



# INTERNATIONAL SCHOOL

— Bandar Springhill, Port Dickson —

Student and Parent Handbook

2018/2019



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## **WELCOME**

### **A WORD FROM THE CHAIR**

As both a school governor and a mother, I know first-hand that education is about more than just academics. The holistic development of a child's intellectual, creative, social, civic, and professional skills is what truly makes a well-balanced, educated individual. For this reason, I am proud to serve as Chairperson of the Board of Governors for UCSI International School.

For the past 25 years, the UCSI Education Group has been contributing to the nation's education landscape. With the establishment of UCSI International School, we now embark on spreading our educational expertise with new standards of international curriculums. The programmes offered take the best practices of School curriculums worldwide to offer our students a comprehensive education with a strong focus on critical thinking to prepare them for tertiary education.

Our teachers come from a range of different backgrounds and countries and are trained not only in how to teach academics, but also how to promote a culture of multinational understanding and appreciation, skills crucial to succeeding in today's globalised world. Additionally, our nurturing yet disciplined boarding atmosphere and dedicated staff will enable you to focus on your studies while also developing organisational and time management skills.

I am pleased to welcome you to the UCSI International School family, and it is with great pride that I look forward to the exciting year ahead.

*Datin Lily Ng*

Chairperson, Board of Governors  
UCSI International School

## **A WORD FROM THE PRINCIPAL**

Welcome to UCSI International School. You are now part of a special community that places a high priority on quality teaching and learning. At UCSI International School we offer programs of excellence.

This handbook has been created as a guide to the school's policies, procedures, and expectations.

You will find that the staff at UCSI International School Springhill will continually go above and beyond to provide the best learning experiences and opportunities possible. These individuals are committed to the mission of the school and the learning community we serve.

Our faculty, staff, and facilities are exceptional. I believe that you will come to see very quickly that you have enrolled your child in a truly world-class international school.

Please know that I welcome you as valued members of our school community.

Stephen Patrick Rohrlach

## **INTERNATIONAL BACCALAUREATE MISSION STATEMENT**

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **UCSI INTERNATIONAL SCHOOL MISSION AND CORE VALUES**

The mission of UCSI International School is to provide a challenging international education that will nurture students to become knowledgeable and responsible global citizens.

### **INTERNATIONAL EDUCATION**

UCSI International School exposes its students to the world of knowledge through a holistic curriculum which incorporates an international approach to people, knowledge, values and skills.

### **GLOBAL CITIZENSHIP**

UCSI International School believes that global citizenship requires the ability to develop greater appreciation of diverse cultural perspectives. The school strives to inspire students to be committed to active service and a sense of responsibility for local, national, and world communities.

### **INDIVIDUAL INTEGRITY**

UCSI International School encourages individual creativity and innovation through self-discovery and self-expression that values civility, equality and honesty at all levels of society.

## **IB LEARNER PROFILE**

As IB Learners we strive to be

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **Courageous**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **Balanced**

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

## **INTRODUCTION**

Our policies and procedures have been put in place in the best interest of the members of our community. For our students' learning, health, safety, and general wellbeing, we appreciate your effort to familiarize yourself with the material contained in this handbook.

## **GENERAL EXPECTATIONS**

Expectations of students include but are not limited to

- Identify with the school mission and values
- Strive to develop the attributes of the IB Learner Profile
- Comply with the school's policies and procedures
- Show respect for people and property
- Be cooperative
- Take responsibility for their actions including their learning
- Follow directives/instructions from staff
- Be honest in their academic work
- Take responsibility for the learning of others by exhibiting considerate behaviour such as listening and not disrupting classes
- Be sensitive and tolerant of others
- Ensure that the school remains a pleasant, safe and clean environment
- Contribute towards the development of the school and community
- Communicate effectively and develop/maintain positive relationships
- Participate in extra-curricular opportunities.

Expectations of Parent(s)/guardian(s) (hereafter referred to as parents) include but are not limited to

- Identify with the school mission and values
- Strive to develop the attributes of the IB Learner Profile
- Comply with all financial procedures and requirements
- Comply with all administrative procedures and requirements
- Comply with immigration and other regulatory requirements that may be applicable
- Communicate effectively and develop/maintain positive relationships.

Expectations of teachers include but are not limited to

- Identify with the school mission and values
- Strive to develop the attributes of the IB Learner Profile
- Be professional in dealing with students, parents, and colleagues
- Communicate effectively and develop/maintain positive relationships
- Maintain consistently high expectations for student achievement and behavior.



