

The American International School of Muscat



TAISM MS Parent Handbook

2019-2020



Welcome to Middle School

The American International School of Muscat (TAISM)

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Rise to the Challenge

TAISM

The MSParent Handbook is provided to TAISM parents for the purpose of conveying the school's policies, program of studies, general procedures and Code of Conduct. If you have any questions regarding the content of this handbook, please contact the MS Principal.

Welcome to the TAISM Middle School

Dear Parent,

On behalf of the TAISM Middle School staff, allow me to extend a warm welcome to the 2019-20 school year. Whether you are new or returning to the Middle School, we are confident that, in partnership with you, it will be a rewarding year for your middle school student.

Middle School is an exciting time! The students are eager to learn, try out new ideas and express opinions—all on their way to becoming independent thinkers and confident young adults. Our Middle School is staffed by caring, competent individuals who understand the importance of providing multiple pathways for success, being flexible, engaging students' minds and keeping learning fun. Our aim is to create a community of learners who feel connected to both each other and our school. We do this by providing the support and instruction necessary so that all students feel capable of being successful, by creating safe learning environments where students can take educational risks and feel like their contributions are valued, and by providing opportunities, both in class and beyond the classroom, for kids to make connections. We are excited for another great year, and hope you are too.

We invite you to get to know our school better through the pages of this parent handbook. In it, you will find our philosophies, core beliefs, description of our courses of study, policies and procedures, and other valuable information. We also invite you to become an active part of our middle school community—whether it is via the MS concerts, drama performances, classroom events, Back to School Night, parent conferences and coffees, or being a parent volunteer, we hope that you will take advantage of opportunities to be an active part of our community.

Once again, welcome to the TAISM Middle School. We look forward to a successful partnership with your family as we work together to provide a meaningful and memorable year of learning for your child.

Peter Lee
Middle School Principal
2019-20

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TAISM Mission and Core Beliefs

The American International School of Muscat

The American International School of Muscat (TAISM) is a private, non-profit college preparatory, co-educational day school. The school is designed to afford expatriate children of all nationalities the best possible educational program within the context of an English language, American-based curriculum.

Mission

The mission of The American International School of Muscat is to pursue academic excellence for students in the international community through an American-based education that develops ethical, responsible, and globally conscious life-long learners.

Core Beliefs

The following core beliefs are the foundation of TAISM's educational program:

- The purpose of education is to enable all students to develop their intellectual, emotional, social, and physical potential to the fullest.
- A broad-based (liberal arts) education is best suited to providing students with an understanding of humankind's intellectual traditions and accomplishments, strengthening their powers of thought, judgment, and aesthetic appreciation, and preparing them for responsible citizenship.
- All students are capable of achieving academic success. Therefore, within the framework of the school's standards, teachers adapt their educational practices to the needs of students.
- A close relationship among students, parents, faculty, and administrators enhances the educational process.
- TAISM's location in the Sultanate of Oman offers unique and invaluable learning opportunities for all members of the school community.

Aims

Guided by our core beliefs, The American International School of Muscat strives to achieve the following aims:

- To prepare students for academic and personal success in higher education;
- To engage students in the learning process;
- To create an environment in which students, staff and parents cooperate in an effective partnership;
- To provide a safe and secure school environment;
- To offer student activities which cultivate self-discipline, respect and cooperation;
- To foster an environment in which cultural and individual differences are valued;
- To create a challenging intellectual program for exploring the arts, humanities and sciences;
- To build self esteem by providing opportunities for students to experience success and develop leadership skills;
- To foster a high regard for physical and emotional well being;
- To develop, teach, and continuously assess a curriculum which emphasizes mastery of basic skills and promotes critical thinking;
- To help students develop standards of good judgment and respectful behavior;
- To value intellectual curiosity and encourage students to take ownership of their education;
- To help students understand the complexities of humanitarian and environmental issues, and to encourage them to accept the responsibilities of good citizenship; and
- To develop programs that enable students to learn about and appreciate Oman's history, culture and environment.

TAISM Learner Profile

I am an **INQUIRER**

With curiosity and wonder, I ask questions and make connections to extend my innovative thinking and understanding of our world.



I am a **CREATIVE & CRITICAL THINKER**

I can critically analyze and creatively approach and solve problems in a variety of ways. I envision and develop new ideas, and pursue unique expressions of my thinking.



I am a **COLLABORATOR**

I use effective communication skills to understand and value the perspective of others, while actively participating in a group.



I am **REFLECTIVE**

I use reflection and feedback to evaluate my work and performance, while setting goals for my learning.



I am a **CONTRIBUTING COMMUNITY MEMBER**

My actions are respectful, responsible and demonstrate integrity; treating others and our world with compassion and care.



I am a **RISK-TAKER**

I explore new ways of thinking with initiative, forethought, and confidence. I grow from both the successes and failures associated with my learning.



I am **BALANCED**

I care for my intellectual, physical, and emotional well-being through a balanced life.



The Learner Profile guides and inspires learners toward academic success and beyond. These essential attributes exemplify TAISM's Mission in action, as responsible, ethical and globally conscious life-long learners. We are committed to nurturing their development, so that learners can achieve their highest aspirations and contribute to creating a better world.

Introduction to TAISM

Background

In conjunction with the Embassy of the United States of America, the Ministry of Education of the Sultanate of Oman, and the Office of Overseas Schools of the United States Department of State, a group of parents and business leaders came together to establish The American International School of Muscat. It was the intention of this group to establish the framework for a premium educational institution that would serve the needs of many in the expatriate community of Muscat.

The United States Embassy received approval from the Ministry of Education for the establishment of TAISM with operations commencing August 1998.

The American International School of Muscat (TAISM) opened in August of 1998, with grades Pre-Kindergarten through 10. Grade 11 was added in the 1999-2000 school year and grade 12 in the 2000-2001 school year. The Early Childhood program (3-4 years) was added in the 2002-2003 school year. The Middle School was established as a separate division of the school in 2007.

Board of Directors

TAISM is governed by a 10-member School Board (7 with voting privileges and three ex-officio participants). The U.S. Ambassador appoints four of the voting members, including the Board Chair, and the TAISM Association elects three from the parent community.

Members serve for a period of two years and the Board elects officers of the Board. The ex-officio members of the Board are the Director, a teacher representative, and the U.S. Ambassador's representative.

Curriculum

The purpose of the American International School of Muscat is to offer the best English medium, educational program to the international community in Oman, within the context of an American-based curriculum.

The curriculum at TAISM is comprised of a required program of studies based on standards and benchmarks created by professional organizations (U.S. Common Core, Project AERO). The aim of the curriculum and the program of studies is to prepare students for acceptance at selective colleges and universities in the United States and abroad.

The Advanced Placement program (AP, College Board, U.S.A.) is offered in grades 11 and 12. TAISM follows the Project AERO (American Education Reaches Out), a U.S. Department of State program, in its curriculum review process.

TAISM is accredited by the New England Association of Schools & Colleges (NEASC) and the Council of International Schools (CIS), and is a member of the Near East South Asia Council of Overseas Schools (NESAS).

Rights and Responsibilities of Students

The school recognizes the rights of students, and its program is designed to help them learn the relationship between freedom and responsibility. TAISM students are expected to accept certain responsibilities listed in the Code of Conduct (in this Handbook on page 53).

In order to promote a positive atmosphere for learning, the school believes that students have a right to:

- A safe, clean, and orderly environment,
- Respect as an individual,
- Caring and qualified teachers,
- Participation in decision making,
- Trust,
- Clearly stated expectations.

Student/ Parent Participation

Parents, students, and the school have a mutual responsibility to work as a team for the benefit of the student. The school staff, faculty, administration and board will work to implement the TAISM Mission. To provide students with the best chance to succeed, TAISM depends on the following commitments from students and parents:

Students will:

- Pursue individual excellence and do their best at all times,
- Participate and contribute positively to their classes,
- Demonstrate a respectful and caring attitude toward adults and students in the school community,
- Display self-discipline and take responsibility for their learning,
- Be sensitive to the unique nature of other students and their cultures,
- Act with an understanding of right and wrong and strive to be honest at all times,
- Abide by the Code of Conduct outlined in the Student Handbook.

Parents will:

- Actively participate in their child's school life.
- Guide their child with an understanding of right and wrong, a sense of honest and ethical behavior, and respect for all people.
- Provide a regular time and place for homework and assist their child with his/her homework when necessary.
- Read to their child, or listen to him/her read, on a regular basis.
- Work to establish and maintain open and respectful communication with teachers.
- Support their child in following TAISM MS expectations.

TAISM Association

The TAISM Association is made up of parents or legal guardians of currently enrolled students and the administration and teachers. All TAISM Association members are eligible to:

- stand for election,
- vote in Board elections,
- serve on Board ad hoc committees,

Contracted teachers may not run for Board election. They have a representative to the Board.

MS Program of Studies For All Grades

Schedule for Middle School

TIME	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:30 - 8:50	Home Base / Meeting / Assembly					
8:55-10:15	A	H	B	E	D	G
10:15-10:25	Break					
10:25 - 11:45	B	E	D	G	A	H
11:45 - 12:25	Lunch					
12:35 - 1:55	C	F	C	F	C	F
1:55 - 2:10	Break					
2:10 - 3:30	D	G	A	H	B	E

MS All School Meetings take place every
Sunday at 8:35-8:50 a.m.

Explanation of the 6-Day MS Schedule

TAISM's six-day schedule in both the middle and high school means that students follow six different schedules which rotate through the school year.

- Any day of the week will have a number (1-6) indicating the schedule to be followed.
- The name of the day (Monday, Tuesday, etc.) will only let a student know how long it will be until the weekend
- The odd numbered days have the same classes
- The even numbered days have four different classes which always meet on even-numbered days

Sixth Grade – Yearlong Courses

Language Arts

The language arts program is designed to expand each student's ability to communicate effectively through reading, writing, speaking, and listening. Students practice speaking and listening through regular classroom discussion and the oral presentation of projects.

They develop their reading skills through a varied program of independent reading, guided reading of short stories and novels, shared reading, and participation in literature circles. The focus of writing will be on personal narratives, informational texts, essays, and realistic fiction. By learning to keep a writer's notebook, students will develop and apply literary techniques to enhance their writing abilities.



Science

6th Grade Science is an integrated class where students will delve into life, earth, and physical sciences as well as design engineering as they learn to make sense of the phenomena in the universe and solve real world problems.

As young scientists and engineers, students will engage in the science and engineering practices that will further their skills with investigations and problem solving.

6th grade topics are arranged around the overarching idea of organization. Unit questions reflect this theme: How do we organize information? How are energy and matter organized? How are substances organized? How is life organized? How is the universe organized?



Sixth Grade – Yearlong Courses

Math

In sixth grade math, instructional time focuses upon four critical areas: (1) connecting ratio and rate reasoning to whole number multiplication and division and using the concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.

Combining these understandings with the ability to explain their thinking and reason mathematically prepares the students for further mathematics and applications to everyday situations.

Social Studies or History? What's the Difference?

You may wonder why we refer to this part of the curriculum as social studies, and not history or geography. Social studies differs from those disciplines in that it looks at history, geography, government, and sociology from an integrated viewpoint. The story of the past is important, as are the social issues which man has grappled with throughout the ages.

Social Studies

Sixth grade social studies students will be challenged with the task of answering essential questions about their pasts, such as: What can we learn about ourselves by studying the first humans? How did early societies evolve into increasingly sophisticated civilizations? How have various civilizations influenced the world we live in today? and Are we civilized? The attempt to answer questions like these lends itself to academic discussion and debate, benefiting students by providing a better sense of what life was like for humans of the past as well as offering insights to the present and future. Utilizing information about various civilizations throughout history, sixth graders are offered the opportunity to analyze and evaluate the tenets which bind cultures together across millions of years.

In an exciting integration of old and new, sixth graders will strive to gather evidence to support their answers to these essential questions using a technology-enriched curriculum. The natural integration of social studies and technology will aid in the research and presentation of a variety of topics, giving the students the opportunity to utilize information from a myriad of sources.

Aside from basic keyboarding and word processing skills, sixth graders will be exposed to a variety of Web 2.0 (shareware) programs, library databases, and iPad apps which will be used to help stimulate discussions, organize ideas and concepts, and present information in various formats. They will become accustomed to a standardized process of research, and will be expected to credit source information they gather to create their final products.

Finally, students will gain an understanding of the social factors associated with living in an era of connectivity, and will be expected to make healthy decisions based on such knowledge.

Sixth Grade – Yearlong Courses

Beginning Band

Beginning Band teaches musical concepts on woodwind, brass or percussion instruments. Musical concepts include posture, tone, note reading, rhythm reading, technical precision, solo and ensemble performance practice, instrument assembly and maintenance. All instruction is done in a class setting with mixed instruments.



