus Security

MIS campus is closed to the general public yet accessible to students, parents, staff, faculty, and authorized visitors. Exterior doors remain locked and visitors will be buzzed in the front entrance after identity is confirmed. Students, faculty, and staff are not allowed to open side or back doors for visitors or prop open exterior doors for any reason. Please let a member of the school administration know if a new face will be visiting campus. Please see the "Visitor Policy" section for more information on arranging appropriate visits to campus.

To provide for the safety and security of employees, students, and the facilities at Midtown International School, only authorized visitors are allowed in the school. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures the security of equipment, protects confidential information, safeguards employee and student welfare, and avoids potential distractions and disturbances.

## Visitor Policy

All visitors, including parents, must check-in at the front desk and will receive a visitor's badge that should be worn for the duration of their visit and returned when they sign-out to leave. After signing in, all visitors will proceed to our Learning Lounge or Lobby to wait for their child or their appointment.

## Student Illness

A child exhibiting contagious symptoms must be kept or sent home. We follow a send-home policy for illnesses emerging during the day. Students should be symptom-free for 24 hours before returning to school or have a note from their doctor approving participation in school.

## Medications

Students are prohibited from carrying prescription and/or over-the-counter medications with them during the school day with the exception of inhalers, epipens, diabetic supplies, and other similar life-saving necessities. Parents should submit all medications to the Wellness Coordinator in its original packaging with any relevant instructions. All medications will be dispensed at school by the Wellness Coordinator or authorized school personnel. Please contact the Wellness Coordinator at [wellness@misatl.org](mailto:wellness@misatl.org). You may also contact the principal with any additional medical concerns or needs.

## Allergies

Procedures and limitations may be placed on individual classes according to the specific food allergies and their severity in each class. Students with any allergies should complete an allergy action plan with their physician and ensure that all appropriate medications are fully stocked and up to date. All allergy plans must be submitted to the Wellness Coordinator. The party and event policy asks parents and volunteers to refrain from bringing food to

school. MIS faculty attends Allergy Safety Training at the beginning of every school year to practice epi-pen use and get up-to-date information on food allergy best practices.

## Food and Celebrations

We love celebrating birthdays and other special events, including holidays, at MIS! While many cultural expectations may lead us to want to celebrate with food, at MIS we believe that learning how to create and foster a celebratory atmosphere without food and drinks is healthier and more appropriate for school. We also recognize that a variety of family dynamics, availability, and finances affect how birthdays are celebrated. From an equity standpoint, we do not want to create a culture of expectation around big parent-hosted birthday celebrations at school. We want to make sure that we establish a culture of celebration that sets reasonable expectations for families so that no one should feel pressured to plan or execute anything in particular, but so that all children feel loved and celebrated.

Please follow these guidelines if you would still like to celebrate a birthday special event at school:

- Collaborate with the classroom teacher and/or administrator for the best time for a celebration.
- Do not bring food or drinks for the celebration.
- Consider a brief activity to share with the class.
- Birthday parties and other class parties should be held outside of school.

Any food or treats brought into school without notice or not in compliance with this policy will not be served in class.

## First Aid

Teachers have CPR/First Aid Certification. Basic first aid needs will be addressed as needed in the classroom by school faculty/staff or in the wellness center by the wellness coordinator. For injuries that require more intervention or monitoring, parents will be contacted by the wellness coordinator, teacher present, or a school administrator.

## Medical Emergency

As a part of the enrollment agreement, parents and guardians authorize MIS personnel to obtain emergency medical care for their child when they are not available. Unless otherwise specified or redirected by emergency personnel, the Children's Hospital at Egleston is the default facility for medical care. Parents are notified immediately of any emergency situation involving their students.

## Safety Drills

To ensure student safety, drills are conducted regularly. Teachers inform students of proper procedures for each type of drill conducted. Shoes must be worn at all times in the school building in case of an evacuation.

Practicing appropriate safety and evacuation procedures is a part of the Safety and Security Plan at MIS. When the fire alarm sounds, all occupants must exit according to the

evacuation plans posted in each room. The occupants may re-enter the building once the drill is complete or fire department personnel deem the building safe.

In the event of a tornado (or tornado drill), students and occupants move to the designated location for their zone and sit/kneel according to procedures for each zone.

In the event of an intruder alert (or drill), faculty and staff are trained in and will assume the appropriate ALICE procedures and attempt to evacuate students from the building when possible.

## Loss of Electricity / Plumbing / Facilities

In the event that plumbing, facilities, or electricity is lost during the school day in a manner that the school believes precludes it from being operational, parents will be contacted by phone, email, and/or text with a designated pick-up location.

## Pandemic Outbreak

The school follows CDC guidelines for dealing with pandemic outbreaks. Because of the changing nature of epidemics, the school will keep up to date on the latest policy recommendations by the CDC and update parents regularly should the community be at risk.

# EDUCATIONAL RESOURCES & TRAVEL

## Books and Materials

Textbooks, curriculum materials, and literature are provided by Midtown International School and should be returned in good condition upon completion of the course or unit. Families will be responsible for the cost of replacing lost, defaced, or damaged school materials or facilities.

## Library

All library books are checked out on a two-week basis. Students, parents, and faculty who borrow library books should return them in good condition within two weeks. Library materials can be perused online, and ebooks can be checked out through any compatible device. Borrowers are responsible for the cost of replacing lost, defaced, or damaged library books or materials.

## School Supplies

All necessary school supplies are provided by the school. Students are also welcome to bring their personal notebooks, journals, binders, pens, and pencils, etc. Students should bring a small backpack or messenger bag to carry their files, journals, and school-issued devices between school and home. The backpack should be small enough to fit easily into students' lockers or teacher designated storage locations as needed.

## Lockers

Students will be provided with a locker at the beginning of the school year. In accordance with our core values of *respect* and *responsibility*, students are expected to adhere to these ideals with their personal items and those of others. Locks are not permitted on lockers, and it is strictly prohibited to open other students' lockers without consent. To ensure the safety of all, school representatives have the right to inspect lockers at any time, with or without cause.

## Lost and Found

Families should label all student belongings. Lost items will be held in the designated Lost and Found area. Once a quarter, a deadline will be established and communicated for claiming lost items. After the established date, all items will be donated. Students may visit the lost and found at any time with permission of their teacher, and parents may visit the lost and found upon request.

## Technology and School-Issued Devices

All students will be issued a school-owned device for use during the school year. Parents and students accept the terms of the technology policies upon enrollment and re-enrollment. (Please refer to the MIS Acceptable Use and Maintenance policies at the end of this Handbook.) Aside from their school-issued device and personal cell phones (6-12), students should not bring any other devices to school without prior approval from the principal (i.e. iPads, personal laptops, and video game systems). Students should never use devices that belong to other students or staff.