## ACADEMIC CALENDAR

The Academic Calendar can be downloaded in full colour in the following places:

**Admission** tab on the school's website:

<http://www.ucsiinternationalschool.edu.my/sh/admission/downloads>

**Files** tab in the Managebac IB Parent Group

<http://www.ucsi.managebac.com>

Home page of UCSI Edupage:

<http://www.ucsish.edupage.org>

## IB GENERAL REGULATIONS FOR PYP, MYP, DP

The General Regulations Booklets for each programme can be downloaded in the following places:

**Admission** tab on the school's website:

<http://www.ucsiinternationalschool.edu.my/sh/admission/downloads>

**Files** tab in the Managebac IB Parent Group

<http://www.ucsi.managebac.com>

**Home page** of UCSI Edupage:

<http://www.ucsish.edupage.org>

## ACADEMIC INTEGRITY

At UCSI International School we promote strong values and ethical behavior, not only because this is in line with the expectations of the IB program, but more importantly, because being a trustworthy and responsible learner is fundamental to who we are, and who we aspire to be. We recognize the critical role the school plays in both the academic and ethical development of each student. Additionally, assuming responsibility for building and maintaining a culture of academic integrity, trustworthiness and behaving in a principled manner extends to the wider school community of students, staff and parents.

We believe it is essential that all teachers, regardless of subject, provide correct and consistent guidance on how to effectively work collaboratively, how to properly cite sources using MLA format, and to support a transparent learning environment so that students complete their tasks with integrity from the start. This is important because during these years, students' characters are formed. Equipped with the skills to work independently, UCSI students are encouraged to be lifelong learners.

Assignments incorporate critical thinking skills to challenge students to research independently, synthesize their ideas, or work together to create. Accurate assessment of a student's understanding through completed assignments allows teachers to support students with sound instructional strategies and suggestions for revising. Inaccurate representations of a student's progress obstruct this process.

This Academic Integrity Policy, also available on our web site, has been co-authored and approved by the Student Council representatives at UCSI International School, Springhill.

The IB Learner Profile states that students are principled, meaning “they act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.” As such, students should complete their work with integrity.

Malpractice is defined as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes plagiarism, collusion and duplication of work (as defined below), as well as any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

It may be impossible to produce a statement that encompasses all forms of malpractice. Therefore, any breach of academic integrity will result in a referral to the relevant coordinator and academic consequences.

<b>Violation</b>	<b>IB Definition</b>	<b>Examples</b>
Plagiarism	The representation of the ideas or work of another person as the candidate’s own.	<p>Presenting information collected, organized, or written by someone else as your own (with or without the author’s permission).</p> <p>In the arts, plagiarism can include taking someone’s ideas or concepts and portraying them as your own.</p> <p>Plagiarism can be both intentional and unintentional, but both are treated the same way. Some examples:</p> <ul style="list-style-type: none"> <li>Copying an article from a website and not giving credit--but not understanding you had to give credit--is still plagiarism. Always ask a teacher if you should give the original author credit if you are unsure.</li> <li>Copying and pasting information from a website into your work, and then failing to give the website credit.</li> <li>Reading an article or other text, taking ideas from it, and then claiming them as your own ideas.</li> </ul>

### To Avoid Plagiarism:

If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words you must mention the author or location where you found the information. Don't worry--using outside sources makes a better argument and gives your work greater credibility.

<b>Violation</b>	<b>IB Definition</b>	<b>Examples</b>
Collusion	Supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another.	<p>You let another student copy from your homework.</p> <p>The teacher gives a lab to be completed individually and you work with other students but submit the work with only your name on it. If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion.</p> <p>In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz.</p> <p>You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them.</p>

### To Avoid Collusion:

Always do your own work. If you are unsure, ask the teacher before you ask a classmate.

During an assessment, avoid talking or looking at classmates. Raise your hand to make a request to the teacher.

<b>Violation</b>	<b>IB Definition</b>	<b>Examples</b>
Duplication	The presentation of the same work for different assessment components and/or IB requirements.	You completed a TOK reflection in grade 11 and you copied parts of it to complete your TOK Essay in Grade 12.

**To Avoid Duplication:**

Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask a teacher when you are unsure if you can borrow an idea from a previous piece of work.

<b>Violation</b>	<b>Examples</b>
Cheating	Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not.  Using restricted material during an exam, such as cheat sheets, graphing calculators, or other electronic devices.  Leaving the exam room or classroom and using restricted materials.  Fabricating information to try to earn more time or credit on an assignment, project, or exam.

**To Avoid Cheating:**

Leave all electronic devices in your locker when you have an exam (unless you are required to have GDC for an exam).

Avoid talking to or looking at classmates during an assessment.

Be a good human being and tell the truth.

Intellectual Property refers to patents, registered designs, trademarks, moral rights and copyright. Forms of intellectual and creative expression (for example, works of literature, art or music) must be respected and are normally protected by law.

To support learning and encourage students to complete work with integrity, UCSI International School has adopted a number of strategies.

We use MLA (Modern Language Association) Style across all subjects and grade levels.

Examples using MLA Style can be found online easily. UCSI International School follows the approach of the Purdue Owl and provides a tour of the site with all resources to students. The websites provides resources demonstrating how to use in-text citations to reference

sources as well as how to make a works cited page.

Students will learn how to use MLA to properly reference sources using this method which includes both in-text citations as well as a works cited page.

Teachers will consistently teach how to cite using MLA.

Whenever we use someone else's ideas or words, it is important we give credit to the source (whether internet, book, etc) using MLA style.

We encourage students to talk with their teachers when they do not know when or how to reference a source.