Choir 6

Choir provides all students with the opportunity to appreciate the work and dedication necessary for singing in a chorus. The joy that results from connecting with a piece of music, bringing both the notes and text to life, is a feeling unique to the choral classroom. During their time in choir, students will sing in unison, two-part and three-part harmony, and will be exposed to varying musical genres, dance and movement, and a range of languages.

For many students entering 6th grade, the use of a choral score is brand new. New choir students will be taught how to navigate a choral score, as well as how their individual part fits in with the whole. Sixth graders will also study how the vocal cords work to produce sound, learn new vocal techniques for their changing voices, and learn to use and implement Solfeggio in both warm-ups and concert literature.



Physical Education (PE)

The goal of the Middle School Physical Education program is to develop the physical literacy of all students. Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. As a result, students learn to be engaged and intrinsically motivated to be healthy and active.

Our learning progressions are designed around the five standards determined by the Society of Health And Physical Educators (S.H.A.P.E.). These standards are intended to provide students with the necessary knowledge, processes, and skills to become physically active for a lifetime. The middle school program emphasizes a broad exposure to variety of physical pursuits and challenges so that students will have a wide range of transferable skills. This approach allows them the maximum amount of choices for healthy activities when they are making lifestyle decisions on their own. It includes not only the physical skills and competencies, but also the social and psychological skills and motivation needed for participation.

The MS program strives to offer sixth grade developmentally responsive challenges which provide a physically, socially and emotionally rewarding experience.

Sixth Grade – Yearlong Courses

Students select one world language to study or are placed in English Language Learners (ELL) or Learning Support (LS).

World Language

TAISM's World Languages curriculum is based on the standards and benchmarks developed by the American Council on the Teaching of Foreign Languages (ACTFL). Arabic, French, and Spanish for non-native speakers and Arabic Heritage Language for native speakers are the options offered to sixth through eighth-graders.

World Language courses are characterized by a high degree of participation in student-centered learning activities. Students spend most of their class time interacting with the teacher and with other students in order to develop communicative competence in the language. Courses in the middle school offer a balanced approach to language learning, placing equal emphasis on the three modes of communication: Interpretive, interpersonal, and presentational, in accordance with the ACTFL.

Focusing on the cultures of Arabic, French, and Spanish-speaking countries, a major goal of the program is to foster an understanding of and an appreciation for other cultures, in general, and to cultivate within each student lifelong habits of curiosity, empathy, and intercultural awareness.

A special note about TAISM's Arabic Heritage Language Program:

TAISM offers an opportunity for heritage speakers of Arabic to study in their native language within the regular school day. A heritage speaker is an individual who has a personal interest or involvement in an ancestral language. An Arabic heritage student is a student raised in a home where Arabic is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual, but not necessarily fluent in Arabic. The results of this intensive study of the Arabic language will be improvement in students' command of written

and oral expression, which will support them in using Arabic in a practical fashion in their day-to-day lives going forward.

English Language Learners

The English Language Learner (ELL) program at TAISM is designed to enable students to be academically successful in their regular content area classes. The course builds proficiency in listening, speaking, reading, and writing in English in an academic setting. Course Content:

- Phonics and spelling skills: Students will explore how words work and the relationship between spelling and meaning.
- Academic vocabulary: Students will study the most common academic words used across the content areas in middle and high school. They will acquire a working knowledge of word families that allows them to understand and use new vocabulary in the content areas.
- Grammar: Our focus is on understanding correct grammar and using it to communicate effectively in speaking and writing. This includes studying parts of speech, verb tenses, and using a variety of sentence structures.
- Comprehension: Students will learn a variety of listening and reading comprehension strategies for various texts. They will be expected to practice these strategies regularly through reading assignments at home.
- Clear communication in speaking: Our goal is to build proficiency in academic speech. In class, students will participate in a wide variety of activities such as partner and small group work, reading aloud, giving short presentations, and class discussions.
- Academic writing: Students will learn about organization for different types of writing, including writing paragraphs and essays. A major emphasis will be for students to edit their own work for mistakes. Again, students will be expected to practice these skills regularly through both in-class and at-home assignments.

Sixth Grade – Trimester Offerings

The following three courses are one trimester (twelve weeks) in length. Students rotate through the three offerings in the course of the school year.

Art

Middle School Art is an extension of Elementary Art, in that students are continuing to expand their conceptual understanding of art and its impact on society and culture. Foundation skills in the visual arts are based on the Elements of Art and Principles of Design, which are introduced and revisited at all grades. Lastly, students will have opportunities to explore and define the creative process while producing works of art that communicate personal perspective and experience.

Grade Six Areas of Focus: Line, Shape, Space, Color, Pattern, Balance and Unity

- Continual reinforcement of all Elements of Art and Principles of Design.
- Exploration of color theory.
- Extensive exploration of line, shape, space, pattern and unity.
- Learning to bypass visual preconceptions through contour drawing exercises.
- Identifying pattern and repetition within natural and human-made objects.

- Exploration of the cultural significance and universality of motifs, symbols and ornamentation.
- Exposure to artists whose works emphasized motif, symbols, patterns and primitive design.

Drama

Drama 6 focuses on developing dramatic skills, especially the disciplines of movement, speech and improvisation. Students learn about important roles within the theater as well as vocabulary that will be used throughout the trimester and in future drama classes. The overall goal of the drama program is to foster a positive self image in students and to help them use their body, voice and mind as a tool to creatively communicate ideas.

Health

TAISM's Grade 6 Health Program gives students the opportunity to gain knowledge and develop skills to enhance all three aspects of their health - physical, mental/emotional and social. Students learn how to find reliable sources of health information, make

health-related decisions, set health goals, communicate in healthy ways, and be advocates in their family and community.

Students start each class with a health-enhancing practice: journal writing, mindfulness exercises, or gratitude practice. Areas of study include balancing your health triangle, managing stress, growth and development, personal hygiene, and the family nutrition challenge.

Once per six day rotation, our counselor visits all middle school health classes for what we call, 'Counselor Connection'. Throughout the trimester, the counselor and health teacher co-teach lessons that connect the health and counseling curriculum. Topics delivered during counselor connection include positive mental health, friendship skills, and personal and online safety lessons, as outlined in the TAISM Student Protection Policy.



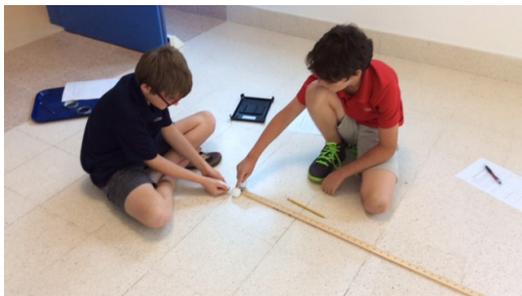
Seventh Grade – Yearlong Courses

Language Arts (LA)

Reading is undoubtedly the mainstay of life-long learning. In seventh grade, LA students are encouraged and taught the strategies to become proficient readers. The goal is to develop the necessary skills to build confidence when reading both fiction and non-fiction. Students are then equipped to critique author's craft, identify themes, conduct research, analyze content, and interpret new meaning. In addition, students' independent reading choices are used as material for discussions revolving around literary elements.

Students will also build on their skills as they work toward the goal of becoming competent writers. Developing good writing habits and working through the writing process of prewriting, drafting, revision, editing and publishing are recurring learning opportunities in language arts.

The seventh-grade language arts curriculum is rounded out by giving the students many opportunities to practice public speaking. In small groups, large groups, in formal settings and friendly discussions, students learn and practice public speaking etiquette as well as learn the importance of being a careful listener.



Math 7 or Accelerated Math

Math 7:

Grade 7 Mathematics students focus on developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions; and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

Accelerated Math 7:

In Accelerated Math 7, students will focus on drawing inferences about populations based on samples; developing understanding of and applying proportional relationships; developing understanding of rational and irrational numbers and reasoning with expressions and equations, extending to integer exponents and radicals; analyzing two- and three-dimensional space and shapes using distance, angle, similarity and congruence, as well as solving problems involving area, surface area, volume and the Pythagorean theorem; and grasping the concept of a function, analyzing functions both linear and non-linear, and using functions to model quantitative relationships between variables.

Seventh Grade – Yearlong Courses

Science

Science in seventh grade is an integrated course where students will delve into life, earth, and physical sciences as well as engineering and investigative design as they learn to make sense of the phenomena in the universe and solve real world problems. Students will engage in the science and engineering practices that will further their skills with developing models, data analysis, and scientific argumentation. 7th grade topics are arranged around the overarching idea of energy. Unit questions reflect this theme:

- How Do Forces Affect Motion?
- How do magnets help us everyday?
- How do populations change?
- Why is Oman a desert?

Social Studies:

The Social Studies 7 course is designed to explore the multifaceted study of world geography by investigating the following questions: What is where? Why there? Why care? Learning where places are is an important component of geography but certainly should not be the only focus. So, a review of map skills is included in the seventh-grade course.

However, more important than the “where” is the “why.” Students will think critically about questions such as: Why is the world’s population so unevenly distributed? Why are there such great disparities between the rich and the poor? Why are families smaller in more developed countries than in less developed countries? Lastly, and most importantly, the course tries to encourage students to examine why it is important to care.

The course is designed to not only equip students with a better understanding

of the world, but to also instill in them that they can be the change they wish to see in the world. Through their study of geography, students are exposed to a broad range of sources of information and varying perspectives on contemporary issues. To make sense of these issues, students need a range of skills. These include the tools for making decisions, setting priorities, weighing up alternatives, solving complex problems and understanding the views of others.

Physical Education (PE)

The goal of the Middle School Physical Education program is to develop the physical literacy of all students. Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. As a result, students learn to be engaged and intrinsically motivated to be healthy and active.

Our learning progressions are designed around the five standards determined by the Society of Health And Physical Educators (S.H.A.P.E.). These standards are intended to provide students with the necessary knowledge, processes, and skills to become physically active for a lifetime. The middle school program emphasizes a broad exposure to variety of physical pursuits and challenges so that students will have a wide range of transferable skills. This approach allows them the maximum amount of choices for healthy activities when they are making lifestyle decisions on their own. It includes not only the physical skills and competencies, but also the social and psychological skills and motivation needed for participation. The MS program strives to offer seventh grade developmentally responsive challenges which provide a physically, socially and emotionally rewarding experience.

Seventh Grade – Yearlong Courses

Performing Arts: Students select two courses from Band, Choir, and Drama.

Band 7

The instrumental music course teaches musical concepts on woodwind, brass, percussion or string instruments and performs band music. Musical concepts include posture, tone, note reading, rhythm reading, technical precision, solo and ensemble performance practice, balance, blend, articulation, tuning, dynamics and phrasing. Most students will have had at least one year of beginning band before they enter the seventh grade band. Students new to an instrument will have the chance to work in small groups with a teacher while they are developing their skills to join the ensemble. All instruction is done in a class setting with mixed instruments.

Choir 7

Choir provides all students with the opportunity to appreciate the work and dedication necessary for singing in a chorus. The joy that results from connecting with a piece of music, bringing both the notes and text to life, is a feeling unique to the choral classroom. During their time in choir, students will sing in unison, two-part and three-part harmony, and will be exposed to varying musical genres, dance and movement, and a range of languages.

In 7th grade, singers begin to develop a deeper understanding of vocal technique and are exposed to more complicated two and three-part harmonies. They combine rehearsals with 8th



grade singers. In addition to the formal concerts, students take part in Random Acts of Singing in the spring, during which time they are given the opportunity to share their talents and individual work with the larger community.

Drama 7

Drama 7 focuses on developing dramatic skills, especially the disciplines of movement, speech and improvisation. In this year-long course, students will focus not only on performance skills, but will also give students the chance to learn about all areas involved in play production, theater history, and technical theater. The overall goal of the drama program is to foster a positive self image in students and to help them use their body, voice and mind as a tool to creatively communicate ideas.



Seventh Grade – Yearlong Courses

Students select one world language to study or are placed in English Language Learners (ELL) or Learning Support (LS).

World Language

TAISM's World Languages curriculum is based on the standards and benchmarks developed by the American Council on the Teaching of Foreign Languages (ACTFL). Arabic, French, and Spanish for non-native speakers and Arabic Heritage Language for native speakers are the options offered to sixth through eighth-graders. World Language courses are characterized by a high degree of participation in student-centered learning activities. Students spend most of their class time interacting with the teacher and with other students in order to develop communicative competence in the language.