## Field Trips, College Tours, and Study Abroad

Throughout the school year, students who meet the academic and attendance requirements and have no discipline concerns, will have the opportunity to travel in order to supplement and enrich class curricula and their learning experience. Families will be notified whenever additional costs may apply.

The enrollment agreement covers the consent for these trips, and additional consent will be requested from parents as needed for venue-specific releases. Parents will always be informed of any additional travel plans and/or requirements. During these trips, students are expected to uphold the same academic and behavioral expectations outlined in the Honor Code and throughout this handbook. Failure to maintain these expectations may result in the student being prohibited from participating in future travel. Please note that MIS maintains the right to deny a student's participation on any trip at its discretion.

# STUDENT ADVOCACY & SUPPORT

## Counseling

Our school counselors support students' academic, social, and emotional growth by providing them with the skills to achieve their unique potential. They carry out strength-based learning strategies, non-punitive discipline, and growth mindset practices aimed to help students identify and apply their strengths. Additionally, they give students the opportunity to reflect, progress, and succeed to the best of their ability. Our counselors provide both individual counseling as well as classroom curriculum counseling.

All sessions with students are kept between them and their counselor; however confidentiality can be broken under the following conditions: a student reports wanting to or is actively harming themselves or another student, someone is hurting the student and they are the victim, suicide ideation and other safety concerns are present, and if the student gives the counselor permission to share information with a trusted adult.

## Academic Action (AAP) & Social Emotional Learning Plans (SELP)

School level counselors partner up with parents and teachers to develop Academic Action Plans (or AAP's) to help support students needing academic accommodations, and Social Emotional Learning Plans (SELP's) to support students with Social-Emotional needs. Both of these plans are confidential learning profiles that work to offer more concrete support for students in their classroom settings and create consistency in goals and strategies in use between a student, their parents, and their teachers. In order for the counseling team to create either of those plans, it is important to note that a Psychoeducation and/or Psychological assessment is required, as well as any additional supporting documents.

Requests for accommodations for college admissions testing must be submitted to The College Board and/or ACT by the Director of College Counseling. All documentation submitted for accommodations must come from a licensed professional within the past five years. Please note that decisions regarding accommodations by The College Board (SAT/PSAT) and/or ACT can take between one and seven weeks, and The College Board and ACT (not the school) have the authority to accept or decline a request for accommodations on these tests.

## Tutoring

Some MIS teachers are available to tutor MIS students for pay outside of school hours; however, these teachers are not permitted to tutor students currently enrolled in their classes.

## Outside Support

Occupational, speech/language, counseling and other therapy is not provided by the school,

but we welcome these professionals to work with our students at school during the school day. If a student is receiving one or more external services, please notify their school counselor so we can collaborate to ensure student success. Psychological testing results must be provided to the school to support classroom and counseling accommodations. Testing results should be submitted to a school counselor in order to begin the process of creating or updating Academic Action Plans.

Contact a school level counselor to be provided any screening forms for speech, language, and occupational therapists who conduct independent screenings at the school.

## COMMUNICATIONS

### Calendars

The online school calendar is a great source for updated information about school events, meetings, and closings. The school calendar can be added to mobile devices and personal calendars by clicking the + button on the calendar on the school website. The myMIS Parent Portal keeps updated school announcements, events, and calendar items in a newsfeed on its main page.

### Connections Newsletter

Each week our school-wide newsletter is sent out with event reminders, updates, news, and photos. All communications at the school-wide level are sent in the Connections newsletter, and parents should browse the succinct correspondence from the school each week to stay informed of school events. Connections should act as a first resource for information about school news and events.

### Communications from Faculty

Teachers make use of myMIS and their school-issued email accounts to share classroom reminders, assignments, photos, and other updates regularly with both students and parents. Faculty members are expected to return calls and emails to parents within one school day. All parents will receive and are expected to review regular communications from the High School faculty.

### Parent Teacher Conferences and Student Goals Meetings

Parents should plan to attend two conferences each year to ensure a healthy and open school-home partnership. Conferences at other times or with the school counselors are also welcome and can be scheduled upon request and based on teacher availability.

### Escalation Policy

Parents and/or students who have a particular concern should adhere to the following procedures:

1. Thoughtfully reach out to the specific faculty or staff member involved to collaborate on problem-solving. It is important to first reach out to the individual(s) involved to ensure the likelihood of an effective and positive outcome. You can expect prompt, thoughtful, and respectful follow-ups from our faculty and staff.
2. If your issue persists after multiple attempts to problem solve with the appropriate faculty or staff member, reach out to a school counselor or principal for additional support. Clear communication that keeps all parties on the same page is valuable in finding a resolution.
3. If you feel a reasonable solution has still not been met after having reached out to both the appropriate faculty/staff and school counselor or principal, your concern will be escalated to the Director of Human Resources and/or the Head of School) for additional support.

## PARENT OPPORTUNITIES

### Philanthropy

MIS believes in maintaining an operating budget funded by tuition and programs. As a result, there is only one fundraising endeavor that takes place every school year: the Annual Fund. In order to secure some of the best-suited grants for additional programs and facilities, we ask for 100% participation from our stakeholders. The Annual Fund purchases substantial items that enrich the school experience for our students and faculty.

In some years, as MIS grows and improves its facilities, the school may take on a Capital Campaign to support multi-year capital improvement projects and development.

### MIS Parent Organization (MIP)

Our parent organization at MIS, *Midtown International Parents (MIP)*, manages volunteer opportunities and community building activities at the school. Meetings are posted on the school calendar and in the Connections Newsletter.

### Community Outreach

An important component of the school's philosophy is to make the world our classroom. MIS has and is continuing to grow partnerships with local, national, and international organizations to achieve this goal. Parents are strongly encouraged to get involved in these endeavors as well, modeling responsible global citizenship for our learners. Opportunities to get involved will be posted in the Connections Newsletter.



# BUSINESS POLICIES

## Anti-Discriminatory Statement

It is the policy of the Midtown International School not to discriminate on the basis of age, sex, race, color, religion, sexual orientation, national origin, disability, or handicap in its employment practices.

## Confidentiality of Student Records

Student records at MIS are confidential. Parents or guardians will be afforded an opportunity, upon request, to inspect and review all educational records during regular school hours. Records must remain in the school office. The parent or guardian has the right to an explanation of these records, to obtain a copy of the records and to have a family representative view the records within a reasonable time of such request. The school presumes that a parent or guardian has authority to inspect his or her student's records unless the school has been advised otherwise through applicable court documents governing such matters as guardianship, separation, and divorce.

Requests to send student records to other educational institutions or professionals should be made in writing to Kierstin Streitel (kstreitel@misatl.org) and include the address, email, and/or fax number of the recipient school or professional.