Teachers will clearly inform students whether work is to be completed individually or collaboratively in groups (known as legitimate collaboration).

If an exam is given during class, the teacher will remind all students that possession of a restricted electronic device violates the school's Academic Integrity Policy. The teacher will provide a place in the classroom for these devices but does not claim responsibility for the devices.

We use "Turnitin" as a useful tool for electronically collecting all written work completed outside the classroom and checking work against many online sources. Turnitin is a similarity checking tool. However it does not detect plagiarism. Therefore, teachers will use Turnitin to ensure students submit their own work with sources referenced where required.

Upon each instance of a suspected violation of the school's standards of Academic Integrity Policy, the following procedure will be followed:

The teacher who assigned the work will carry-out an initial/preliminary investigation. In the process, the teacher will:

- Consult the relevant programme coordinator to determine a plan
- Consult with the student involved
- Consult with any other individuals who may be involved
- Ensure the rights of the student and those involved are not violated

If the teacher determines the student is guilty, he/she will file an official incident report which will remain on the student's permanent file for a duration of two years.

The student will meet with the relevant programme coordinator to reply to the findings of the investigation. A summary of this meeting will be attached to the original incident report.

To ensure the violation is not repeated, the student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting to the relevant programme coordinator who will attach it to the original incident report.

The relevant programme coordinator will consult with the Principal to determine the appropriate actions as outlined in UCSI's Academic Integrity Policy.

### **1st Offence**

In addition to the procedure outlined, the following will take place:

- The student's parents will be informed of the violation and will receive a report of how the student can avoid this type of academic misconduct in the future.
- The work receives zero credit.

### **2nd Offence**

In addition to the procedure outlined, the following will take place:

- A conference including parents, teacher, student and relevant coordinator to discuss the academic misconduct and how to avoid it in the future.
- The work receives zero credit.
- In the case of the Diploma Program, a second offence within the same subject may result in the student being removed from the course.

### **3rd Offence**

In addition to the procedure outlined, the following will take place:

- The student's parents will be informed of the violation and further discussion with the Principal will take place.
- The work receives zero credit.
- Student is referred to the Discipline Committee and/or referred to the Board for more severe measures.

### **Sources Consulted**

"Academic Integrity: Piedmont High School." Web. 17 Nov. 2013.

"Academic Integrity." Rutgers University. Web. 17 Nov. 2013.

Carroll, Jude. "Academic Honesty in the IB." The International Baccalaureate Organization. October 2012.

"Diploma Programme Academic Honesty." The International Baccalaureate Organization. July 2011.

"Lessons in Learning: Liars, Fraudsters and Cheats: Dealing with the Growth of Academic Dishonesty." Canadian Council on Learning. Web. 17 Nov. 2013.

## **ACADEMIC PROGRAMS**

Please see relevant program handbook.

## **ACCEPTABLE USE**

At UCSI International School, we recognize the potential of integrating technology to support our program delivery and enhance student learning. Providing students with an environment that fosters and encourages this belief is one of our core values.

All members of our learning community are responsible for helping students achieve technological proficiency as we prepare them for the future. Our goal is to promote educational excellence by helping our students become people who solve problems creatively through thoughtful research, collaboration and communication.

### **Definitions**

Technology resources are defined as Internet access, computers and other devices.

For our purposes "device" means school computers (laptop/iPad/desktop) and any privately owned wireless and/or portable electronic piece of equipment that includes laptops, notebooks, and tablets/slates. Smartphones are insufficient to meet the academic demands of the course(s), and will not be allowed from 8am until 3pm so that students are not distracted by them. Occasionally, if needed for learning purposes, they may be used at the teacher's discretion.

### **Agreement**

All students must read and sign this policy with parent/guardian, and submit this agreement to the academic secretary who will keep these forms as a permanent record.

Students who fail to comply with these conditions may lose access to the device and the school network.

- Students must use the school's wireless network for network protocol safety and connectivity consistency. Use of personal 3G & 4G wireless connections is not allowed.
- Students will use their UCSI International School email accounts for network access at school. All student email collaboration will be done through the school's email

accounts.

- During school hours the student should only use their device(s) to access classroom related activities. In a classroom where devices are used:
  - the device is used only for academic purposes
  - the device is on the desk and visible to everyone in the classroom
  - the device is only used when the teacher prompts students
  - earbuds/headphones are required when accessing audio content.

Students will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means.

Students will not tamper with, modify, or change the school's technology software or hardware.

The student must comply with any staff member's request to shut-down a specified device or put the screen to sleep.

The student may not use any device to record, transmit, post photos, video of a person or persons on campus without their consent, nor can any images or video recorded at school be transmitted or posted at any time without the express permission of a teacher or administrator.

All forms of cyberbullying are unacceptable. Cyber bullying includes using technology to harass, tease, intimidate, threaten, or hurt another person by posting or sending inappropriate or hurtful messages or images through e-mail, chat, text messaging, or web sites.

The viewing or distribution of information or material that is obscene, pornographic, sexist, racist or inflammatory is strictly prohibited.

Using another student's username/email account and/or password is strictly prohibited.