Courses in the middle school offer a balanced approach to language learning, placing equal emphasis on the three modes of communication: Interpretive, interpersonal, and presentational, in accordance with the ACTFL. Focusing on the cultures of Arabic, French, and Spanish-speaking countries, a major goal of the program is to foster an understanding of and an appreciation for other cultures, in general, and to cultivate within each student lifelong habits of curiosity, empathy, and intercultural awareness.

Arabic Heritage Language in Middle School:

TAISM offers an opportunity for heritage speakers of Arabic to study in their native language within the regular school day. A heritage speaker is an individual who has a personal interest or involvement in an ancestral language. An Arabic heritage student is a student raised in a home where Arabic is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual, but not necessarily fluent in Arabic. The results of this intensive study of the Arabic language will be improvement in students' command of written and oral expression, which will support them in using Arabic in a practical fashion in their day-to-day lives going forward.

English Language Learners:

The English Language Learner (ELL) program at TAISM is designed to enable students to be academically successful in their regular content area classes. The course builds proficiency in listening, speaking, reading, and writing in English in an academic setting.

Course Content:

- Phonics and spelling skills: Students will explore how words work and the relationship between spelling and meaning.
- Academic vocabulary: Students will study the most common academic words used across the content areas in middle and high school. They will acquire a working knowledge of word families that allows them to understand and use new vocabulary in the content areas.
- Grammar: Our focus is on understanding correct grammar and using it to communicate effectively in speaking and writing. This includes studying parts of speech, verb tenses, and using a variety of sentence structures.
- Comprehension: Students will learn a variety of listening and reading comprehension strategies for various texts. They will be expected to practice these strategies regularly through reading assignments at home.
- Clear communication in speaking: Our goal is to build proficiency in academic speech. In class, students will participate in a wide variety of activities such as partner and small group work, reading aloud, giving short presentations, and class discussions.
- Academic writing: Students will learn about organization for different types of writing, including writing paragraphs and essays. A major emphasis will be for students to edit their own work for mistakes. Again, students will be expected to practice these skills regularly through both in-class and at-home assignments.

Seventh Grade – Trimester Offerings

The following three courses are one trimester (12 weeks) in length. Students rotate through the three offerings in the course of the school year.

Health

TAISM's Grade 7 Health Program is designed to enhance the knowledge and skills required to make healthy choices in the context of adolescence. Students learn how to find reliable sources of health information, make health-related decisions, set health goals, communicate in healthy ways, and be advocates in their family and community.

Students start each class with a health-enhancing practice: journal writing, mindfulness exercises, or a gratitude practice. Areas of study include: communication skills (assertiveness training, refusal skills, conflict resolution); tobacco education (including e-cigarettes and vaping); and growth and development (focus on male and female reproductive systems). Once per six day rotation, our counselor visits all middle school health classes for what we call, 'Counselor Connection'. Throughout the trimester, the counselor and health teacher co-teach lessons that connect the health and counseling curriculum. Topics delivered during counselor connection include positive mental health, positive communi-

cation skills, and personal and online safety lessons, as outlined in the TAISM Student Protection Policy.

Art

Much of what we do in Middle School Art is intended to strengthen each student's powers of observation and provide hands-on experience with a variety of media. Many of the learning strategies and observational skills used within art are transferable to other curricular areas and aspects of a student's life. Through the process of making art, students will continue to strengthen their ability to manipulate the Elements of Art and Principles of Design. Students will also have opportunities to problem solve and make choices and decisions in regard to the direction of their work. Visual art teaches children to make good judgments about qualitative relationships, that problems can have more than one solution, and that communication is not limited to just words. Grade Seven Focus (Proportion, Value, Texture, Contrast Rhythm, and Emphasis)

- Continual reinforcement of all Elements of Art and Principles of Design.

- Continual reinforcement of color theory.
- Learning to bypass visual preconceptions and to draw with the eye.
- Identify texture and value within artworks and the environment around them.
- Manipulating value and contrast within a variety of context.
- Defining and working with proportion to create emphasis.
- Exploration of the human form and face through various media.
- Exploration of the historical, social and cultural significance of the self-portrait and the concept of personal environment.

Code Your World 7

The grade seven students will learn about the language of code by working with block code. They will learn more about the language of code, as well as about the concepts that allow us to create complex but efficient functions.

Students will create animations, games, and tell stories by building code, increasing in complexity and involving more sophisticated concepts.

Eighth Grade – Yearlong Courses

Language Arts

The Grade 8 Language Arts course prepares students for the challenges of writing by teaching them how to create their own independent writing life. We focus on developing skills and strategies used by real writers to succeed in every step of the writing process. In class, students are supported by a workshop model that provides them with structure and independence. The class also places an emphasis on developing a strong, independent reading life through mini-lessons, discussions and supported reading time. Thus, the curriculum supports the value of reading as a lifelong skill and provides students with the tools to discuss works of literature studied together.



Science

The Grade 8 Science course is designed around the theme of change. Working as young scientists and engineers, students can expect to be engaged in all of the science and engineering practices that occur in the real world. They will work towards constructing explanations about local phenomena in Oman and engage in scientific arguments to further their understanding of life, physical, and earth sciences as well as engineering design.

Through investigations, simulations, research, presentations, and design thinking, 8th graders will develop increased sophistication in their thinking about the world around them and communication of their designs for solutions to problems.

Unit questions addressed will include: How has life changed over time? How can changes on the Earth be explained? How and why does matter change? Why do family members look different from each other? What impacts do humans have on our natural environment?



Eighth Grade – Yearlong Courses

Introduction to Algebra or Algebra I

Introduction To Algebra:

In Introduction to Algebra, students will focus on formulating and reasoning about expressions and equations, including those involving integer exponents and radicals, and solving linear equations; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, understanding and applying the Pythagorean Theorem, and deriving formulas to solve problems involving the volume of compound objects; and grasping the concept of a function, analyzing functions, both linear and non-linear, and using functions to model quantitative relationships that exist between two variables.

Algebra I:

The Algebra I course begins with seeing structure in and manipulating expressions, including polynomial expressions. Students then develop a strong foundation in working with linear equations in all forms, with a focus on analyzing the process of solving equations, including modeling and reasoning with systems of linear equations. Students explore functions, including notation, domain and range, multiple representations, and modeling. They then apply what they have learned to linear models of data, analyzing scatter plots and using lines of best fit to apply regression techniques. Following linear functions, students model situations involving exponential growth and decay. Through the comparison of linear and exponential functions, students contrast the concepts of additive and multiplicative change. The course closes with an

exploration of quadratic functions, with an emphasis on modeling and solving equations through a variety of strategies.

Social Studies:

The Social Studies program in Grade 8 is a thematic study of three topics: civics, economics, and global issues. Students are challenged to think critically about probing questions such as: What does it mean to be a global citizen? What basic human rights should be guaranteed for all? What are advantages and disadvantages to different forms of government? Is the American economic system fair? Why does the wealth gap between rich and poor continue to grow? What are the biggest issues facing our planet today? What should be America's role in facing the issues of the 21st century? Students can expect lively discussion, differing opinions, and a broader perspective on all issues. The skills and strategies learned in class are applied through a process of extension, expansion, and illumination in greater complexity that takes advantage of students' academic progress and growth. Curriculum documents and classroom materials emphasize the following skills and strategies:

- Literacy Skills
- Critical Thinking
- Personal Interaction
- Civic Engagement

Eighth Grade – Yearlong Courses

Students select two courses from Band, Choir, and Drama.

Band 8

The instrumental music course teaches musical concepts on woodwind, brass, percussion or string instruments and performs band music. Musical concepts include posture, tone, note reading, rhythm reading, technical precision, solo and ensemble performance practice, balance, blend, articulation, tuning, dynamics and phrasing. Most students have at least two years of experience on their instrument. Students new to an instrument will have the chance to work in small groups with a teacher while they are developing their skills to join the ensemble. All instruction is done in a class setting with mixed instruments.

Choir 8

Choir provides students with the opportunity to appreciate the work and dedication necessary for singing in a chorus. The joy that results from connecting with a piece of music, bringing both the notes and text to life, is a feeling unique to the choral classroom. During their time in choir, students will sing in unison, two-part and three-part harmony, and will be exposed to varying musical genres, dance and movement, and a range of languages. Students begin to develop a deeper understanding of vocal technique and are exposed to more complicated two and three-part vocal harmony. In addition to the formal concerts, students take part in Random Acts of Singing, during which time they are given the opportunity to share their talents and individual work with the larger community.

Drama

Eighth grade drama will focus not only on performance skills, but will also give students the chance to learn about all areas involved in play production, theater history, and technical theater. This yearlong course will give students the chance to develop creative expression, confidence in public speaking and performance, and skills in team building and collaboration. The overall goal of the drama program is to foster a positive self image in students and to help them use their body, voice and mind as a tool to creatively communicate ideas.

Physical Education (PE)

The goal of the Middle School Physical Education program is to develop the physical literacy of all students. Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. As a result, students learn to be engaged and intrinsically motivated to be healthy and active.

Our learning progressions are designed around the five standards determined by the Society of Health And Physical Educators (S.H.A.P.E.). These standards are intended to provide students with the necessary knowledge, processes, and skills to become physically active for a lifetime. The middle school program emphasizes a broad exposure to variety of physical pursuits and challenges so that students will have a wide range of transferable skills. This approach allows them the maximum amount of choices for healthy activities when they are making lifestyle decisions on their own. It includes not only the physical skills and competencies, but also the social and psychological skills and motivation needed for participation.

The MS program strives to offer eighth grade developmentally responsive challenges which provide a physically, socially and emotionally rewarding experience.

Eighth Grade – Yearlong Courses

Students select one world language to study or are placed in English Language Learners (ELL) or Learning Support (LS).

World Language

TAISM's World Languages curriculum is based on the standards and benchmarks developed by the American Council on the Teaching of Foreign Languages (ACTFL). Arabic, French, and Spanish for non-native speakers and Arabic Heritage Language for native speakers are the options offered to sixth through eighth-graders. World Language courses are characterized by a high degree of participation in student-centered learning activities. Students spend most of their class time interacting with the teacher and with other students in order to develop communicative competence in the language. Courses in the middle school offer a balanced approach to language learning, placing equal emphasis on the three modes of communication: Interpretive, interpersonal, and presentational, in accordance with the ACTFL. Focusing on the cultures of Arabic, French, and Spanish-speaking countries, a major goal of the program is to foster an understanding of and an appreciation for other cultures, in general, and to cultivate within each student lifelong habits of curiosity, empathy, and intercultural awareness.

A special note regarding Arabic Heritage Language in Middle School:

TAISM offers an opportunity for heritage speakers of Arabic to study in their native language within the regular school day. A heritage speaker is an individual who has a personal interest or involvement in an ancestral language. An Arabic heritage student is a student raised in a home where Arabic is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual, but not necessarily fluent in Arabic. The results of this intensive study of the Arabic language will be improvement in students' command of written and oral expression, which will support them in using Arabic in a practical fashion in their day-to-day lives going forward.

English Language Learners

The English Language Learner (ELL) program at TAISM is designed to enable students to be academically successful in their regular content area classes. The course builds proficiency in listening, speaking, reading, and writing in English in an academic setting.

Course Content:

- Phonics and spelling skills: Students will explore how words work and the relationship between spelling and meaning.
- Academic vocabulary: Students will study the most common academic words used across the content areas in middle and high school. They will acquire a working knowledge of word families that allows them to understand and use new vocabulary in the content areas.
- Grammar: Our focus is on understanding correct grammar and using it to communicate effectively in speaking and writing. This includes studying parts of speech, verb tenses, and using a variety of sentence structures.
- Comprehension: Students will learn a variety of listening and reading comprehension strategies for various texts. They will be expected to practice these strategies regularly through reading assignments at home.
- Clear communication in speaking: Our goal is to build proficiency in academic speech. In class, students will participate in a wide variety of activities such as partner and small-group work, reading aloud, giving short presentations, and class discussions.
- Academic writing: Students will learn about organization for different types of writing, including writing paragraphs and essays. A major emphasis will be for students to edit their own work for mistakes. Again, students will be expected to practice these skills regularly through both in-class and at-home assignments.

Eighth Grade – Trimester Offerings

The following three courses are one trimester (twelve weeks) in length. Students rotate through the three offerings in the course of the school year.

Health

TAISM's Grade 8 Health program is designed to help students make informed and healthy choices as they transition from Middle School to High School. Students will gain a deeper understanding of their personal health and wellness, and they will have more opportunities to practice and refine health-enhancing skills. Eighth grade health students will also design an advocacy project to promote health and wellness in our community. This course prepares students to make decisions based on their personal values, and to skillfully handle health-related situations in eighth grade and beyond.