## Re-enrollment

Re-enrollment for the following school year begins in January. During this time, parents are sent reminders with detailed instructions to complete re-enrollment for the next school year. All steps, including the payment of the tuition deposit must be completed by the noted deadline. The deposit is fully credited towards tuition. The deposit is non-refundable.  
**Families will not be released from their tuition contract after the contract opt-out date.**

## Payment

Payments by check, cash, or credit card may be made at the front desk, and credit card or ACH payments can be made online. Tuition and incidental billing is managed through Smart Tuition, and families set up automatic debiting for these payments.

Parties responsible for payment in each family will be invoiced through Smart Tuition after the tuition, after care, and extracurricular activities. Please notify [billing@misatl.org](mailto:billing@misatl.org) or Smart Tuition of any changes in financial responsibility or payment method.

Families must be current with their tuition payments to retain enrollment at MIS. Payment delinquencies of more than 60 days may forfeit enrollment.

Transcripts and report cards are not released until payments are up to date.

## Withdrawal from School

Please notify the school in writing as soon as possible for a school withdrawal. The notification should state the child's last day, forwarding address, and the name of the new school (address, email, phone, fax). Include in the notification permission to send student records to the new school. Per the enrollment agreement, families are responsible for full school tuition for the contracted school year, even upon withdrawal midyear or relocation. Transcripts and report cards are not released until payments are up to date.

## Changes in Policy

The school reserves the right to change school policy and this Parent and Student Handbook at its discretion, especially to retain alignment with the applicable local and state laws, accrediting guidelines, and researched best practices. Stakeholders will be notified of any such changes. Completion of the enrollment contract includes agreement and understanding all sections of this handbook.

---

## GRADES K-5 SPECIFIC POLICIES

### Lunch and Snacks

Students are expected to bring lunch from home every day or to purchase lunch from the outside provider partnering with MIS.

Picnic style lunches outside are held as frequently as the weather allows. Students may want to bring a towel, blanket, or yoga mat for sitting on the ground. Students do not have access to refrigerators or a microwave unless a related medical need has been expressed. Otherwise, families are encouraged to use ice packs, insulated lunch bags, and hot/cold thermoses for packing student lunches and keeping them warm or cold accordingly.

If a student doesn't have lunch, they may choose a couple of items from a selection of healthy and allergen-friendly snacks in the Wellness Clinic. Students may not order lunch for delivery for themselves. Please avoid food deliveries for your student. If a parent/guardian still chooses to have food delivered for their student, they should do their best to have it delivered within the student's scheduled lunch period. Food deliveries received outside of scheduled lunch times will not be delivered to students during instructional time.

Students may bring healthy snacks with them to school to eat before or after school, during scheduled snack time for elementary school students, and with teacher permission for K-8 students. All students should respect the potential food allergies of their classmates and that they may not always be able to consume their snack based on time and place and whether or not it may be interfering with learning goals. Students may not share snacks.

Students should bring water bottles to carry with them throughout the school day.

## Cell Phones & Technology

Students in grades K-5 should not have cell phones at school. If caregivers would prefer that their student bring such a device at school, we are happy to hold it safe at the front desk or in the homeroom teacher's desk. Please make sure that the device is labeled with the student's name and drop-off with a carpool team member in the morning or at the front desk if bringing a student in after carpool hours.

## Student Assessment

Midtown International School has designed a research-based student assessment process aligned with its curriculum and instructional goals. In addition to narrative reports on midterm progress reports, the school uses a 4-point grading scale that is customized for each formally assessed, rubric-based learning experience. The template below acts as a framework for the expectations of each level of learning engagement.

Grade	Percent	Mastery
4.0	90-100	Student engages in thoughtful, creative, or collaborative problem-solving with the content, and reflects on learning processes to foster continued growth.
3.0 - 3.9	80-89	Student can logically analyze subject matter with abstraction, evaluations, and interdisciplinary comparisons.
2.0 - 2.9	70-79	Student demonstrates understanding of content, and can articulate the depth and complexity of material in content area.
< 2.0	Below 70	Student recalls information and demonstrates knowledge and skills in the content area.

For early elementary grades (k-1st) mid- and end-of-term reports may be accompanied by skills checklists identifying students' progress in obtaining basic skills. The inclusion of these checklists and how to find them will be notated as a comment on the progress report and/or report card when applicable.

For K-5th grade classes that meet less than twice a week, all assessment-based feedback will be narrative rather than numerical on mid and end-of term reports.

## Code of Conduct

Faculty members are committed to maintaining safe classroom environments. Students should report to an MIS staff or faculty member any behavior that is unsafe. Faculty members will also clearly establish rules and expectations for behavior in the classroom that

are consistent and with clearly communicated logical consequences. Here are a few examples of rules grounded in our core values:

<b>You can...</b>	<b>You can't...</b>
Play with your friends	Hit, kick, or hurt others (even as just play-fighting), or use insults or insults intended as jokes.
Share your ideas	Interrupt learning time or belittle the ideas of others.
Tell others how you feel	Use mean or hurtful words.
Have strong feelings and opinions	Use bad words or aggressive tone of voice.
Tell trusted adults if you feel unsafe	Touch or threaten your classmates.
Enjoy school materials	Damage or destroy any school materials, refuse to participate in routines to pick up the classroom and keep it organized, or use the materials at times when they should be put away.

\*Note that this is not an exhaustive list of examples.

## Progressive Discipline

Our progressive discipline plan is rooted in our core values and follows a restorative justice model in order to communicate how decision making and accountability influences our role as citizens in our community.

1. Student receives a verbal warning, with clearly outlined consequences for further choices. Choice is given to self-regulate or receive a logical consequence.
2. If the behavior continues, student receives logical consequences.
3. On the third offense, the student uses reflective guiding questions to unpack their choices, identify where they need support, and make a plan for how to restore the situation. These plans will often be written and referred to as a "reflection" and shared with parents/guardians.
4. If the behavior continues, student visits the coordinator to develop a plan for making better choices moving forward and rejoining activities where applicable.
5. On the next offense, the school principal will discuss appropriate consequences with parents, which may include an at-home or in-school suspension.

In cases where student behavior is making the school or learning environment unsafe for themselves or others physically or emotionally, parents will be notified to pick up for at least a half-day of home suspension and/or to pursue appropriate emotional health care. At the school's discretion, the discipline process may be accelerated depending on the severity of the behavior. Students are expected to immediately report to the teacher, coordinator, or counselor any action that they feel creates an unsafe environment. The Progressive Discipline plan may, but does not have to, be followed separately for separate behaviors.

Discipline may progress through these steps through the larger lens of a student's overall decision making process as we work to help students develop into respectful, well-rounded

citizens.