The school reserves the right to inspect a student's' personal device if there is reasonable grounds to believe that he/she has engaged in any misconduct while using their personal device.

Misconduct involving a student's personally owned device or school technology resources may result in a temporary loss of use of the device in school and/or further disciplinary action to be determined by the teacher, Principal, and/or Disciplinary Committee, depending on the severity or pattern of misconduct.



## **AFTER SCHOOL PROGRAMME**

After school activities will be offered from Monday- Thursday, including academic support classes, sports, and intercultural activities. It is compulsory for MYP and DP students to attend after school activities. For DP students the extracurricular program functions as the key means to support CAS. Ideally students should propose, organize and lead these programs with the support of an interested and experienced supervisor.

## **ASSEMBLIES**

Assemblies are a regular activity in the school community and are intended to be educational as well as entertaining experiences. They also provide an opportunity for students to learn formal audience behavior.

## **ASSESSMENT**

The focus of UCSI assessment is to allow students and educators to measure a student's progress in attaining subject knowledge, skills and grasp of key concepts set out in the course or program objectives. In so doing, the school community gathers evidence of understanding in both formal and informal ways, by what students write, say, make, and do. This evidence is collected in an ongoing fashion as part of our efforts to improve students' learning and personal growth in both the short and long term.

### **Core Beliefs**

At UCSI we believe that effective assessment:

- Is criterion-referenced according to IB guidelines and is made clear to students by teachers at the beginning of and throughout the course;
- Is designed by teachers and/or assessment experts, using a variety of methods, and is relevant and motivating to students;
- Accurately monitors the progress of student learning and achievement;
- Allows for adjustment and improvement of our curriculum and assessment practices;
- Produces meaningful feedback for students, parents and outside organizations, on a broad range of concepts, attitudes, knowledge and twenty-first century skills.

We recognize that students:

- Have differing learning styles;
- Have different backgrounds, expectations and needs;
- Perform differently according to the context;
- Will benefit from self-assessment and peer-assessment as part of the learning process;
- Need frequent feedback to understand their achievements and areas for improvement.

## **Statement of Purpose**

UCSI International School assesses its students to:

- Extend the student's learning;
- Develop and monitor the student's abilities, interests, and areas of growth (not a snapshot, but a narrative);
- Evaluate the effectiveness of instruction and the student learning environment;
- Inform curriculum review;
- Inform others as appropriate, including students, teachers, parents, receiving schools, future employers.

## **Assessment Practice**

We assess student learning and growth by gathering evidence and information from the following sources:

- Ongoing formative assessment
- Summative assessment tasks
- Previous records
- Communication with parents and those who have knowledge of the student's development

## GUIDELINES FOR ASSESSMENT PRACTICE

### Primary Years Programme Grading

Teachers will assess, record and report learning through:

Units of Inquiry

Learner Profile

Student Portfolios

Conferencing

External Assessments

### ***Units of Inquiry***

**Purpose:** Each Unit of Inquiry will include both formative and summative assessment and will be deliberately planned (in the planners) to be fair, consistent and developmentally appropriate. At UCSI International School, PYP teachers are cognizant of ensuring all essential elements are assessed: knowledge, concepts, skills, attitudes and action. The purpose and means of assessment should be clearly explained to the children.

**Formative Assessment** is interwoven within each Unit of Inquiry. Pre-assessment is considered a form of formative assessment and will determine a student's prior knowledge to plan the next stage of learning within the context of the lines of inquiry. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. The tools and strategies of formative assessment can be, but are not limited to:

Tools	Strategies
Rubrics	Observations
Checklists	Performance assessments
Exemplars	Process-focused assessments
Anecdotal records	Selected responses
Continuums	Open-ended tasks

**Summative Assessment** takes place at the end of each Unit of Inquiry and is an opportunity for students to demonstrate what has been learned, highlighting the

knowledge, concepts and skills acquired throughout. Summative assessments may include one or any combination of the following: acquisition of data, synthesis of information, application of knowledge, and process.

- Evaluation methods to measure proficiency may be through performance based assessments, student initiated action, or through selected response items.
- Those involved in evaluating student responses, products or performances may include any one or combination of the following; teacher(s), student(s), parents/community members, expert judges.
- Feedback methods may be in one or any combination of the following; numerical score based on rubrics, letter grade, developmental proficiency scale, narrative report, checklist, verbal report/conference.

**Student generated reflections** will take place at the end of each unit. They may be any of the following:

- A general reflection on the Unit of Inquiry, including knowledge and understanding gained about the central idea, and possible future investigations;
- A response to a piece of work from the Unit of Inquiry;
- A maintained running record of "big ideas" taken from each unit to be passed from grade to grade so students/parents will have cumulative student generated assessment from their PYP experience.

**Teacher assessment/reflection of each unit** will occur after a Unit of Inquiry is taught. As a grade level team, teachers will rewrite/revise sections 6, 7 and 8 in their planners. Teachers will also date revision notes made in the planner to annotate any revision dates.

### **Learner Profile**

**Purpose:** While at UCSI International School, Springhill, all participants in the learning process are expected to model the attributes of the Learner Profile.