Students begin each class with a health-enhancing practice: journal writing, mindfulness exercises, or gratitude practice. Areas of study include: drug awareness (alcohol focus); body image & nutrition; communication skills (sticking to personal values in peer pressure situations); & growth and development (focus on pregnancy and birth).

Once per six day rotation, our counselor visits all middle school health classes for what we call, 'Counselor Connection'. Throughout

the trimester, the counselor and health teacher co-teach lessons that connect the health and counseling curriculum. Topics delivered during counselor connection include positive mental health, recognizing and seeking help for common emotional disorders (depression, anxiety, eating disorders); and personal and online safety lessons, as outlined in the TAISM Student Protection Policy.

Art

Middle School Art is an extension of Elementary Art, in that students are continuing to expand their conceptual understanding of art and its impact on society and culture. Through the process of making art, students will continue to strengthen their ability to manipulate the Elements of Art and Principles of Design.

Grade Eight Focus (Space, Form, Balance, Movement, Perspective, and Composition)

- Continual reinforcement of all Elements of Art and Principles of Design.
- Continual reinforcement of color theory.
- Learning to bypass visual preconceptions and to draw with the eye.
- Identify the use of movement, balance and unity in

artworks and the environment around them.

- Manipulating movement, balance and unity to create effective compositions.
- Manipulating color theory to create effective compositions.
- Defining and manipulating form.
- Exploration of the historical/cultural/industrial significance of the development of linear perspective.

Design

The eighth grade students will explore the creative possibilities that coding skills can provide. By working with block coding, students will learn more about the language of code, as well as about the concepts that allow us to create complex but efficient functions. The second part of this course involves the students using their understanding to design projects that they will execute using code.



For All Grades (6-8)

Student Support Team (SST)



The Student Support Team, comprised of the principal, counselor, ELL specialist, and the Student Support resource teacher, work diligently to assist students who may require an individualized learning program. At TAISM we respect and appreciate varied learning styles and we know that every child learns differently. The Student Support Team is dedicated to the 'whole child'; we encourage students to take risks with learning. We foster internal motivation and self-awareness to achieve academic, social and emotional goals.



Services are provided to support learning experiences so that students move towards greater independence. Parents, as important working partners with the school, are involved in the decisions that are necessary in order to create the most effective learning program possible. The Student Support class offers assistance to small groups of students who benefit from remedial help in academic assignments. Some students, however, benefit from instruction in organization, time management, and thinking strategies.



All new students with a history of academic support applying for any grade at TAISM's Middle School will be assessed prior to admission or admitted provisionally pending assessments. Students with mild learning disabilities will be considered for enrollment as long as appropriate services are available. TAISM is generally not able to admit students with moderate to severe learning disabilities.

For All Grades (6-8)

Home Base Program

An important feature of the Middle School program is the Home Base Program. All students meet with their faculty home base teachers four days per week for twenty minutes. The purpose of home base periods is, first and foremost, to build a relationship. Home base teachers can be the first contact when students have academic or social concerns.



The Home Base Program has the following themes within its framework:

- Transition and Orientation
- Academic Assistance
- Peer Relations and Social Skills
- Development of the Behaviors that support learning
- School and Community Spirit and Service



Guidance / Counseling Services

The TAISM Middle School is fortunate to have a full-time MS counselor. The MS Counselor is trained to work with young adolescents as they navigate their way through the often times complex network of school, friends, and community. The counselor can address mental, physical, and emotional concerns that may be impacting student's learning and/or their wellbeing.

The MS Counselor is a student advocate with an open-door policy, looking to support our students in the best way possible. The counselor is also available to talk to parents and will occasionally present workshops on topics of interest to our adult community.



"Teaching kids to count is fine, but teaching them what counts is best."
- Bob Talbert

For All Grades (6-8)

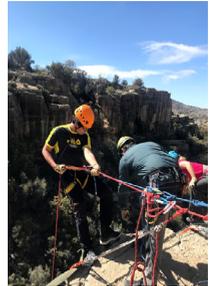
MS Discover Oman Program

One of the highlights of the school year at TAISM is the Discover Oman program. During this week students enhance their education by participating actively in exploring our host country. Using outdoor and experiential learning experiences, our students and faculty gain an understanding and appreciation of the Sultanate of Oman. The Discover Oman program provides students with unique cultural, personal, interpersonal and environmental experiences not available on the TAISM campus. From these experiences, students will learn, reflect, and grow as individuals.

The purpose of the Discover Oman Program is to:

1. Provide exposure to Oman with the hopes of nurturing a better understanding and appreciation of Omani culture, geography and people.
2. Strengthen acquaintances within the TAISM Middle School community among students and faculty, as well as the development of responsibilities commensurate with group living.
3. Increase respect for the environment through exposure to unique habitats, unique topographical features and the impact of human population on the land.
4. Provide opportunities for personal reflection, self-awareness and self-reliance.

The Discover Oman program is a school requirement. After the trip, the students will receive an evaluation from their chaperones based on their effort, behavior and participation throughout the trip.



General Information

Administrative Offices

The administrative offices (Director, Business Manager and Accountants, Safety and Security Manager, Facilities Manager, Receptionist and Administrative Coordinator) are located on the ground floor. The Accountants handle payment of school fees.

MS Principal's Office

The MS Principal's Office is located upstairs from the main rotunda in Room 284. Please call 2459-5180, ext. 109, to make an appointment.

Admissions

Admissions are conducted through the Admissions Coordinator in consultation with the Principal. Grade placement in the Middle School is based on both the prior academic background of the student as well as age. The placement process may involve testing and writing samples. The Principal is responsible for determining grade placement.

Attendance

Attendance Policy

One of the major responsibilities of each TAISM student is to attend class. Academic success and regular attendance are closely related. Absences, avoidable and unavoidable, excused and unexcused, are detrimental to the educational process. Avoidable absences (i.e., early departure for vacation, late arrival from vacation, etc.) are discouraged.

When a student is absent without prior notification, a note signed by the parent giving the reason for the absence (i.e., illness, family emergency) and date(s) of the absence is required the day the student returns to school. The note should be given to the MS Principal's Secretary. If a student is absent due to illness for three or more days, a medical note is required. If a student is absent for medical reasons, a parent should inform the Principal so

make-up work can be arranged. In cases where an absence is unavoidable, parents should notify the MS office as soon as they know of a planned absence. Students will then obtain a PreArranged Absence Form for homework to take to teachers that indicates if the homework is to be completed either prior to or after the absence. The Principal then signs the form.

Please note that due to the nature of the variety of assessments faculty employ, it may not be possible to 'make up' a missed lesson or assignment. If an assessment that cannot be replicated is missed (performance-based, etc.), an alternative assessment may be used.

Students are responsible for all material that is missed due to absence. Unexcused absences and/or repeated

tardiness may result in other consequences as determined appropriate by the Principal. Unexcused absences include, but are not limited to, skipping class and coming to school late. A parent note does not necessarily excuse an avoidable absence.

When a student is excessively absent, the MS Principal shall send a written warning to the student about the consequences of further absences, and notify the parents or guardian. We believe in a strong partnership with the family to rectify attendance problems. Students who are absent more than nine days of a trimester are considered at risk. This includes both excused and unexcused absences. School-sponsored activities are not included in the total absences.

It is school procedure to call home and verify the absences that are greater than two days. Parents can assist with this verification by calling the MS Principal's Office directly.

Make-up Work

As a general rule, students receive the same number of school days to complete work missed as the number of school days absent. It is the student's responsibility to meet with individual teachers to obtain make-up work. Students receive credit for make-up work.

Punctuality / Tardiness

Students should make every attempt to get to class on time. If a student is late arriving to school, it is the student's responsibility to get a signed late pass from the Office Secretary.

When tardiness to classes becomes excessive, teachers will refer students to the Principal for disciplinary action.

Checking In and Out of School

TAISM is a closed campus. After arrival at school for classes or a school event, students are not permitted to leave campus without parental permission. If a student becomes ill, the School Nurse will notify the parents. Written parental permission is necessary when a child is taken out of school during school hours for dental/ doctor appointments, etc. The child must sign out at the MS Office before leaving. Students will only be released to a parent, or another adult designated by the parent. Students who arrive late must sign in at the Office and provide a parental note. The MS Secretary will issue a late pass which is then given to the class teacher.

Parents are requested to send a written note or email to school the morning of any anticipated early dismissal (doctor's appointment, etc.). In an emergency or in response to an unanticipated situation, parents may call the Principal's Office with verbal authorization.





Physical Education Participation

Occasionally, your child may not be well enough to participate in PE. In this case, a parental note of explanation is required. If a health problem prevents a student from regular participation in PE, a doctor's letter is required. Students who cannot participate in PE are still required to attend classes.

If a student becomes ill during the day, he/she will be sent to the School Nurse for a written note to excuse him/her from PE. If this illness during the day becomes chronic, the situation will be discussed with parents.

PE Guidelines during Ramadan

Students are expected to participate in PE activities as much as they can. However, the health and safety of students is of paramount importance. If a student is unable to participate in PE activities during Ramadan, a parental note should be sent to the PE teacher. The teacher will arrange an alternative activity.

Guardianship and Supervision

Given the nature of international work and traveling requirements, there may be the rare occasion when both parents are not able to be at home with your children. According to TAISM policy, "parents are responsible for finding a guardian of the student acceptable to both the parents and the school. The guardian will have all the responsibilities and rights of a parent, when a student under guardianship is enrolled." (7.2021) In this situation, parents are responsible for filing with the school a form which designates a legal guardian for students, during their absence. This is especially important when living abroad as family relatives are generally not in the country. Under no circumstances is it acceptable to leave your children without providing adult supervision.

Dropping Off/ Picking Up Students

The student drop-off lane at TAISM, both for buses and parents, is on the east side of campus, across from the church. At all times, we keep safety as the number one priority, and entrance and exit areas will be clearly marked. Traffic is usually one way, and during regular school hours an entrance and exit gate will be manned by security.

Students who have been dropped off should continue to use caution and remain on pedestrian walkways and traffic plateaus. Parents can assist by using the same safe routes when entering or exiting the school. It takes a conscious effort by all drivers to ensure our students are safe.

Dress Code

TAISM has a dress code that is comfortable, respectful of Oman's culture, and appropriate for our school climate:

- Students are responsible for being neat, clean and dressed appropriately.
- Wearing valuable jewelry and jewelry in quantity is discouraged. TAISM accepts no responsibility for any jewelry brought to school.
- Provocative or unusual hair styles or coloring are not considered appropriate.
- Shoes should be comfortable and worn at all times.
- Hats are not to be worn inside the school building.
- Due to the intensity of the sun, Middle School students are urged to wear hats outside especially during the hottest weeks of the school year. UV rays are strongest at midday (10:00 – 3:00p.m).
- In the Middle School, gym shirts and gym shorts are NOT to be worn at school except during Physical Education classes.
- All decisions regarding appropriate dress remain the Principal's prerogative.



"My thoughts are like waffles... the first few don't look too good." -Marilyn Vas Savant

The following dress guidelines are used for regular school attendance and school-related functions:

For Boys:

Shirts

TAISM polo shirts are available in red, white, or blue and can be purchased on Registration Day or from the School Receptionist.

Pants/Shorts

Pants or shorts can be worn by boys (including Jeans). Pants should not be frayed, should fit properly and be in good repair. Sweat/athletic pants are not allowed for daily wear. Boys may wear shorts, but not frayed or athletic-type shorts. Shorts should be knee-length.

Jackets/Sweatshirts

Only TAISM sweatshirts may be worn at school. A TAISM polo shirt must be worn under the TAISM sweatshirt. Sweatshirts may be purchased on Registration Day or from the School Receptionist.

For Girls:

Shirts

TAISM polo shirts are available in red, white, or blue and can be purchased on Registration Day or from the School Receptionist.

Skirts/Pants/Shorts

Girls may wear skirts, pants, or shorts to school. Skirts and shorts should be knee-length. Jeans may be worn. Sweat/athletic pants are not allowed for daily wear. Frayed or athletic-type shorts are not allowed. Tights without a skirt are not acceptable.

Jackets/Sweatshirts

Only TAISM sweatshirts may be worn at school. A TAISM polo shirt must be worn under the TAISM sweatshirt. Sweatshirts may be purchased on Registration Day or from the School Receptionist.

Physical Education Clothing for Boys and Girls:

Students should have at least two uniforms for PE. No jewelry should be worn during PE classes. Students should bring reusable water bottles to PE class and hats when their PE classes are held outdoors.

- Swimming is an integral part of the PE program. Girls must wear one-piece swimsuits, and boys must wear swimming trunks (liner and drawstring) or racing suits. Students are required to bring a towel. Swimming shirts are recommended.
- The PE uniform can be purchased from the receptionist. Shirts and shorts are available.