Three instances of suspension in one school year could lead to dismissal from school.

**Please note that disciplinary records are private and confidential. Students and families have access to and will stay informed of their own records, but the discipline of other students will not be shared.**

---

## GRADES 6-8 SPECIFIC POLICIES

### Lunch and Snacks

Students are expected to bring lunch from home every day. If the school elects to partner with an outside lunch provider, that opportunity will be communicated via the Connections Newsletter

Students do not have access to refrigerators or a microwave unless a related medical need has been expressed. Otherwise, families are encouraged to use ice packs, insulated lunch bags, and hot/cold thermoses for packing student lunches and keeping them warm or cold accordingly.

If a student forgets their lunch, they may choose a couple of items from a selection of healthy and allergen-friendly snacks in the Wellness Clinic. Students may not order lunch for delivery for themselves. Please avoid food deliveries for your student. If a parent/guardian still chooses to have food delivered for their student, they should do their best to have it delivered within the student's scheduled lunch period. Food deliveries received outside of scheduled lunch times will not be delivered to students during instructional time.

Students may bring healthy snacks with them to school to eat before or after school, and with teacher permission for K-8 students. All students should respect the potential food allergies of their classmates and that they may not always be able to consume their snack based on time and place and whether or not it may be interfering with learning goals. Students may not share snacks.

Students should bring water bottles to carry with them throughout the school day.

### Cell Phones & Technology

MIS allows students in grades 6-8 to have personal cell phones at school only for use before and after school hours: Prior to 8:55 and after their carpool pick-up. Cell phones should be powered off and kept out of sight in students' lockers or bags during the school day, except when allowed for educational purposes as approved by teachers on a case-by-case basis. No other personal electronic devices are allowed at school, including personal laptops, video games, etc.. If this privilege is misused, these devices will be removed from a student's possession for the remainder of the day. MIS reserves the right to require students to leave their personal devices at home or at the front desk should they impede the student's ability

to fully engage in school.

## Student Assessment & Grading Scale

Midtown International School has designed a research-based student assessment process aligned with its curriculum and instructional goals. In addition to narrative reports on midterm progress reports, the school uses a 4-point grading scale that is customized for each formally assessed, rubric-based learning experience. The template below acts as a framework for the expectations of each level of learning engagement.

Grade	Percent	Mastery
4.0	90-100	Student engages in thoughtful, creative, or collaborative problem-solving with the content, and reflects on learning processes to foster continued growth.
3.0 - 3.9	80-89	Student can logically analyze subject matter with abstraction, evaluations, and interdisciplinary comparisons.
2.0 - 2.9	70-79	Student demonstrates understanding of content, and can articulate the depth and complexity of material in content area.
< 2.0	Below 70	Student recalls information and demonstrates knowledge and skills in the content area.

For 6th-8th grade electives, instructions may choose for assessment to be numerical and narrative or narrative only. These designations will be indicated in the course syllabus.

## Extensions

Students will each have three extension passes per semester, across all classes and subjects, to extend a deadline for submitting work. After students have exhausted their three passes, a late work penalty will apply to their grade. Extensions MUST be requested by the student in advance to be honored. The extended deadline remains at the discretion of the teacher and work may need to be completed outside of class time. A student needing extensions due to extended time accommodations will receive their accommodations first (see your student's AAP for individual accommodations as applicable), and then may request an additional extension to further adjust the deadline using one of their extension passes. Extensions due to excused absences equal the number of days missed and do not count as an extension pass unless that deadline cannot be met. Extensions are communicated through official notes in MyMIS.

## Missed Learning/School Work Policy

For students in grades 6-8, it is the student's responsibility to communicate with their instructors to make arrangements for any missed assignments or lessons. For students in grades K-5, make-up work plans will be created by the teacher and shared with students and parents. For small absences, these plans will be communicated within two days of a

student's return to school. Timeframes may vary based on the situation for extended or excessive absences. Please note that teachers may but should not be expected to provide make-up work in advance. The hands-on, collaborative, and exploratory nature of learning at MIS works best at school.

#### Protocols for Missed Work and Assignments for Excused Absences

- In most cases, for excused absences, students will receive the same number of days to complete missing assignments equal to what they missed.
- Adjustment to assignment expectations beyond this guideline will be at the teacher's discretion.
- Please note that it is at the teacher's discretion to determine whether assignments will need to be completed at school or home.

Protocols for Missed Work and Assignments during Extended or Excessive Absences/Tardies  
To account for missed work and instructions due to excessive excused and/or unexcused absences (either full day or a pattern affecting a particular course), the school may recommend or require a combination of the following options:

- The family locates and hires a tutor who meets with and works with teachers to catch the student up outside of school,
- The student uses online courses provided through an approved and accredited program to learn and show mastery in a baseline of basic skills that align with MIS trajectories,
- Student pursues school-approved intensive academic summer programs to demonstrate knowledge, understanding, and application of trajectory skills,
- A student may receive an incomplete on their report card or transcript,
- Family withdraws student to pursue a homeschool option with the possibility for re-application or re-enrollment after submitting a portfolio of work.

Courses may need to be repeated if any of the above routes are not pursued. The repeating of courses or grade levels may or may not be possible at MIS due to the school's course structures and scheduling.

## Code of Conduct

Faculty members are committed to maintaining safe classroom and school environments. All students must review and sign the Code of Conduct. MIS has clear expectations of student behavior:

Faculty members are committed to maintaining safe classroom environments. Students should report to an MIS staff or faculty member any behavior that is unsafe. Faculty members will also clearly establish rules and expectations for behavior in the classroom that are consistent and with clearly communicated logical consequences. Here are a few (but not exhaustive) examples of rules grounded in our core values:

Students should:

- Demonstrate kindness and respect for classmates, teachers, and other individuals at school;
- Protect and respect school property, community spaces, and the property and privacy of others;
- Respect the learning goals and learning environment of their classroom communities;
- Take responsibility for their actions and belongings;

- Adhere to the Technology Acceptable Use Policy;
- Immediately report any behavior that is unsafe to administration;
- Practice healthy behaviors and maintain personal hygiene;
- Arrive to classes on time;
- Follow instructions from faculty.

Students may NOT:

- Fight (including play wrestling or other imitations of fighting), push, hit, or kick others or their property;
- Use insults against one another or themselves, even when intended as a joke.
- Vandalize or steal school or others' property;
- Plagiarize or copy the work of others;
- Harass, intimidate, bully, or cyberbully another student;
- Have excessive tardiness or truancy;
- Possess weapons, drugs, alcohol, tobacco, or other materials that are inappropriate for school.

\*Note that this is not an exhaustive list of examples.