### **What enhancements strengthen the Learner Profile:**

It is more effective for school to monitor the development of the learner profile attributes on an ongoing bases. We are shifting focus away from summative assessment towards monitoring and documenting student's development overtime.

Reinforcing the central importance of the learner profile attributes across the school community will bring them to life for students, supporting their development of international mindedness and in taking action for positive change .

## **Agreements:**

- The whole learning community is playing an important part in valuing, appreciating , monitoring and demonstrating the learner profile in action. . Parents are encouraged to facilitate student goal setting and reflection with regards to modeling the attitudes and attributes of the PYP.
- PYP Students, parents, teachers and school administration are expected to model the Learner Profile while at UCSI International School, Springhill. Together with our students , we will embrace a flexibility to display, discuss, reflect and develop attributes of the learner profile.
- We develop the integrative connections inside and outside the programme of inquiry to support the development and progression of the learner profile attributes.
- All learners and staff members are encouraged to think about ways to provide opportunities for exploration and demonstration of specific learner profile attributes, their connections and how multiple attributes work together.
- Students are held accountable for showing evidence of modeling and understanding the characteristics of all profile attributes through behavior, writing reflections and unit stipulations.
- UCSI International School, Springhill, will communicate evidence to parents.
- We provide all members of the learning community with a common language to describe and to reflect on the school culture, communications, feedback and expectations.
- We encourage and support students actions by providing support in establishing and maintaining connections to local and wider communities
- The whole learning community is involved in acknowledging and celebrating the various forms of action

## **Student Portfolios**

**Philosophy:** Student portfolios help students reflect on their learning, to show growth over time, and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas.

### ***Purpose:***

- To allow all involved in the learning process, including students, teachers and family members to see a true picture of the child's learning.
- To help the teacher reflect, assess and teach.

### ***Contents of UCSI International School Primary School Student Portfolios including, but not limited to:***

- One student-generated reflection for each unit from our POI or a student's response to a piece of work from the Unit of Inquiry.
- PYP Learner Profile Reflections.
- A balance of teacher-selected and student-selected work (focused on product and process) from the Unit of Inquiry.

### ***Evidence of Development including, but not limited to:***

Mathematics: Problem Solving Piece.

Writing: Evaluated Writing Sample.

Work from specialists assessed by rubrics in Music, Art and PE.

Work from the Unit of Inquiry.

### ***Management Guidelines:***

Intended to be student managed with teacher guidance.

A balance of teacher-selected and student-selected work depending upon

Developmental stage of child.

Students should be able to explain why specific materials are in their portfolios.

A balance of focus on product and process.

## **Conferences**

**Philosophy:** The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent/guardian, and the learner and teacher.

The type of conferences offered will be determined by the Principal and PYP Coordinator, based on consultations with PYP classroom teachers. Special accommodations may be needed to suit individual family needs.

### ***Parent / Teacher Conferences***

#### **Purpose:**

- To provide an opportunity to establish a relationship with the parents; To allow the teacher to learn about the student from the parent to guide Instruction;
- To allow the teacher to share evidence of student learning growth (compared to other students and grade level expectations or standards) with the parents;
- To develop and assess goals and concerns for the year.

### ***Student Led Conferences***

#### **Purpose:**

To allow students to reflect on their own growth and take ownership for their own learning and to report this to their parents from the beginning of the year until the date of the student led conferences;

To set goals with the student and parent to ensure the student's continued success.

## **Homework Policy**

Homework is a necessary part of a student's coursework, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance. Furthermore, UCSI believes:

- Homework develops and consolidates skills necessary for further learning;
- Feedback will help students extend their learning;
- Homework tasks will be appropriate and relevant to the Unit of Inquiry as well as year levels;
- Reading daily, both assigned and/or personal choice, will develop important lifelong reading habits;
- Students need time at home to pursue personal interests, mother tongue language
- Fluency and to partake in physical, recreational and intellectual activities with their

family and friends.

### ***Expectations of the Student***

Students are expected to complete homework assignments on time and as independently as possible.

### ***Expectations of the Parent***

- To support and provide an environment conducive to learning and working, by discussing the concepts and ideas being studied.
- To help develop the study skills required for sustained application to work.
- To help their children to practice and develop necessary skills.
- To read with their children and listen to them read where appropriate.
- Parents can contact the classroom teacher if they have concerns or questions about homework. Estimate of time per day to be spent on homework, including reading:

<b>Level</b>	<b>Amount of Homework</b>
PYP 1	10 – 20 minutes
PYP 2	20 – 30 minutes
PYP 3	30 – 45 minutes
PYP 4	40 – 60 minutes
PYP 5	50 – 75 minutes

### **Middle Years Programme Grading**

Grades 6-10 use subject-specific IB MYP criteria to indicate levels of achievement. At the end of the year, students receive a final achievement level, based on the IB 1 (low) – 7 (high) scale. At the end of term 1, students receive only marks in those criteria (A-D) covered in that semester; students and parents could draw a reasonable prediction on a final grade based on the final grade boundaries.