Field Trips

Classes and grade levels will take educational field trips off campus several times a year. Parents will be informed of the time of departure and arrival, the mode of transportation and the field trip site. Appropriate adult supervision will be maintained at all times. Parent/Guardian permission must be obtained, in writing, for a student to participate on a trip. To participate in a field trip, the student must have a signed permission slip.

Students are responsible for any missed work from other classes due to the field trip. As field trips are a vital part of the student's educational process, participation will be at the discretion of the Principal.

Lockers

The Middle School Secretary will assign locks and lockers. All Middle School students are responsible for the assigned locker and lock. Please keep the combination to the lock private and lock all valuables inside the locker.

Having a locker is a privilege that requires responsibility. Lockers must be kept clean, neat, and closed. Please do not mark on them or attach anything to the outside except occasional spirit posters. Replacement cost for lost locks is RO 3.

How to open the combination lock:

1. Turn the dial to the RIGHT (clockwise) two full turns. Stop at the first number of the combination
2. Turn the dial LEFT (counter-clockwise) one full turn (past the 2nd number)
3. Continue turning LEFT (counter-clockwise) until the 2nd number is reached
4. Turn the dial RIGHT (clockwise) again until the 3rd number is reached
5. Pull the shank and the lock will open.



Lunch

Individual items may be purchased in the MS Learning Commons, or a student may purchase a “Combo Meal”. The individual items for sale typically include cold sandwiches, wraps, fruit, yogurt with granola, muffins and cakes. Combo Meals include a main dish with a side, a drink and a dessert. Vegetarian options as well as a soup of the day and a salad bar are available.

The MSLC is open for lunch from 11:45 a.m. to 12:25 p.m. In addition, individual items may be purchased during afternoon break and after school.

Lost & Found

Articles of clothing and other items found on campus will be placed in the Lost and Found cabinet. Students are responsible for checking the Lost and Found cabinet to claim lost items. Periodically, unclaimed items are donated to local community service organizations. Clothing which is clearly labeled has a much better chance of finding its original owner.

School Materials

Educational materials at TAISM are current, and usually originate in the U.S. Some materials will be issued to you early in the year and you will be responsible for caring for them for the year (iPad, textbooks for some classes, etc.). Materials, such as these, are returned at the end of the school year. You will be required to pay for any damaged or lost school property.



Parent Newsletters

Keeping families informed of school events and news is important to fostering a partnership between home and school. School-wide information and stories are posted on our school website and on our TAISM parent site (parents.taism.com). Additionally, a Middle School weekly e-mail newsletter is also sent home every Thursday afternoon by the MS Secretary. This will help keep you up-to-date on happenings specific to the Middle School. Please ensure you contact the MS secretary if you do not receive the newsletters or if you change your email address. Parents may also access course material via the MS Learning Hub website, which is linked at parents.taism.com.

Nurse's Office

A full-time Registered Nurse is a member of the support staff at TAISM.

The Nurse is on duty from 8:15 a.m. to 5:15 p.m. Students who wish to see the Nurse can obtain a pass from their teacher. Parents of students with specific medical concerns or needs are encouraged to contact the Nurse (2459-5180) to discuss their requirements. The Nurse:

- supervises the processing and maintenance of student health records,
- maintains first aid kits and supplies,
- responds to routine illnesses and injuries,
- provides ongoing training in first aid,
- coordinates with local doctors and hospitals,
- maintains the Lost and Found cabinet.



Procedures for Dispensing Medication

- If a student needs to take medicine during school hours, parents must leave the medication with the School Nurse. Medications are stored in a secure location in the Nurse's Office.
- The container must be clearly labeled with the student's name and the appropriate dosage and dosing schedule.
- Students who require occasional medicines for headaches, asthma, allergies, etc. should leave a supply with the Nurse unless a regular schedule of medication has been prearranged. The Nurse will communicate with parents when a medication is administered.
- No student may carry medicines of any description while at school.
- If the Nurse is not available, the Principal or the Director will dispense scheduled medications.
- Parents are requested to discuss with the Nurse the necessary information regarding the dispensing of prescribed medication. No prescribed medication will be given to students without the written permission of the parent.

Illness

One of our primary concerns is to ensure a healthy environment. The following guidelines will help diminish illness during the year for both teachers and students. Parents should not send a sick or overly tired child to school. A sick child will not enjoy school, and the flu, cold, or other contagious condition can infect the entire class.

- A child needs to be healthy enough to participate in both indoor and outdoor activities each day. If a child is not well enough to play outside, he/she should not be sent to school.
- A fever of any kind, diarrhea, or upset stomach requires a 24-hour period without symptoms before a child returns to school.
- If a child becomes sick during school, the school will contact his/her parents or emergency contact person to come and take the child home.
- A child with a contagious condition may, at the discretion of the Nurse and/or Principal, be sent home and restricted from school attendance until such condition has cleared.

Please Note: If your child misses more than three consecutive school days due to illness, the MS Office will require a medical certificate prior to your student returning to classes.

Parental Concerns

Whenever you have a concern or problem, please let us know so we can discuss it and create a workable solution.

First Step: You should always contact the teacher first. The majority of concerns can be immediately addressed and resolved through direct contact with the teacher.

Second Step: If you still have a concern, then you should talk to the Principal. This should be done only after direct contact with the teacher.

Third Step: The final step for resolution of a concern is to talk to the Director.

Parent Contact with the School Board

The School Board is responsible for the school's governance and policies, and not the day-to-day operation of the school. The Board must also act only as a collective body. Therefore, the School Board will only entertain parental concerns in the following circumstances:

- After the concern has been brought to the attention of the Principal and Director.
- When the concern has been presented to the School Director in writing and signed, at least one week prior to the regular board meeting.

“School is the marketplace of possibility, not efficiency.”
- Susan Ohanian



Parent Back to School Event

All TAISM “Back to School Events” are scheduled in September. Parents are given the opportunity to meet their child’s teacher(s) and find out more about their child’s academic program, classroom routines and teacher expectations. Please note – this is not an evening for personal conferences; there are numerous other opportunities for that.

Parent Volunteer Coordinator

The Parent Volunteer Coordinator is a full-time staff member who is responsible for recruiting parents to assist with classroom activities, field days, special programs, class parties, and fund-raisers.

Parent - Teacher Conferences

Parent-teacher contact is vital to the success of TAISM students. Formal parent-teacher conferences are arranged for MS parents twice each school year. Parents may also request additional conferences at any time during the year. It is best to schedule an appointment by contacting the teacher through the MS office.

Conference formats, available to parents, teachers and students, include:

- Telephone conference to clarify communications and quickly discuss student’s current status
- Routine reporting conference to discuss student’s progress over a longer period of time
- Problem-solving conference to address a specific problem or serious concern

School Hours

8:00-8:20 a.m.	Students arrive
8:28 a.m.	Warning bell
8:30 a.m.	Classes begin
3:30 p.m.	Dismissal
3:40-4:45/5:10 p.m.	After School Activities



After School Activities are a critical part of the life of Middle School Students. Students who are not involved in a supervised ASA may “sign in” at the MSLC, if they wish to use the space to work on homework or use the library resources. Students who wish to attend a MS or HS sporting event may “sign in” in the MS office. It is critical that all MS students are accounted for after school hours. MS students may only stay after school if they have signed in or are in a supervised after school activity.

Student Daily Planner

Each student is given a Daily Planner to help organize assignments. The Planner serves as a communication link between teachers and parents, particularly with regard to homework. It is also a student handbook with helpful information. Students are required to bring their planner to school every day. Replacement cost for lost planners is RO 3.

Student Property

Clothing, school bags, food containers, and other personal property should be labeled with the owner's name. Students are advised against bringing expensive items to school: e.g., large amounts of money, mobile phones, personal listening devices, and jewelry. The school does not take responsibility for valuables lost, stolen or left unattended.



Telephones

Students are allowed to use school telephones in the MS Office and in reception with permission from a staff member. Students may not use their GSMs during the school day and should keep them in their locker. Parents who wish to contact their children can do so through the receptionist or school secretary.

Visitors and Guests

A visitor is defined as a person who drops in to tour or conduct business at the school. A guest is defined as someone who attends class and stays for all or part of the academic day.

Visitors are welcome on campus. We ask, however, that all visitors report to the receptionist. The Admissions Coordinator, Principals or Director will be happy to provide a tour.

TAISM students who wish to bring a guest to school must have prior permission from the Principal. Student guests are not allowed in the first two weeks or the last two weeks of the school year. Guests are limited to a one-day visit.

All About the Middle School Learning Commons (MSLC)

Middle school students come to the library once a 6-day cycle with their Language Arts classes to check out books and read. MS students may also come to the library before school, during breaks and after school to read, find books or work on homework.

The library Destiny home page connects users with a wealth of resources. User names and passwords can be obtained from the library and is a document that is shared with all students and parents of TAISM. All other resources are accessible without use names and passwords and can be linked directly from Destiny home page.



Access the library resources from anywhere in the world by going to <http://library.taism.com>



Hours: 8:00am - 4:30pm (Sunday-Thursday)
Loan periods: 2 weeks / 2 week renewal
Loan limits: 4 items

Accounts for the whole family

E-books

15,000+ books

Audiobooks

Local newspapers

Online databases

Magazines

Digital equipment
(e.g. cameras, voice recorders)

30 computers

Online renewal

MSLC

The library sponsors a variety of events for middle school students to encourage reading, information literacy skills and library usage:

Banned Book Week

Battle of the Books

Teen Read Week

Teen Tech Week

Dates for these events will be posted in the MS Commons

Book fairs and used book sales sponsored by the Friends of the Library are also held throughout the year. MS students are encouraged to get involved, read and have fun with all the events!



The Fine Print

The library is intended to be a quiet place to read, study, research and work on class assignments. The rules for behavior and use of LMC materials and equipment are governed by the Code of Conduct. The library staff reserves the right to recommend to the Principal that student privileges be restricted, suspended, or revoked.

Students use of computers and electronic devices is limited to educational, school-related activities. Before using computers in the LMC, student must have on file a signed copy of the school's Responsible Use Policy.

It is the responsibility of the students to return materials in a timely manner, which is expected and appreciated. The library staff will advise students of any outstanding items. Official records will be withheld until all overdue items are returned and all fees for damaged or lost books are paid. A fee equal to the replacement, shipping and processing costs will be charged for books, material or equipment that are lost or damaged beyond repair.

Library books and other school owned resources are not to be taken outside of Oman.

Security - CCTV at TAISM

The American International School of Muscat (TAISM) has expanded its surveillance camera system (CCTV). The system is designed for the protection, safety and security of students, employees, and authorized visitors on school grounds and in contracted transportation. Below you will find important questions and answers related to the system.



Data from the system is accessed solely by the School Administration to monitor and review occurrences related to safety and security. Questions can be addressed to Charlotte Diller, Technology Director (dillerc@taism.com) or Kevin Schafer, School Director (schaferk@taism.com).

Purpose:

The American International School of Muscat (TAISM) utilizes a surveillance camera system (CCTV) for the protection, safety, and security of students, employees, and authorized visitors on school grounds and in contracted transportation. Data from the system is accessed solely by the School Administration to monitor and review occurrences related to safety and security.

Questions and Answers Related to CCTV at TAISM:

Why are CCTV cameras being added at this time at the school?

TAISM has had outdoor campus surveillance cameras for many years. They are part of the school's security and safety system that is maintained to protect our school community. The current additions increase the areas of the campus that require monitoring or review, including perimeter, parking areas, gates and entries, and indoor in entries, hallways, storage areas, and public gathering spaces. Cameras are not installed in areas where there is a reasonable expectation of privacy (e.g. bathrooms, changing rooms).

Has there been any specific risk identified?

No specific threat has been identified as the reason for placing additional cameras on campus or on busses. The additions are part of our ongoing effort regarding student protection. It is quite common to have surveillance cameras in public buildings, on public transport, and more specifically in or around schools.

Is CCTV required by the local laws or other authorities?

Omani authorities require the use of CCTV cameras in buildings accessible to the public that are approved for construction on the campus. Recent directives from the Ministry of Education and the Royal Oman Police advise the use of cameras in busses. Additionally, the TAISM Board of Directors has policies in place that direct the administration to establish security and safety regulations and procedures.

How will the CCTV system be used by the school?

As part of the school's ongoing efforts to maintain a safe and secure environment, video cameras are being used to monitor particular locations including the school perimeter, parking areas, gates and entries, hallways, storage areas, and public gathering spaces. Cameras are not installed in areas where there is a reasonable expectation of privacy (e.g. bathrooms, changing rooms).