## Progressive Discipline

Our progressive discipline plan is rooted in our core values and follows a restorative justice model in order to communicate how decision making and accountability influences our role as citizens in our community.

1. Student receives a verbal warning, with clearly defined consequences for continued behavior.
2. On the second offense, the student reflects on their decision making process and turns in a written plan (often referred to as a *reflection*) to stop future offenses. These plans may sometimes be completed verbally in collaboration with and noted by school faculty.
3. If the behavior continues, or three reflections are written, the student meets with the middle school principal to discuss decision making and consequences, serves a scheduled Lunch Time Detention, and parents are contacted. The count of three reflections will reset at each new semester.
4. On the next offense, the middle school principal will discuss appropriate consequences with parents, which may include an at-home or in-school suspension.
5. If the behavior(s) continue after the suspension or other consequences decided upon in step four, the process will return to step four.

Discipline may progress through these steps through the larger lens of a student's decision making process as we work to help students develop into respectful, well-rounded citizens. The Progressive Discipline plan does not have to be followed separately for separate behaviors.

In cases where student behavior is making the school or learning environment unsafe for themselves or others physically or emotionally, parents will be notified to pick up for at least a half-day of home suspension and/or to pursue appropriate emotional health care. At the school's discretion, the discipline process may be accelerated depending on the severity of the behavior. Students are expected to immediately report to the teacher, coordinator, or counselor any action that they feel creates an unsafe environment.



Three instances of suspension in one school year could lead to dismissal from school.

Students are responsible for *always* reporting knowledge of any of the following:

- Self-harm of any type or threats of self-harm or suicide.
  - Possession of drugs, weapons, alcohol, or illicit materials on school property,
  - Harassment, Bullying, or unwanted sexual advances,
  - Cyber-bullying or social media attacks, and
  - Threats or actions of violence or other forms of harm
- 

## GRADES 9-12 SPECIFIC POLICIES

### Lunch

Students will need to bring their own lunch and snacks as well as a water bottle. High school students will have access to a microwave and refrigerator.

Students in grades 11-12 may leave campus for lunch once parents have completed the “Off Campus Lunch Waiver.” All students coming or leaving within the school day must sign out both at the high school admin office as well as at the front desk.

### Student Drivers

Students who have a legal U.S. driver’s license may drive to school and park in any available spot to the right of the building when entering the lot from Sheridan Road. If no available spots remain, students may park in the lot off of Briarcliff Road, in the spots closest to the gates. Students who park in the back may also be responsible for opening/closing the gates behind them. Once parked, students should cross the bridge, walk through the enclosed playground area and enter through the main entrance in the front of the building. Students should not enter the building from the back.

### Cell Phones & Technology

Students may only use their phones during non-instructional hours such as: transition time between classes, study blocks, and lunch. Every student is supplied with a school-issued computer, so cell phones should not be out or in use during instructional times. Any exceptions to this rule may be communicated by an individual teacher. When leaving the classroom to go to the restroom, locker, to work outside the classroom, etc., students must leave their cell phone in the classroom.

### Attendance Policy

#### Next Steps after an Excused Absence

Students who miss school with an *excused absence* are responsible for finding out about missed learning activities and homework by checking myMIS and speaking with their teacher(s). For excused absences, any previously assigned work or assessments will be due on

the original due date or upon the student's return. For any work assigned during an excused absence, it is the student's responsibility to meet with their instructors and agree upon a revised due date. *Please note that students may not necessarily be given extended time equivalent to the number of days they were absent.* Students may also set up times outside of class with their instructor in order to gain a full understanding of missed material.

## Next Steps After an Unexcused Absence

Students with an *unexcused absence* will receive a zero for any work and/or assessment the rest of the class completed or turned in during the missed class, but should still complete the assignment or activity to avoid disruption of learning. Parents will receive a notification each time their student's absence is marked "unexcused."

## Planned Absences

Students who foresee missing two or more days of school should take the following steps:

- Notify teachers and admin of the upcoming absence(s),
- Meet with all teachers and establish a clear plan for completing all required assignments and assessments.

This includes school-related foreseen absences (e.g. college tours), planned medical absences (e.g., surgery and recovery), and foreseen absences for extra-curricular activities (e.g. competitions) or family emergencies. For *unexcused* foreseen absences, such as family trips, absences may be considered excused if the steps above are taken.

## Patterns of Absences

- If a student accrues unexcused absences equivalent to three full days, a meeting will be arranged with the family to improve partnership with the school.
- After absences equivalent to five full days from class in one semester (excused and unexcused), the High School will arrange for a meeting with the parents and student, during which a plan may be created in response to the pattern of absences. Developed for the individual situation, this plan may include a requirement for a doctor's note for any future absences, consequences for additional absences, or other criteria.
- After 10 absences from any one class in a semester, the student's ability to master material appropriately is in jeopardy. This may result in a range of potential actions including but not limited to receiving an Incomplete or withdrawal from the class without credit.

Students with excessive absences - excused and/or unexcused - could lose the opportunity to participate in school-sponsored events and activities such as: college tours, college rep visits, international trips, field trips, dual enrollment, etc. Students could also lose privileges such as off-campus lunch, study blocks, assignment extensions, and/or participation in extracurricular activities.

To account for missed work and instructions due to excessive excused and/or unexcused absences, the school may recommend or require a combination of the following options, at the family's expense:

- The family locates and hires a tutor who meets with and works with teachers to catch the student up outside of school,

- The student uses online courses provided through an approved and accredited program to learn and show mastery in a baseline of basic skills that align with MIS trajectories,
- Student pursues school-approved intensive academic summer programs to demonstrate knowledge, understanding, and application of trajectory skills,
- A student may receive an incomplete on their report card or transcript,
- Family withdraws the student to pursue a homeschool option with the possibility for re-application or re-enrollment after submitting a portfolio of work.

Courses may need to be repeated if any of the above routes are not pursued. The repeating of courses or grade levels at MIS is contingent upon capacity and availability in the school's course structures and scheduling.

## Tardy Arrival

Students are expected to arrive on time each day. They are also expected to report to each class period in a timely manner. We appreciate timely attendance because each segment of the day is planned and scheduled for continuity and to maximize learning for all students. A tardy arrival occurs when a student arrives to class after the start time. Tardies will be designated as excused if a valid reason is provided by a parent, faculty, or other staff member. Otherwise, tardies will be marked as unexcused.

Tardies are excused if the High School admin receives an email explanation of the tardy arrival from a parent or guardian on the day of the tardy and/or a doctor's note upon the student's return to school. Otherwise, the tardy will be considered unexcused.