It is important to understand that final marks are not based on an average of all marks but the judgment of the subject teacher on the final level of performance attained by the student in the course. The ideal would be for a student to show consistent growth and



improvement over the year; students sometimes perform very poorly or outside their normal level but practically speaking generally reveal a consistent level of achievement.

For assessment in many subjects, it is important to remember that some students will not be using their first language. What is important is that students present their thinking as clearly as possible. All teachers play a role in the development of students' language fluency and accuracy, and therefore aid students wherever possible in improving their language skills.

Throughout the curriculum and instructional process, assessment should:

- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be ongoing and reflective, allowing students to evaluate their progress and set targets for improvement;
- Be internally standardized both at departmental and grade level, and between the divisions, to ensure consistency.

### **Guidelines for Assessment Practice**

**Purpose:** All internal assessment should be designed to be formative in nature (for the student) and summative where appropriate. Effective assessment places students at the center of their learning and allows teachers to monitor student progress and adjust instruction to improve achievement.

### ***Internal and External Assessment***

Presently, the MYP relies exclusively on internal assessment with the exception of moderation for the Personal Project in MYP 5. The school will consider possible e-assessment resulting in a certificate for MYP 5 students in the future. The school also will have regular internal moderation of results to ensure awarded marks are consistent and appropriate across the program and per subject.

The MYP uses distinct schemes and subject specific criteria. Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a

particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a “best fit” description of the candidate’s work.

The final report card / transcript levels of the MYP are out of 7. Grade boundaries are applied to determine the final level out of 7. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are discouraged. Teachers must keep a clear and accurate record of all assessment activities. Evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.

Students and parents must be provided with their own copy of MYP criteria for each subject. At present each Subject teacher in grade 6 will use the criteria provided by the IB for Year 1 in the appropriate Subject Guide. Grade 7 and Grade 8 (MYP 1 & 2) use the same criteria provided by the IB as Criteria for Year 3; Grades 9 and 10 (MYP 4 & 5) use the criteria provided by the IB as Year 5. Students must be advised which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria level of achievement descriptors with task-specific clarifications. Teachers are encouraged to reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.

Well-constructed rubrics should support learning in the following ways:

- Providing clear guidance of the requirements of the task
- Providing transparency to the process for students, their families and teachers
- Producing measurable evidence of learning
- Linking generic descriptors and their command terms to task-specific clarifications

Feedback to students should be prompt (within 2 weeks of submission) and constructive.

## **Submission of Student Work**

### ***Formative Assessment Tasks***

Students will be asked to complete formative tasks essential to the study of the course to help build their understanding of material. Formative tasks are not formally graded however the completed work and subsequent feedback provides valuable input for the student and

teacher. These tasks may take the form of daily homework or checkpoints prior to the submission of a summative assessment task.

- It is important for students to submit all formative tasks on-time.
- The consequences for late submission of formative tasks are as follows. Please note that the consequences apply within a subject and are not cumulative across subjects.

### **First Occurrence in a class**

Action: Student is reminded by the teacher to submit work. Teacher takes note of the late submission and discusses strategies to ensure future work is submitted on-time.

### **Second Occurrence in a class**

Action: In addition to the actions above, the homeroom teacher is informed of the late submission and the student meets with the homeroom teacher to discuss strategies to ensure future work is submitted on-time.

### **Third Occurrence in a class**

Action: In addition to the actions above, the teacher files an incident report and the student meets with the MYP Coordinator. The MYP Coordinator and student discuss strategies with parents to ensure work is submitted on-time.

All further incidents will be referred to the Principal.

Teachers are encouraged to liaise with the MYP Coordinator if they have concerns over repeated late/non-submission of student work.

Incomplete work should be submitted on time despite its incompleteness however the teacher may require a student to complete the work.

### ***Summative Assessment Tasks***

Summative assessment tasks are major components of a student's overall achievement level. Therefore, submission of these tasks is essential to a student advancing in their course work.

Students should be given notification well in advance of summative assessment tasks. Notification should include the following features:

- Indication of task content and conceptual understandings;
- Form of the task, e.g. an essay, report, Power- Point presentation, podcasts, sound file, etc.;
- The MYP criteria to be assessed;

- An assessment rubric, including generic descriptors and task-specific clarifications;
- Duration of the task;

Task's due date: the recommended time for this notification is one week for an in-class task and two weeks for a hand-in task.

### ***Time, Procedure, Penalties***

- All work is expected to be submitted on the due date at the time specified on the notification assessment sheet. This is essential to making progress on the Approaches to Learning (ATLs) which are evaluated each year and which must be met for promotion to the next grade level.
- Work must be handed to the relevant teacher or submitted online when requested.
- It is the responsibility of the student to ensure that work has been received by the teacher.

The consequences for late submission of work are as follows. Please note, late submission of summative assessment tasks are cumulative across all subjects.

#### **First Occurrence in a School Year**

Action: An incident report is filed. The teacher and student will discuss strategies to ensure no future late submissions. The homeroom teacher is informed via "responsibility reminder" and will review the conversation between the classroom teacher and student. In order to be considered the work in whatever state must be submitted within 3 school days.