Data is maintained for 30 days, but may be maintained longer if needed for an ongoing investigation or audit.

Who has access to the recordings and monitoring systems?

The CCTV system is maintained by TAISM's Technology Director and Network Systems Manager and all systems have been designed for security of the data collected. Access to the information provided by the cameras is accessible only to the school administration for the use of security and safety. Data collected may be viewed when there is a reasonable suspicion of a security or safety issue or violation of school policy or regulation.

Do outside authorities have access to the recordings and monitoring systems?

Data will not be shared with outside authorities unless the school is required to do so under local law.

Any questions regarding the implementation of CCTV can be addressed to Charlotte Diller (IT Director) or Kevin Schafer (Director).

TAISM ID Badge

Please note that all parents are required to wear their TAISM ID badge while on the school campus. Parents who do not have their ID badge will be asked to enter the school campus at Gate 7 in order to leave an ID and obtain a visitor badge.

Photos for ID badges will be taken at registration days. Please contact the Operations Office if you don't have your badge. Thank you for helping us ensure we have a safe campus for our school community.



Technology

When you use technology at TAISM you are agreeing to follow this Acceptable Use Agreement. As part of this agreement, you agree to be honest and responsible in all your dealings with resources and digital tools, just as the TAISM administration will be honest and fair with you. If you have a problem or concern that relates to these guidelines please bring it to the attention of the TAISM administration as soon as possible.



FAQ about Technology at TAISM

How do I know if my purpose is within the guidelines?

Ask yourself "Is what I am doing, or wanting to do, necessary and clearly connected to my schoolwork?" If you can positively answer yes, then there is no problem. If you are doubtful or if the activity is not connected to your schoolwork, then the answer is your activity is not within the Acceptable use of Technology guidelines and you should not do it.

What do I do if I unintentionally access inappropriate material?

Call a staff member. He or she will verify that the access was unintentional. They will assist you in backing out of the site. Do not call others' attention to the inappropriate material.

What do I do if I receive inappropriate e-mail?

Contact the MS Principal or Counselor immediately. He or she will show you how to block the sender, but may also choose to pursue the offender through administrative or other means.

What if a site asks for my name or e-mail?

TAISM's policy is that students do not provide their personal information, including surnames. If site registration is necessary to the educational activity, the teacher will provide a school-based e-mail address to use.

May I share my password?

No. Never share your password.

Can I load Social Media or Games onto my School iPad?

No. Your school-issued iPad is reserved for educational purposes

Responsible Use Of Technology Agreement

TAISM “encourages the development of information literacy skills across the curriculum to enable TAISM students and staff to be responsible, resourceful, innovative, discerning and informed users of technology and information” (from the Information Technology Vision Statement). The entire TAISM community is responsible for the protection and proper use of electronic data and information systems according to the agreement provisions set forth below. All TAISM students, faculty, staff and guest users authorized to use TAISM information systems are responsible for reading, understanding and following this agreement.

Expectations Of Our Learning Community:

I will use TAISM information and communication resources for learning and education.

- I understand that I am responsible for any activity carried out on my account or with the hardware I use.

I will use information and communication resources in a respectful, accountable, honest, legal and responsible manner.

- Any loss or damage caused by malicious intent or careless use of TAISM resources is my sole responsibility. I will report any loss or damage immediately. I understand that if the loss or damage was caused by my negligence, I will be held accountable for all charges or replacement costs.

I will protect my digital identity, and the digital identity of others.

- Never publish information that could be used to identify a particular community member (such as, but not limited to: last name, student numbers, phone numbers, etc).

I will adhere to copyright and respect the rights of others.

- Use resources in a way that does not disrupt the work, study, or the intellectual rights of others.
- Only publish items that you have the rights to publish (see Copyright Checklist) and provide references to resources used.

I will keep my user information secure and never use anyone else’s user information.

- Passwords must be kept secret and strong enough so that they are not easily guessed (at least 6 alpha-numeric characters and no easily guessable words).

I will follow established protocols and policies for use of TAISM technology anytime I represent myself as a TAISM learning community member.

- I understand that the school can hold me responsible for what is posted while I am representing TAISM. For example, if I am a member of a TAISM group on Facebook or YouTube or any other social networking site in any language, and I post information that defames the school, or one or more members of the school community, I will be subject to disciplinary action at school, even if the posting was made outside of school.

If you have any question or concerns related to the use of technology, please contact Charlotte Diller IT Director, dillerc@taism.com.



TAISM Mail

TAISM provides all MS students with a TAISM Mail account which includes: web-based email, online document storage and collaboration, website creation, calendar, and online chat. Using TAISM Mail, students will have a common platform available to work at home as well as at school, ask questions of teachers and fellow students, collaborate on projects, and share their work projects. This opens up new channels of communication within the TAISM community as well as the rest of the world. It is very important that while students are using TAISM Mail, they are fully aware of their responsibilities as outlined in the TAISM Responsible Use Policy (RUP). The RUP must be read and signed at registration.

Middle School iPad Use

All middle school students will be issued an iPad to use for the school year. At TAISM, we promote a balanced use of educational technology. Students have multiple tech. resources available to them at school (including their iPad) and they are used, along with a variety of non-technological resources, to support and enhance learning.



iPads are stored at school in students' home base classroom and can be accessed each morning. Outside of school, students will often need a personal device (laptop, chromebook, home computer) to access and work on school work.



Raising Screenagers: Technology and Teens

A major difference from the way you went to school and your child is perhaps the reliance on technology that today's young adolescents inevitably have to complete their school work. Your child will need access to the internet on many evenings as we increasingly use online programs (such as BrainPop, Gizmo's, and IXL) and use other resources to help them collaborate (Google docs). We expect to see this increase as ebooks and e-textbooks become more widely available.

As a parent, you may become concerned about the amount of "screen time" your child is spending and we share your concerns. We offer the following as guidelines which may help you navigate these uncharted waters.

Raising Screenagers: Technology and Teens - continued

1. Not all screen time is equal. Reading a book on an e-reader is far different from surfing the web. Your child reading a book on their Kindle or iPad is not too different from reading an actual book. It can be useful to put the device in “airplane mode” (no internet) to limit the temptation to switch to email, etc
2. Multi-tasking is a myth, even for our digital natives. Task-switching is a reality and how many students operate today. While it may not prevent learning, it certainly slows down task completion. When time is crucial try to ensure that your child is focused on one thing. (Turn off chat, etc.)
3. Learning off-line is still a valuable experience. Students will need to practice their instruments for band, read from books, study words for World Language and countless other learning activities you did as you went through school.
4. Computer / laptop placement is important: If you are concerned about your child’s efficiency when using the computer for school projects, talk about that concern with your child and place the computer in a public area of the house, with the screen facing the middle of the room. If your child likes to work in a quieter atmosphere, earplugs are a better alternative than placing the computer in a room where nobody else can see it. With the increase in mobile devices, a house rule can still be for the child to work on schoolwork in a highly-visible location.
5. What to do when the Internet fails: Don’t panic! Since we all know that the Internet isn’t 100% reliable, precautions should be taken to avoid incomplete work by doing homework the night it is assigned instead of waiting until the last possible minute. Since classes meet every other day in middle school, doing work on the night it is assigned is not only a great organizational strategy but also drastically reduces Internet failure being an excuse for incomplete work. Students can work in the library during lunch and afterschool using the school computers and internet. If the Internet failure is longer than a few days, a student should discuss the problem with the teacher prior to the moment it is due, and the teacher and students can work together to find a solution.
6. What to do when you are unable to print, or saving printing for school: Printing for school is becoming decreasingly necessary. However, at times it is still expected. Again, a proactive strategy to avoid problems is to complete the work the same day it is assigned. If there is no working printer at home, the student can use a USB drive or a myriad of other strategies for transferring the file from home to school. Students may use school printers for their school work.
7. Online distractions: Social programs (Facebook), gaming, surfing, etc. Everyone enjoys distractions, whether digital or otherwise. Teaching balance, both from home and school, is the key. Students will not have access to iMessage or any social media applications on their school-issued iPad. While communicating via social media and iMessage is comparable to when we all spoke on the phone thirty years ago, access to this will not be allowed from a school issued iPad. Other than TAISMmail, which has language filters and can be monitored by the MS Principal, no means of social communication will be allowed on school iPads. Having said this, we will provide education and training in the appropriate use of these applications. Parents are encouraged to monitor these interactions, as they will occur on personal devices. Together, we can make a difference in teaching MS students the appropriate ways to use social media.

Withdrawals and Transfers

Due to the nature of international schools, students may need to withdraw from school at any time of the year. Sometimes families have little control over when they have to leave, but they should make every effort to complete a trimester if possible.

When students withdraw to transfer to another school, TAISM will provide transcripts and other information upon the written request of the parents. A minimum of seven days notice is required. Student transcripts and records will not be released if the student has not returned school property or owes money for lost library books, textbooks, school fees, etc.

Withdrawals and transfers are a fact of life in our international setting. Please note that the sooner the school knows about an impending departure, the more support it can offer in the transition to a new school.

MS Extra-Curricular Activities

The extra-curricular program is an integral part of TAISM. We believe that student activities provide opportunities for creativity that enhance character, promote personal growth and augment classroom learning.

Teachers and members of the community offer clubs and programs after the school day. These clubs range from robotics to music opportunities to after school sports. Activity buses are available at 4:45 p.m. and 5:20 p.m. for students who are participating in after school activities (see page 37 for student ASA guidelines).

TAISM is a founding member of the Muscat Sports League (MSL). Soccer, volleyball, basketball, track and field, and swimming are part of the league. The MSL has divided up the school year into seasons, which include competitions between member schools and an end-of-season tournament. In addition, TAISM is a member of SAISA (South Asian Inter-Scholastic Association). Middle School athletes compete along side high school athletes in swimming and track and field, at the SAISA end-of-season meets.

Extra-Curricular Eligibility

Note:

A student may not participate in an extra-curricular activity if that student has missed school on the day of the activity.

Based on extensive research that shows a positive correlation between participation in activities, athletics and academic achievement, there is no academic ineligibility at TAISM. Positive participation is viewed as a pathway to improved student performance.

However, a student who is placed on Disciplinary Probation may be restricted from competition or performance in an extra-curricular activity by the Principal. Student conduct that occurs during the activity season which does not reflect the school's mission, aims and core beliefs, whether in or outside of school, may constitute grounds for suspension or dismissal from a team, club or production.

Participation in International Trips/Activities or Athletic Events

- Students who miss school immediately prior to the departure of a trip (due to illness or other personal reasons) will not be allowed to participate in the trip/activity or athletic event. Decisions regarding student travel are made by the School Principal.
- Prior to leaving, students will need to fill out a PreArranged Absence Form which must be signed by the MS Principal. They are required to make up any missed work.
- Upon returning to Muscat, students are expected to be in school the following day.



Middle School Sports

Middle school students are all eligible to participate in the following after school sporting activities offered:

- Fall Season: Swimming (SAISA), Volleyball
- Winter Season: Soccer (Football), Track and Field (SAISA)
- Spring Season: Basketball



Middle School Leadership: Student Council and MS Ambassadors

The Student Council is a student-elected board that provides leadership opportunities for TAISM students. It is an active, integral part of student life at TAISM. The Student Council is involved in many activities, from planning parties, community service, and assemblies. MS Ambassadors serve our school community by welcoming and mentoring new students to our school. Finally, home base representatives represent their classmates ideas and attend monthly advisory meetings with the MS Principal and Counselor.

Social Event Guidelines

Social functions are established for the enjoyment of TAISM students. The Student Council organizes many of these events.

- Students absent during the day of a social event are not allowed to attend the event.
- A student can only leave a social event early with parental permission.
- Students should be collected promptly (at the designated time) following the event.
- In the event of an emergency, parents will be contacted at home.
- Appropriate behavior is mandatory. Students unable to conduct themselves in a satisfactory manner will be reported to the Principal. The Principal will determine any necessary disciplinary measures.

Middle School Academics

Assessment and Evaluation

In each subject area, quizzes, unit tests, homework, class participation and projects are all part of the assessment process used to determine grades and help teachers evaluate student learning. Please note that MS teachers make every effort to limit the number of tests given on any one day. Except in rare circumstances, students are not expected to take more than two major assessments on any given day.

Academic Concerns

Academic progress is closely monitored at TAISM, and communication between school and home is kept open. Occasionally students show a lack of academic progress or responsibility and intervention is needed. Very often the problem is solved easily with organizational tips or more focused attention.