### Patterns of Tardiness

- After five tardies to a class, families will receive an email to ensure awareness of the emerging pattern.
- If a pattern continues and the student reaches ten tardies to school or to class in a semester, the High School administrative team will arrange for a meeting with the student and parents. This meeting will result in an individual plan that includes next steps and/or consequences. Such a plan may include a requirement for a doctor's note for any future tardies, consequences for additional tardies, or other criteria.

# GRADES 9-12 ACADEMIC POLICIES

## High School and College Counseling

MIS offers a comprehensive counseling program that includes academic and social-emotional, as well as college and career counseling. Formal college meetings with students start in 11th grade, but we begin talking about interests and goals as early as middle school. One of the unique aspects of the college counseling program at MIS is the opportunity to attend multiple college tours throughout the year starting in the 10th grade. All students attend a free three-day college tour around the state of Georgia and can attend two additional regional tours each year. All high school counseling services are provided by the Director of College Counseling.

## Academic Performance Expectations

Continued enrollment at MIS is contingent upon satisfactory academic performance. Because our students engage with academic content through problem solving and critical thinking, satisfactory performance is defined as an overall GPA of 2.0 or higher. Struggling students and their parents should meet with teachers to craft a support and improvement plan. At the end of any school year, students with a cumulative GPA of lower than 2.0 may be required to repeat the grade or be dismissed from school. In ongoing cases of academic challenges, parents, teachers, and administrators will meet to discuss specific plans, goals, and timelines for full school participation. In cases where insurmountable challenges persist, families may not be permitted to re-enroll.

## Extensions

Students will each have three extension passes per semester, across all classes and subjects, to extend a deadline for submitting work. After students have exhausted their three passes, a late work penalty will apply to their grade. Extensions MUST be requested by the student in advance to be honored. The extended deadline remains at the discretion of the teacher and work may need to be completed outside of class time. A student needing extensions due to extended time accommodations will receive their accommodations first (see your student's AAP for individual accommodations as applicable), and then may request an additional extension to further adjust the deadline using one of their extension passes. Extensions due to excused absences equal the number of days missed and do not count as an extension pass unless that deadline cannot be met. Extensions are communicated through official notes in MyMIS.

## Academic Probation

In the case of a student failing two or more classes in the same semester or back to back semesters, that student may be placed on academic probation and. High School Administration will meet with the student and their family to clearly communicate concerns with parents, which includes reviewing the supports in place, specific goals for the student, and the ways in which the family can provide additional support. Academic probation may result in an academic contract, as well as a loss of privileges (e.g., off-campus lunch, technology use, free period/study block, attendance at school sponsored events and activities such as college tours, international travel, social events, etc). If a student fails more than two full credits in one year, they may need to repeat a grade level. As needed, the school administration will meet with parents to discuss their child's contract status for the following year if grades remain a concern.

## MIS Grading Scale

Midtown International School has designed a research-based student assessment process aligned with its curriculum and instructional goals. The table below outlines our high school's 4-point grading system and the expectations for each level of learning.

Grade	Percent	Quality Points	Honors/DE Quality Points	Mastery
-------	---------	----------------	--------------------------	---------

4.0	90-100	4.0	4.5	Student engages in thoughtful, creative, or collaborative problem-solving with the content, and reflects on learning processes to foster continued growth.
3.0 - 3.9	80-89	3.0 - 3.9	3.5 - 4.4	Student can logically analyze subject matter with abstraction, evaluations, and interdisciplinary comparisons.
2.0 - 2.9	70-79	2.0 - 2.9	2.5 - 3.4	Student demonstrates understanding of content, and can articulate the depth and complexity of material in content area.
< 2.0	Below 70	0	0	Student recalls information and demonstrates knowledge and skills in the content area.

## Fulfilling Graduation Requirements

Students must fulfill graduation requirements with MIS courses. In the event that students have exhausted the MIS course options in a specific subject area, or if there is an unavoidable scheduling conflict, the High School Administrative Team will work with students and their families to come up with an appropriate plan of action to ensure their continued progress towards graduation, personal academic goals, and beyond. Such decisions will be made on a case by case basis and at the discretion of the High School Administration. Any courses taken outside of MIS must be pre-approved in order for them to count towards graduation and be included on the MIS transcript. Pre-approved courses will be treated like any other MIS course when it comes to GPA, withdrawals, etc. Graduation requirements can be found in Appendix A (Classes of 2022 - 2024) and Appendix B (Class of 2025 and beyond).

## Transfer Credit Policy

Students who transfer in from another high school are required to provide an official transcript as soon as possible. All transferable high school courses listed will be added to the student's official MIS High School transcript.

High school credits received for middle school courses will not count towards a student's graduation requirements, nor listed on their official MIS transcript. If a student has received high school credit for a middle school physical education and/or health class at another institution, MIS will make an exception and grant the equivalent high school credit.

MIS will grant high school credit for credits earned at another institution based on that institution's grading scale. If, for example, a student has earned credit for a grade below 70% at another institution, MIS will honor the credit.

## Dual Enrollment

Juniors and Seniors may be eligible to opt for dual-enrollment courses to receive dual credit when they have exhausted the course offerings at MIS in a particular subject area.

To be eligible for dual enrollment, students must meet the specific application requirements of the partnering university, maintain a GPA of 3.5 or higher at MIS, be passing all current courses, be recommended by the High School Administrative Team, and receive pre-approval for each specific course.

All approved and completed dual enrollment courses will be added to the student's official high school transcript and will be designated as a dual enrollment class. Dual enrollment courses have an additional weighting of 0.5 points in the calculation of the GPA. However, students who earn a college credit through dual enrollment with a grade below 70% will not receive high school credit for the course.

Students and families are responsible for any and all costs associated with dual enrollment courses. For more information on Georgia's Dual Enrollment Program, please visit the dual enrollment section of the GAFutures website at:  
<https://www.gafutures.org/hope-state-aid-programs/scholarships-grants/dual-enrollment/>

## Credit Recovery

In the event that a student does not earn a passing grade in a required course, the student will need to recover the credit. Credit recovery may take place at MIS only if the course is offered and works with the student's schedule. Otherwise, students will take a credit recovery course through Georgia Virtual Credit Recovery (<http://gacreditrecovery.org>) at the family's expense.

In order to earn credit towards graduation, students must earn a minimum grade of 70%. It is important to note that both the original failing grade and the credit recovery grade will appear on the official transcript and will factor into the student's GPA. Students are not permitted to recover elective courses. Students can recover up to two full credits per year without having to repeat a grade.

## Protocols for Missed Work

It is the student's responsibility to communicate with their instructors to make arrangements for any missed assignments or lessons.

Students whose absences are marked *excused* may be provided with the opportunity to make up any missed assignments and/or assessments equivalent to the number of days they were absent-excused.