#### **Repeated Late Work**

The student should submit whatever work is completed on the due date. No submissions will be accepted after the due date.

Action: An incident report will be filed and the MYP Coordinator will meet with students and all teachers involved in late work submitted to date to discuss strategies to avoid future late submission. The MYP Coordinator will notify parents.

If there becomes an issue with excessive late work, either formative or summative, the Principal will be informed for further action.

#### **Absences**

If a task is due and the student is absent, he/she must submit the task immediately upon returning. If the absence is due to prolonged illness, teachers will use their discretion to

determine the due date. The student should be in communication with the teacher when possible to ensure a successful transition into the class.

If a task is to be completed in class and the student is absent, he/she must see their teacher on their first day back, to the School, to arrange for the completion of the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).

### **Extensions**

A student may ask for an extension through their classroom teacher prior to the due date.

Students must have a valid reason for the request and, if approved, a new date will be set for submission.

### **Term Grades as Progress Indicators**

In the first semester, teachers will reward a score for each criteria covered. If a criteria was not covered it will be noted as N/A or go unreported. Each subject has specific criteria and these criteria are measured on numeric scales ranging from 0-8.

At the end of the year, the translation of MYP criteria-referenced numeric marks into a final 7 (high) – 1 (low) achievement level should be achieved by a) determining the most consistent level of achievement for each criterion achieved by the student during the course of all terms; and b) measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries.

### ***Posting a '0' Level of Achievement***

An MYP candidate should only receive a level '0' if work is not described by the band descriptor for levels 1 and 2.

### ***Posting Term Grades Lower than '4'***

A grade of '3' is a satisfactory achievement against MYP subject objectives, demonstrating a "good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations [and]...occasional evidence of the skills of analysis, synthesis and evaluation. The parents of students who may be at risk of scoring less than '3' at the end of a term should be engaged in a dialogue with the teacher and/or program coordinator aimed at taking measures to improve learning. Parents should have been forewarned of the possibility of their child receiving a grade lower than a '3' while there is still time for the student to rectify the situation.

Prior to release of predicted achievement levels in terms 1 and 2 and the final achievement

level in term 3, the MYP Coordinator must be informed of any grade of '1' or '2' across the term. The teacher awarding grades of a '1' or '2' should also supply the coordinator with the relevant correspondence with the student and parents, and all information about measures taken to address the student's difficulties.

## **UCSI International School Examinations**

Near the end of each semester, students will sit for formal written examinations in most subjects or complete a cumulative task that measures their knowledge, skills or awareness. The results of these examinations should be recorded as follows:

- Grade 10 IB MYP students have end-of-year formal examinations for some subjects.
- These are known as on-screen exams (eAssessments) and coursework (ePortfolios)
- When material is drawn from work undertaken during the term, these scores can be a component of a student's term grade but count no more than other summative tasks.
- Results of grade 10 end-of-year examinations may also be recorded within the body of a term report.

Note: Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the term grade. End-of-year examination results are also related to MYP subject criteria.

## **Reporting Assessment**

Full, written academic reports are issued for all students at the end of each term. Additionally, all students are to receive a progress reports during each term.

## **Facilitating Assessment**

IB MYP teachers should refer to the Assessment section in IB MYP from Principles to Practice.

## **Supporting Assessment: Expectations of the Student**

The teacher can expect the student to:

- Be on time to class and fully prepared with all the appropriate materials (including a laptop) for classwork and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;

- Submit any required work – homework, class work, assignments and projects, etc. – on time and consistent with their abilities;
- Present work neatly and appropriately.

### **Supporting Assessment: Expectations of the Teacher**

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time. For more detailed work, teachers may take more than one week to return work.

### **Supporting Assessment: Expectations of the Parent**

The school encourages parents to offer constructive and positive support as their children complete their schoolwork; however, this support should not go so far as to compromise the authenticity of the child’s work.

The school recommends that a student:

- Be provided with a quiet space at home and adequate time to complete their school work.
- Have access to a computer.
- Have Internet access.

### **Academic Integrity**

If a teacher suspects cheating or breach of the honour code, he/she will refer to the school’s Academic Integrity Policy for guidance.

### **Homework Policy**

Homework is a necessary part of a student’s coursework, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Estimate of time per day to be spent on homework, including reading:

Level	Amount of Homework
Grade 6	60 - 80 minutes
Grade 7	60 - 80 minutes
Grade 8	60 - 80 minutes
Grade 9	2 – 3 hours
Grade 10	2 – 3 hours

In line with fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the scheduling of major assessments and project deadlines at regular collaborative planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Submitting work on time is essential to demonstrating progress on the Approaches to Learning (ATLs). For promotion to the next grade level, students must meet or exceed all ATL skills.

### **Diploma Programme Grading**

The DP Programme uses subject-specific IBDP criteria to indicate levels of achievement. At the end of each term, students receive a summative grade, based on the IB 1 (low) – 7 (high) grade scale.