In serious cases, where a student has earned D's or F's, students may be placed on an academic contract. Parents will be informed, in writing, prior to the issuance of a failing grade. An academic contract clearly states what is expected of the student and parents, what the school will provide, and the time frame for improvement to be made. In cases where the contract is not met, we will try to determine the reasons. It is possible that the original grade placement was incorrect or that the educational program offered by TAISM is not suited to the student.

English Language Learners (ELL)

Non-English speakers are admitted to TAISM at the discretion of the administration. A Board of Director's policy guides the administration in its decisions regarding the provision for ELL services in the school.

Standardized Testing Program

All students in middle school take the Measures of Academic Progress (MAP) tests, which are administered twice a year. MAP tests are computer-adaptive tests which give a picture of academic growth over time in language arts and math. Results of this external assessment are given to parents following each testing period (fall and spring).



Homework

Homework is a part of student life at TAISM. Meaningful reading and exercises extend the school day and result in positive gains in learning. The amount of homework appropriate for students varies from student to student and from grade to grade. At the beginning of the school year, each teacher will provide a written outline that includes specific guidelines for home assignments, late work, make-up work, etc. The following information provides the general philosophy and procedures regarding homework assignments.

Purpose:

- to reinforce and/or strengthen skills and concepts introduced in class,
- to encourage independent learning and responsibility,
- to provide guided reading,
- to complete research activities,
- to work on reports and long-term projects,
- to promote additional challenges and creative thinking.

Who:

- Homework assignments are the student's responsibility. All MS students receive Daily Planners for recording their assignments.
- Parents should play an active role in helping students complete their homework. Ensuring a quiet environment and regular schedule helps.
- Teachers should provide sufficient time in class to clarify the assignment, expected outcomes, and due date(s).



When:

It is reasonable to expect that students will have some work each school evening. As the weekend seems to be the preferred family time, every attempt will be made to minimize weekend homework assignments for Middle School students. Homework assignments, other than reading or practice-type work, are not given during the holiday periods.



How much:

Never-ending debate in education and at home is how much homework is the right amount. The more important question should be "What is the homework required?" Keep in mind that time allocations for homework are rough estimates at best; students work at different rates and with different focus.

The amount of homework appropriate for students varies from student to student and from grade to grade. In the Middle School, however, 1.0 to 2.0 hours per night is common. Questions about homework should be directed to the appropriate teacher(s).

Middle School Grading System

Academic achievement/Grade Definition

A	Excelling at Grade Level Standard
B	Achieving Grade Level Standard
C	Approaching Grade Level Standard
D	Below Grade Level
F	Insufficient Achievement
I	Incomplete ("I" is given to students who do not have all graded work completed by the end of the grading period and/or eligibility check. Normally, a student has a maximum of two weeks to make up all incomplete work. This requirement may be changed only under special circumstances.)
M	Modified Grade (the curriculum requirements were altered to meet the special needs of the student.)
NG	No Grade issued - usually given if attendance is insufficient.

Behaviors that Support Learning

PREPARATION - Fulfills commitments, is well prepared for class and completes assigned work in a timely manner.
ORGANIZATION - Organizes time and materials well.
ENGAGEMENT - Actively participates and contributes, works independently, focuses in class.
PERSEVERANCE - Puts forth best effort, ask for help or clarification as needed, engages in academic challenge.
COLLABORATION - Works well with, is respectful to, and shows kindness and consideration to students and adults

Behaviors that Support Learning Grading Scale

C	Consistently
S	Sometimes
R	Rarely

Academic Reporting to Parents

Report cards and comments are issued to each student at the end of each trimester (three times a year). Report cards are sent home in a hard copy format.

Progress Reports

The purpose of mid-trimester progress reports is to give students and parents an indication progress in the behaviors that support learning, and academic progress, at the midpoint of the trimester. Parents are emailed instructions to be able to electronically access their child's progress report via our electronic student management system, PowerSchool. Per our school policy, any student who is receiving below a "C" in any class will also be emailed by the teacher.



Please Note:

At the end of the school year, the school may retain report cards if library books, textbooks, school fees, or equipment have not been returned. When materials are returned or payment is received, reports will then be released.



"Character is more important than intellect."
-Ralph Waldo Emerson

Student Expectations / Code of Conduct

At the TAISM Middle School, our behaviors support our learning.

We are Prepared... Our work is ready to turn in and reflects our best efforts.

We are Organized... Our materials are available and in the classroom before the bell rings.

We are Engaged... We focus and participate in all learning activities.

We Persevere... When the going gets tough, we get going! We ask for help, and we try new strategies.

We Collaborate... We work with everyone in a productive and respectful way.

Student Rights and Responsibilities

MS Students are responsible for their actions and are expected to carry out the following responsibilities:

- Conduct themselves with honesty, integrity and exercise self-discipline.
- Act in a manner that safeguards and does not endanger the health and well-being of themselves and others.
- Be courteous to and respectful of all members of the TAISM school community.
- Be respectful of the learning environment and the learning of all students.
- Respect the property of fellow students and the property of the school.
- Follow TAISM dress code guidelines.

All MS Students have the right to:

- Engaging learning activities, relevant to the world we live in, in a climate of trust, respect, and concern for others.
- Be protected from abuse and harassment.

- Safety of both person and property, including a safe and clean school facility.
- Freedom to appropriately express opinion, thought, conscience and religion.
- Protection from arbitrary interference with personal privacy.

Academic Integrity

TAISM holds honesty and academic integrity as high ideals. Students are expected to be honest, trustworthy, and display personal integrity at all times. Cheating, plagiarism, or any form of academic dishonesty are not tolerated.

Academic dishonesty is defined as (but not necessarily limited to) the following:

- Giving or receiving information on an exam, test, quiz, or other evaluation exercise, in such a way that would be considered cheating. This could include copying from another, bringing notes to a test, sharing a calculator with another student without the teacher's permission, or other similar unauthorized help.
- Using someone else's ideas or statements as one's own, without giving credit to the author, would be considered plagiarism. This could include not giving a proper citation in a research paper by crediting the source of information, the copying of another student's work (i.e., homework assignments) and handing it in as one's own, the giving of one's work to another to copy, or any other similar use of another's work.
- Academic dishonesty is a student discipline issue that is dealt with by the MS Principal. Repeated instances of academic dishonesty will involve parents and could impact a student's standing in the school.

Specific School Rules

- Use or possession of tobacco, e-cigarettes, alcohol or illegal drugs on the campus or at school-sponsored activities is not permitted and will result in an automatic out of school suspension.
- Any student who violates the policies as stated above, or attends school or a school-sponsored event under the influence of alcohol or illegal drugs will be subject to disciplinary action up to and including the recommendation of expulsion.
- Weapons of any description including knives or toys that simulate real objects are forbidden.
- Threatening someone with harm or initiating physical abuse is forbidden.
- Stealing will not be tolerated.
- Gum chewing is not allowed on the TAISM campus.

Inappropriate Items

Items that could lead to the disruption of a class are not allowed in school. Personal listening devices (phones, iPod, etc.) may not be used during the school day unless under the direct instruction of a faculty member for academic purposes. If these items are brought to school, they should be left in a locked locker or kept with the student to avoid possible theft. GSMs may not be used or be on a student's person during the school day (which is defined by the time the student enters the building to the end of school hours). Students who violate this policy will have their mobile phone confiscated and returned at the end of the school day.

Students may not use roller blades, a scooter or skateboard on the school grounds, unless under the direct supervision of a teacher in the context of a school activity. Children residing on campus in faculty housing may use the above recreation equipment on campus after 5:00 p.m.

Conduct on School Trips/ Activities

Students are held responsible for their conduct while attending or participating in school-sponsored activities beyond the regular school day. During this time, student conduct is subject to all regulations of the school and will be governed accordingly.

Students represent TAISM while participating in interscholastic events. Violation of the school rules could result in suspension from school and exclusion from international interscholastic events for a defined period. If disciplinary issues arise that result in placing the student on Disciplinary Probation (an additional suspension or serious disciplinary concern), the student would not be allowed to travel to participate in an international interscholastic event. Any student on Disciplinary Probation will not be allowed to represent TAISM at an international interscholastic event.

Subsequent serious violations of discipline at school or interscholastic events during a student's enrollment at TAISM will result in the student being suspended and/or placed on Disciplinary Probation, thus preventing the student from traveling to international interscholastic events as per the above procedure.

Students are to maintain school uniform dress when participating on extra-curricular trips, unless informed otherwise by the Teacher or Principal.

School Bus Rules

TAISM offers a contracted bus service to selected areas of the Muscat capital area. Interested parents should contact the Operations Manager for fees and information.

The school bus is considered a direct

extension of the school; therefore, all school rules are to be followed on the buses. Students who violate these bus rules will be referred to the Principal. Persistent or flagrant violations are grounds for restriction or denial of bus privileges. The drivers and monitors operate under the school's authority. They are instructed to refer potential problems to the Principal.

Any student wishing to ride a different bus (other than the regularly assigned bus) must present a note signed by a parent to the Operations Manager who coordinates the routing of the buses. This procedure is also true for students getting off at a different-than-usual location.

As a matter of courtesy, it is helpful when parents inform the Operations Manager or their bus monitor when their child will be taking an alternative form of transport. For liability reasons, guests and visitors are not allowed to ride TAISM buses.

In order to ensure student safety, the following actions are prohibited on school buses: playing loud music, throwing objects, being excessively loud, standing while the bus is moving, arms, legs or any other body part out of the window, not using seat belts, eating or drinking, using vulgar or abusive language.

Discipline Philosophy

- We expect the best behavior from TAISM students and will immediately address behavior that is less than expected.
- We believe that students learn best in an atmosphere of mutual respect and trust, in which appropriate behavior is expected of everyone.
- We believe that appropriate behavior expectations should be clearly stated.
- We believe all students have the potential

to behave positively, that they choose their behaviors, and that students can be guided and taught to make appropriate choices.

- We believe that discipline procedures should be based upon what is ultimately best for the student directly involved as well as what has the most positive impact upon others. Therefore, discipline procedures should reflect options which permit a range of consequences.
- We believe that students best benefit from the educational process when parents support and reinforce school regulations by demonstrating follow-up with students at home when misbehavior occurs at school.
- We believe that teachers, administrators, and parents can work cooperatively to ensure that the student learns as a consequence of disciplinary situations and infractions.
- We believe that Middle School Students make mistakes and can learn from them.
- We believe that disciplinary incidents or issues are confidential. The resolution and action taken from a disciplinary incident remain confidential between school and the individual student and family.

Disciplinary Procedures

The school has various responses to discipline infractions, depending on the following factors:

- The age of the student,
- The nature of the infraction,
- The disciplinary record of the student involved.

Typically, repeated infractions result in increasingly severe disciplinary consequences. Corporal punishment is not used at TAISM nor does TAISM condone it (TAISM Student Protection Policy). The school administration reserves the right to take appropriate disciplinary action including, but not limited to, reflection, restitution, detention, suspension or a recommendation of expulsion.

Disciplinary Responses

The following disciplinary responses are used at TAISM:

- Verbal Redirection
- Conference - The Teacher, Counselor, or Principal will confer with the student. The parents may be conferred with in person or by phone.
- Written reflection and/or a community awareness assignment
- Detention - Student detention is a disciplinary measure that requires a student to remain in a designated and supervised area of the school for a specific time. Behavioral detention is assigned through the office in consultation with the teacher. Parents will be notified of any decisions to detain students after school. In most cases, detention also results in after school-exclusion.
- After School Exclusion - The most common consequence for disruptive behavior by students is after-school exclusion. Students who have after school exclusion are not permitted to attend any extra-curricular or co-curricular activity which takes place after 3:30 p.m. In all cases there will be a time frame (days or weeks) for the exclusion.
- Probation - When the magnitude of violation of the rules of student conduct is serious, or when violations persist in spite of counseling and/or warning the student and parents concerned, the Principal of the school may, with advice from the Director, place the student on disciplinary probation. In all cases when a student is given disciplinary probation, the student and parents must be informed, in writing, of both the reason for the probation and the terms of that probation. When the Principal concludes that it is necessary and appropriate, the student and/or parents will be recommended for counseling. All instances of disciplinary probation must include reference to the consequences of any further violation of the rules of student conduct, and this must be shared in writing with the student and parents concerned.
- Suspension - Suspension is a serious disciplinary action and will only be taken when other measures have failed to promote a positive change in the student's behavior, or when it is clearly in the best interests of the school to suspend the student's participation in classes and/or other school activities. This would include situations when the student's presence in school and/or other activities would be significantly disruptive to the conduct of classes, extra-curricular or social activities, or when the health and safety of others is compromised. The Principal may suspend a student from participation in classes and/or other activities for a period not to exceed five school days, and may prohibit the student from entering all or part of the school premises during that period. The Principal shall notify the student and the student's parent(s) in writing of the reasons and conditions of all suspensions of five school days or less. The notification must also state the consequences of any further breach of discipline. A copy of this notification shall be given to the Director. The student is responsible for obtaining and completing the assignments given during the period of suspension. Decisions regarding suspension are made by the Principal. Appeals of suspension may be made to the Director.
- In-School Suspension - Students may receive in-school suspension, which means they are isolated in a supervised area of the office. A student on in-school suspension is expected to work on schoolwork or read quietly. Lunch and breaks are spent in a supervised area. Parents will be notified in writing of any in-school suspensions.