For a reason not listed as an approved absence, such as family trips, absences may be considered excused if the following steps are taken:

- Teachers and Admin are notified of the upcoming absence(s) at least 2 weeks in advance,

- The student meets with all teachers and establishes a clear plan for completing all required assignments and assessments.

To account for missed work and instructions due to excessive excused and/or unexcused absences, the school may recommend or require a combination of the following options, at the family's expense:

- The family locates and hires a tutor who meets with and works with teachers to catch the student up outside of school,
- The student uses online courses provided through an approved and accredited program to learn and show mastery in a baseline of basic skills that align with MIS trajectories,
- Student pursues school-approved intensive academic summer programs to demonstrate knowledge, understanding, and application of trajectory skills,
- A student may receive an incomplete on their report card or transcript,
- Family withdraws student to pursue a homeschool option with the possibility for re-application or re-enrollment after submitting a portfolio of work.

Courses may need to be repeated if any of the above routes are not pursued. The repeating of courses or grade levels at MIS is contingent upon capacity and availability in the school's course structures and scheduling.

## SCOIR

Every high school student and parent will be provided with a SCOIR account. Along with other forms of communication, events and information specifically pertaining to the college counseling process can be found within SCOIR. Note that certain messages may also be sent through the SCOIR email system. Parents and students should plan to attend various grade-level-specific information sessions pertaining to the college admissions process throughout the school year.

## Student-Led Initiatives

In keeping with our value of Citizenship, MIS encourages students to contribute to their community through the creation of student-led clubs, events, organizations, and other initiatives. In order to ensure student ideas are thoughtfully considered, students should be aware of the following:

1. Students should be expected to first present their ideas to the high school principal and/or high school counselor for approval.
2. For student clubs and organizations, a faculty/staff sponsor will be required.
3. For school social events, students may be required to collaborate with the student government.

# GRADES 9-12 STUDENT ACCOUNTABILITY AND DISCIPLINE

## Progressive Discipline

Our progressive discipline plan upholds the values set forth in the Honor Code and strives to follow a restorative justice model in order to communicate how decision-making and

accountability influences our role as citizens within our communities.

## Minor Infractions

A minor infraction is any behavior that causes an interruption to the learning environment, infringes on the rights of others, or significantly impacts their sensibilities. Minor infractions show disrespect towards teachers, peers, or shared spaces. Some examples might include: repeated failure to respond to redirection in class, work refusal, inappropriate technology use, or using inappropriate language towards community members. Minor infractions are responded to by teachers, counselors, and principals. Minor infractions are documented in myMIS.

Next steps and/or consequences include, but are not limited to:

- Apologizing to those involved, in person or in writing
- Facilitated discussion with those affected by the actions
- Loss of privileges (e.g., off-campus lunch, technology use, free period/study block, attendance at school sponsored events and activities such as college tours, international travel, social events, etc)
- Restorative service to the MIS community

## Major Infractions

A major infraction is any behavior that more significantly infringes on the rights of others or creates a dangerous and harmful environment. Examples include, but are not limited to:

- Repeated or persistent minor infractions,
- Leaving school grounds without permission or failing to report to class,
- Academic dishonesty (cheating, plagiarism, etc.),
- Inappropriate technology use,
- Use of tobacco, alcohol, chemicals, or misusing prescription or non-prescription drugs,
- Stealing or vandalizing the property of others,
- Physical aggression,
- Bullying and/or harassment and hazing,
- Bringing a weapon to school,
- Sexual harassment,
- Sexual assault,
- Using prejudicial or discriminatory language or symbols against individuals or groups because of their race, color, religion, ancestry, ability status, age, gender, sexual orientation or national origin,
- Other incidents that create an unsafe environment, interrupt the learning environment, or impact the spirit of the community.

Next steps after major infractions include, but are not limited to:

- Loss of privileges (e.g., off-campus lunch, technology use, free period, attendance at school sponsored events and activities such as college tours, international travel, social events, etc),
- Restorative service to the MIS community,
- Required meetings with MIS counselor or independent counselor,
- Development of a Behavioral Action Plan,
- Suspension with a re-entry parent meeting,
- Disciplinary probation
- Dismissal/Expulsion



Major infractions will be communicated with students and parents by High School Admin.

Appendix A:  
Minimum High School Graduation  
Requirements  
Applicable to: Class of 2022 - 2024

Subject Area	Total Credits
<b>Mathematics</b>	4
<b>English Language Arts</b> <i>(American Literature, World Literature, Analytical Writing, English Literature &amp; Composition)</i>	4
<b>Science</b> <i>(Biology, Chemistry, and two additional Science courses)</i>	4
<b>Social Studies</b> <i>(American History, World History, Civics &amp; Comparative Government(.5), Economics(.5))</i>	3
<b>World Language</b> <i>(at least 2 credits in the same language, plus one additional Language credit)</i>	3
<b>Physical Education (.5) + Health (.5)</b>	1
<b>Electives</b>	4
<b>Total Minimum Credits Required</b>	23
<b>College Acceptance Requirement:</b> <i>Students are required to apply to a minimum of one (1) 4-year college or university.</i>	

# Appendix B: Minimum High School Graduation Requirements

Applicable to Class of 2025 and Subsequent Years

Subject Area	Total Credits
<b>Mathematics</b>	4
<b>English Language Arts</b> <i>(American Literature, World Literature, Analytical Writing, English Literature &amp; Composition)</i>	4
<b>Science</b> <i>(Biology, Chemistry, and two additional Science courses)</i>	4
<b>Social Studies</b> <i>(American History, World History, Civics &amp; Comparative Government(.5), Economics(.5)), and one additional Social Studies credit)</i>	4
<b>World Language</b> <i>(at least 2 credits in the same language, and 1 additional Language credits)</i>	3
<b>Physical Education (.5) + Health (.5)</b>	1
<b>Electives</b>	4
<b>Total Minimum Credits Required</b>	24
<b>College Acceptance Requirement:</b> <i>Students are required to apply to a minimum of one (1) 4-year college or university.</i>	

# Appendix C:

## Self-Checkout Waiver for Grades 9-12

Dear High School Families,

Students in grades 9 through 12 at Midtown International School may check themselves out at 4:00 pm each day with parent consent. Students who self-checkout leave campus without being picked up by an authorized adult by signing out at the front desk at 4:00 pm or after their after-school program. Students who have completed the waiver will be asked to leave the building if they have not been picked up by 4:15pm.

Please note that students will not be allowed to independently return to the school campus on the same day they have checked themselves out in the afternoon.

Students who are reported by our local community to be disruptive or otherwise engaged in behavior that reflects negatively upon the school may have this privilege revoked at the discretion of the school.

I authorize my student, \_\_\_\_\_, to check himself/herself/themselves out from school, to leave campus without an adult. I understand that the school is not in any way responsible for the student after he/she/they completes the checkout process. I release the school from any liability whatsoever regarding my student after self-checkout.