- Expulsion - Expulsion means that the student is permanently removed from the school. Very serious offenses may lead to a student's expulsion. Any decision to expel must be made after due consideration and consultation between the Director, Principal, parent(s) and student. The school administration makes a recommendation of expulsion to the Board of Directors. Only the Board has the authority to expel a student.

Other Information Pertinent to Discipline

Academic and Behavior Contract

A formal written contract between the school, parents and the student may be required which specifies expectations and future consequences of behavior.

Counseling Referral

The school may require professional counseling or a diagnostic evaluation as a requirement for continued enrollment. The results of such testing and/or professional recommendations may also be required in order to provide the student with the best possible education.

Financial Restitution

When students are responsible for damaging, destroying or losing school property, they will be assessed fines and charges appropriate to the damage or loss. Failure to uphold this responsibility will result in the withholding of grades and transcripts.

Student Protection

Each student has the right to be protected from abuse. The School shall maintain an environment for all students that is free from abuse and take appropriate actions to ensure that students are protected.

Student abuse constitutes:

All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the student's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

The School shall adopt and maintain a comprehensive, proactive approach to student protection that includes:

- Adopting rules and procedures for student protection
- Screening and criminal background checks for all school staff
- Reporting and investigating student abuse
- Education and training for staff, students and parents
- Conducting self-audits of student protection procedures

The Administration shall be responsible for establishing, communicating and enforcing the above.

TAISM MIDDLE SCHOOL

2019-2020 School Supply List GR 6



STATIONERY FOR ALL GRADES:

Please note that all these items are required for each class/subject.

FOR ALL CLASSES

- Colored Pencils set of 12
- Dividers (1 sets to start)
- Pens (multi colored)
- Pencils (box of 12)
- Pencil Sharpener
- Eraser
- Pencil case
- Highlighters
- Headphones, or ear buds
- Stylus, for iPad-optional
- Portable Charging Block, for iPad-optional

SUPPLIES FOR HOME

- Scissors
- Glue sticks
- Ruler (with cm/inches)

BAND & CHOIR Dress Sharp. Feel Sharp. Act Sharp. At TAISM, we have both formal and informal performances. Both are special occasions where we honor both our host country's cultural customs and school dress code by covering shoulders, stomachs and knees. Outfits must be floor length, with absolutely no legs exposed. No words or text should be on any of the clothing. Fittings need to be loose/flowing, not tight. Concert shoes need to cover toes and able to be comfortably worn for extended periods of standing. Shoes need to allow stability, enough to allow for the quick transitions on and off platforms, risers and stairs. Parents are asked to take an active role in helping prepare these uniforms.



Formal Attire for 2019-2020: Please choose something that looks elegant and meets the color chart options shown here, including black and white. Fabric does not need to be shiny, however, it should not be everyday wear, such as jersey or a cotton t-shirt. In the past many families have taken advantage of the many local



tailors Muscat has to offer. They have purchased fabric and had items made. Others have purchased ready made items here in Muscat, or on their holiday travels.

Casual Attire for 2019-2020: Informal presentations may require a different outfit, such as wearing a school polo, a solid colored t-shirt, or "dress the part". We will notify parents in advance if this is the case.

*The dress code also applies for casual concerts.

PHYSICAL EDUCATION

- Hat & sunscreen
- Reusable water bottle
- During regular PE classes**
- 2 PE t-shirts (can be purchased during registration)
- 2 PE shorts (can be purchased during registration)
- Running shoes

During swimming classes

- Swimsuit (for girls: a one piece suit; for boys: swim trunks with a liner & drawstrings)
- Swim cap, if hair is long
- Towel
- Goggles

HEALTH

- Journal or Notebook

ARABIC AFL and AHL

- 1, 2-ring binder
- 1 Notebook

FOR ELL STUDENTS

- 2 A4 Spiral Bound Notebooks
- English-home language dictionary (electronic or book)

FRENCH

- Plastic folder with snap (My Clear Bag)
- 1, 2-ring binder

SPANISH

- 1 two-ring binder (4cm or 1.5 inch) with plastic cover for insert sheet and plastic pocket on inside.
- A5 composition style notebook (no hard cover)

LANGUAGE ARTS

- A4 notebook or blue line register
- 5 Packages of sticky notes (3" x 3 " or 7.6cm x 7.6cm)
- Folder

DRAMA

- Folder

BAND

- Luggage tag for instrument case
- Washcloth size cotton rag

MATH

- 1 A4 Spiral-bound Notebooks OR Blue lined Register
- 1, 2-ring binder

SCIENCE

- 1 A4 Spiral-bound Notebooks OR Blue lined Register
- 1, 2-ring binder
- 3 pocket folders

TAISM MIDDLE SCHOOL

2019-2020 School Supply List GR 7



STATIONERY FOR ALL GRADES:

Please note that all these items are required for each class/subject.

FOR ALL CLASSES

- Dividers (1 sets to start)
- Pens (multi colored)
- Pencils (box of 12)
- Pencil Sharpener
- Eraser
- Pencil case
- Headphones, or ear buds
- Stylus, for iPad-optional
- Portable Charging Block, for iPad-optional
- Highlighters
- Colored Pencils - Set of 12

SUPPLIES FOR HOME

- Scissors
- Glue sticks
- Ruler (with cm/inches)

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*The dress code also applies for casual concerts.

PHYSICAL EDUCATION

- Hat & sunscreen
- Reusable water bottle
- During regular PE classes**
- 2 PE t-shirts (can be purchased during registration)
- 2 PE shorts (can be purchased during registration)
- Running shoes
- During swimming classes**
- Swimsuit (for girls: a one piece suit; for boys: swim trunks with a liner & drawstrings)
- Swim cap, if hair is long
- Towel
- Goggles

DRAMA

- 1 Pack of colored highlighters
- Plastic folder with snap (My Clear Bag)

BAND

- Luggage tag for instrument case
- Washcloth size cotton rag

HEALTH

- Journal or Notebook

ARABIC AFL and AHL

- 1, 2-ring binder
- 1 Notebook

ELL STUDENTS

- 2 A4 Spiral Bound Notebooks
- English-home language dictionary (electronic or book)

FRENCH

- Plastic folder with snap (My Clear Bag)
- 1, 2-ring binder

SPANISH

- 1 two-ring binder (4cm or 1.5 inch) with plastic cover for insert sheet and plastic pocket on inside.
- A5 composition style notebook (no hard cover)

LANGUAGE ARTS

- 2 A4 Blue lined Register (210 x 297 mm)
- Scissors
- 2 Glue Sticks
- 2 Packages of sticky notes (3" x 3" or 7.6cm x 7.6cm)

MATH

- 1 A4 Spiral-bound Notebooks OR Blue lined Register
- 1, 2-ring binder

SCIENCE

- 1 A4 Spiral-bound Notebooks OR Blue lined Register
- 1, 2-ring binder

Social Studies

- 2 Pocket folders



TAISM MIDDLE SCHOOL

2019-2020 School Supply List GR 8



STATIONERY FOR ALL GRADES:

Please note that all these items are required for each class/subject.

FOR ALL CLASSES

- Dividers (1 sets to start)
- Pens (multi colored)
- Pencils (box of 12)
- Pencil Sharpener
- Eraser
- Pencil case
- Headphones, or ear buds
- Stylus, for iPad-optional
- Portable Charging Block, for iPad-optional
- Highlighters
- Colored Pencils - Set of 12

SUPPLIES FOR HOME

- Scissors
- Glue sticks
- Ruler (with cm/inches)

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Casual Attire for 2019-2020: Informal presentations may require a different outfit, such as wearing a school polo, a solid colored t-shirt, or "dress the part". We will notify parents in advance if this is the case.

*The dress code also applies for casual concerts.

PHYSICAL EDUCATION

- Hat & sunscreen
- Reusable water bottle
- During regular PE classes**
- 2 PE t-shirts (can be purchased during registration)
- 2 PE shorts (can be purchased during registration)
- Running shoes
- During swimming classes**
- Swimsuit (for girls: a one piece suit; for boys: swim trunks with a liner & drawstrings)
- Swim cap, if hair is long
- Towel
- Goggles

ART

- A4 size sketch book 20-40 sheets
- White vinyl eraser
- 2 black permanent-ink roller ball-type pens
- Set of Drawing pencils - one each of HB, 2B, 4B, 6B
- Plastic folder with snap (Clear Bag)

DRAMA

- 1 Pack of colored highlighters
- Plastic folder with snap (Clear Bag)

BAND

- Luggage tag for instrument case
- Washcloth size cotton rag

HEALTH

- Journal or Notebook

ARABIC AFL and AHL

- 1, 2-ring binder
- 1 Notebook

FOR ALL STUDENTS

- 2 A4 Spiral Bound Notebooks
- English-home language dictionary (electronic or book)

FRENCH

- Plastic folder with snap (Clear Bag)
- 1, 2-ring binder

SPANISH

- 1 two-ring binder (4cm or 1.5 inch) with plastic cover for insert sheet and plastic pocket on inside.
- A5 composition style notebook (no hard cover)

MATH

- 1 A4 Spiral-bound Notebooks OR Blue lined Register
- 1, 2-ring binder

SCIENCE

- 1 A4 Spiral-bound Notebooks OR Blue lined Register
- 1, Filing system for handouts

SOCIAL STUDIES

- 2 Pocket folders

LANGUAGE ARTS

- A4 notebook or blue line register
- 5 Packages of sticky notes (3" x 3" or 7.6cm x 7.6cm)
- Folder



A4 loose leaf/notebook paper



Dividers



Plastic Accordion Folder

A4 Spiral-bound notebook



A4 Non-spiral notebook



2-ring Binders

TAISM Contact Information 2019-20

School Telephone (Reception): 2459 5180

School Fax: 2450 3815

Email: info@taism.com

Student-related Issues:		
School Secretaries	Elementary School Office	Eman Al Mujaini, Lillie Najafali
	Middle School Office	Arancha Franco
	High School Office	Zarita Saldanha
Classroom Teacher / Principal	Leave message with school office	
Counselors	Elementary School	Dan Everett
	Middle School	Andrea Callaway
	High School	Chrystal Kelly
School-related Issues:		
Admissions	Admissions Coordinator	Urmila Seymour
Board of Directors / Director	Director's Office	Julie Wilson (Administrative Coordinator)
Bussing / Facilities / Maintenance	Facilities Manager's Office	Anupama Gokul (Secretary), Mario Perdiguero, (Facilities Manager)
Curriculum	ES/ MS/ HS Offices	see above
Finances / Tuition / Food	Business Office	Hemant Dutia
Health	School Nurse	Deb Evans/Lea Elzein/Hanna Aarvald
Parent Volunteer Coordinator		
Safety and Security	Safety and Security Manager	Badar Al Mamari
Sports/ Tournaments	Athletics Director	Kelly Lang
Swimming	Aquatics Coordinator	Cori Lee
Technology	Ed. Tech Director	Marcello Mongardi



Academic Year 2019-2020

PARENT CALENDAR

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

25-26	New and Returning Student Registration
27	First Day of Classes

September

1	Islamic New Year Holiday*
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October

13	All Staff Inservice (No School)
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November

10	Prophet Mohammed's Birthday Holiday*
28	Thanksgiving Holiday

December

20	Winter Holiday (Dec. 20 - Jan. 4)
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January

5	Classes resume
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March

5	All Staff Inservice (No School)
22	Prophet's Ascension Holiday*

April

2	Spring Holiday (April 2-12)
13	Classes resume

May

24-26	Eid Al Fitr Holiday*
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June

2	High School Graduation
11	Last Day of Classes

* Omani Public and Private Sector holidays are subject to change based on announcements made by the Government of Oman.

- Days of Instruction
- School Holidays
- Omani Public/Private Sector Holidays
- Student Registration Days
- All Staff Inservice

This calendar is inclusive of the following days that will be scheduled at a later time: four Parent/Teacher Conference days and two Oman National Day holidays.

Revised and approved on May 11, 2019

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



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E-mail: info@taism.com • Website: <http://www.taism.com>