\_\_\_\_\_

Parent Name (print)

\_\_\_\_\_

Student Name (print)

\_\_\_\_\_

Parent Name (signature)

\_\_\_\_\_

Student Name (signature)

# Appendix D:

## Technology Acceptable Use, Care, and Maintenance Policy

The School is responsible for

- Setting up each new device with restrictions appropriate for the user;
- Issuing the device, cover, and charging cables; and,
- Purchasing and installing software and apps necessary for using the equipment as an instructional device.

Users are personally responsible for

- The security and safety of their assigned device;
- Full repair or replacement cost if the device is damaged or made inoperable;
- Following manufacturer's instructions and guidelines for care and use of the device;
- Supplying headphones or earbuds to use with the device;
- Updating software as new updates are available;
- Regularly backing up the device to the cloud;
- Returning the device by the last day of school or last day in attendance;
- Logging in to the authorized @misstudent.com email account.

### **Basic Guidelines for Device Safety**

The equipment should not be transported as checked luggage on public transportation (airplanes, trains, and buses). The user will keep the equipment in their possession at all times while traveling.

Carrying cases should be labeled with the user's information such that in the event of loss the equipment might be returned.

Do not store devices in a locked car or car trunk, as severe temperatures may damage electronics.

Users may supply their own cases, keyboards, screen protectors, etc. insofar as these accessories do not interfere with the instructional uses of the device.

In case of theft outside of school, and to receive a replacement device, a police report must be filed and a copy of the police report provided to the school within seven days of the incident.

Do not share your device. Users are responsible for all damage caused to the device, even if the damage occurs when not in their possession.

Improper or inappropriate use will result in disciplinary action which may include confiscation of devices, suspension, and/or expulsion.

Screens can be damaged easily if not properly cared for. There is a minimum \$50 charge for a

broken screen on any device. Simple guidelines include:

- Do not lean on the top of the device,
- Do not place anything (pens, pencils, books) on top of the device,
- Do not put the device inside a binder,
- Do not touch the screen with pens, pencils, keys, etc.
- Do not close the device when there are items between the screen and the keyboard/cover.

Do not jailbreak the device or attempt to alter the restrictions set up by the school.

## **Software Guidelines**

Additional software should not be loaded onto the device unless approved by a faculty or staff member.

Do not download or install programs under any circumstances that may promote and facilitate copyright infringement, promulgate spy ware, popups, or corrupt the basic computer registry.

Under no circumstances will violent, explicit, or pornographic games, music, or other such software be allowed to be loaded or used on the device. This includes, but is not limited to, websites, games, music videos, music with vulgar lyrics or titles, pictures, word documents, presentations, etc. If a device is found to have any such games, music or images, it will be removed without notice and at the sole discretion of the School.

MIS maintains the licenses for the software that is installed on its devices. The School may from time to time purchase and install additional software for the device. All software on MIS-owned equipment is the property of Midtown International School. Software may be added, modified, changed, or deleted at the sole discretion of the School and without prior notification.

Devices must be returned by the last day of school, and all data will be wiped to prepare the device for its next user. Please back up all personal photos, videos, documents, etc. prior to returning equipment. The School is not responsible for lost data, photos, videos, documents, etc.

## **Limitations of Liability**

Midtown International School makes every effort to ensure a safe and reliable network but makes no guarantee that a device will function and /or the services provided by or through the network will be error-free or without defect. Midtown International School is not liable for any damage suffered, including, but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or any damage suffered, including, but not limited to, loss of data or interruptions of service. The School is not responsible for the accuracy or quality of information obtained through or stored on its system or devices. Use of any information obtained from the Internet is at the risk of the user.

Use of programs not installed by Midtown International School is at the risk of the user. Midtown International School is not liable for financial obligations arising through use of the device.

Students may not bring non-school issued computers, tablets, or other devices to school.

The School is not responsible for software, hardware, damage, or any loss related to the student's possession of a personal device at school, and the personal device may be removed

from the student until the end of the school day. The student agrees to abide by all acceptable use policies while engaged in any school activity or while on school grounds for any reason.

## Appendix E:

# Technology User Agreement

1. I agree that I will be responsible for repair or replacement of the school-issued device and accessories due to any loss, damage, or theft. If others use it while I have it assigned to me, I understand that I will be held liable for any loss, damage, theft or criminal acts that may occur. I understand that the replacement cost of the iPad is approximately \$500 and charging plug and cable cost is approximately \$50. MacBook replacement cost is \$900 and the charging cable is \$90. Chromebook replacement cost is \$400 and the charging cable is \$50.
2. I understand that the repair and replacement costs of any accessories will be the actual cost of labor and/or parts billed to the school.
3. I understand if I fail to return the device and components by the last day of school, the family will be billed for the full replacement cost of the device and unreturned components.
4. I understand that the School is not responsible for any damage or loss of data that may occur due to malfunctioning hardware/software.
5. I understand that I am responsible for regularly backing up personal documents and data to the cloud or a personal computer.
6. I agree to adhere to the School Technology Acceptable Use, Care, and Maintenance Policy, as above and as may be amended from time to time.
7. I understand that my device may be removed from the user's possession indefinitely if there is a violation of the acceptable use policy or for related violations of the school's Honor Code and behavioral expectations as outlined throughout the MIS High School Student and Parent Handbook.
8. I understand that MIS is not responsible for information, photos, documents, music, and any other personal data or files stored on the device.

## Appendix F:

### High School MacBook Air Addendum

During a student's time enrolled at MIS, school issued devices remain property of the school and the student agrees to abide by the Acceptable Use and Technology Policy.

Students must return any and all school issued devices and chargers upon withdrawal from MIS. Families will be invoiced for unreturned or damaged equipment and transcripts and other school records will be held until all devices and/or payment is received.

Students who graduate from MIS's high school will be gifted their MacBook Air and charging cable upon graduation, and all school software and device supervision will be removed from the computer.

Re-enrolled MIS students may keep their devices for the summer, with the following conditions:

\_\_\_\_ I agree to abide by the Acceptable Use and Technology Agreement during the summer break, including the requirement that I replace or pay to replace any lost or damaged items.

\_\_\_\_ I understand that violations of this policy may lead to device or software privileges being suspended or revoked.

\_\_\_\_ I understand that I will not get a different or new device each school year, and that the device I am issued is the device I will be gifted upon graduation, unless I lose or damage my device/charger and pay the replacement fee.

\_\_\_\_ I agree to hold the school harmless during my enrollment and post-graduation for any issues that may arise as a result of my use of this device, including, but not limited to, loss of data, connectivity issues, or any software or hardware malfunction.

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
Parent Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date