For assessments in many subjects, it is important to remember that some students will not be using their first language. What is important is that students present their thinking as clearly as possible. All teachers play a role in the development of students' language fluency and accuracy, and therefore aid students wherever possible in improving their language skills.

Throughout the curriculum and instructional process, assessment should:

- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills



and knowledge);

- Be ongoing and reflective, allowing students to evaluate their progress and set targets for improvement;
- Be internally standardized both at departmental and grade level, and between the divisions, to ensure consistency.

### **Guidelines for Assessment Practice**

**Purpose:** For the DP, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. DP assessment supports and encourages effective teaching and learning and determines the learners' levels of understanding, using both formative and summative assessment.

### ***Internal and External Assessment***

Internal and external assessment is a feature of the IBDP. Internal assessment is undertaken by all Secondary School teachers; external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment.

Teachers are expected to use the full range of assessment activities and should scaffold assessment tasks throughout the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands. Additionally, teachers are encouraged to reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.

The DP uses distinct schemes and subject specific criteria. The final report card / transcript levels of the DP are out of 7, and grade boundaries are applied to determine the final level out of 7. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are discouraged.

Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external assessment (EA). Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work. Feedback to students should be prompt (within 2 weeks of submission) and constructive. Teachers must keep a clear and accurate record of all assessment activities. Evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.

When using criterion-related assessment, student answers are placed where the majority of

descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a

piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a "best fit" description of the candidate's work.

### ***Submission of Student Work***

Students should be given notification well in advance of summative assessment activities. Notification should include the following features:

- Indication of task content and conceptual understandings;
- Form of the task, e.g. an essay, report, Power-Point presentation, podcasts, sound file, etc.;
- The DP criteria to be assessed;
- An assessment rubric, including generic descriptors and task-specific clarifications;
- Duration of the task;
- Task's due date: the recommended time for this notification is one week for an in-class task and two weeks for a hand-in task.

### ***Time, Procedure, Penalties***

- All work is expected to be submitted on the due date at the time specified on the notification assessment sheet.
- Work must be handed to the relevant teacher or submitted online when requested.
- It is the responsibility of the student to ensure that work has been received by the teacher.

There will be consequences for late submission of work. This is to be determined by the professional judgment\* of classroom teachers and may take into consideration the following factors:

- Previous instances or infringements;

- The student's academic history (e.g. whether the student has specific learning needs);
- Other personal circumstances.

Teachers are encouraged to liaise with the DP Coordinator if they have concerns over repeated late/non-submission of student work.

- Parents will be notified in writing when assessment is not submitted on the due date.
- In serious instances/recurrences, the DP Coordinator will meet with the student and parents.
- Work not submitted on time (without adequate explanation or being unreasonably late\*) may be marked but not counted towards overall grade at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task as well as the course requirements.
- Incomplete work should be submitted on time despite its incompleteness.

The following consequences for the late submission of tasks (without an acceptable excuse\*\*) apply to Grades 11-12.

### **Late Work**

Consequence: Each subject teacher will make clear their policy regarding late work in their course syllabus. Major assignments will be posted in advance to Managebac and it is the responsibility of the student to know when an assignment is due. Teachers will make clear if extensions are allowed and how many marks will be deducted for late work. Parents will be contacted if there is an issue of habitual tardiness in completing or turning work in on time and students may be asked to work outside normal school hours or lose certain privileges/ rights until a positive change results.

If a student is absent on the day work is due, he/she must still submit the assessment item to the teacher. Individual teachers may have their own policies. The task is still to be completed in order to demonstrate an ability to meet the criteria for the assignment and to meet the requirements of the course.

### **Repeated Occurrences**

Parents will be requested to come to school for a meeting with the DP Coordinator and the subject teacher(s) involved. Student may be placed on academic probation.

### **In-class Task**

If a student is absent from school on the day an assessment task is to be completed in,

he/she must see the teacher on their first day back to arrange for the completion of the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).

### **Scheduling for Missed Assessment Tasks**

When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each situation will be reviewed individually.

### **Extensions**

A student may ask for an extension through their classroom teacher prior to the due date.

Students must have a valid reason for the request and, if approved, a new date will be set for submission.

\* Work submitted 'unreasonably late' is deemed to have been submitted more than 5 working days after deadline.

\*\* The IB philosophy is that teachers are best placed to assess the work of their students, as well as the contexts for the submission of work. Teachers are also best placed to make a judgment on their approaches to learning, including organization skills, as well as the consequences for poor study habits.

### **Term Grades**

In each subject, the summative term grade requires the translation of a variety of criteria-referenced grades given through each term into a single 7 (high) – 1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course.

### ***Grades for the IB Diploma Program***

Grades given for criteria-referenced tasks are translated into final 7 (high) – 1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

### ***Posting a '0' Level of Achievement***

An IB DP candidate should only receive a level '0' if the work has either not been handed in, or the material is entirely irrelevant/incorrect.

### ***Posting Term Grades Lower than '4'***

A '4' in the DP Program is commonly seen as the minimum requirement to secure a passing grade in external examinations. The parents of students who may be at risk of scoring less than '4' at the end of a term should be engaged in a dialogue with the teacher and/or DP coordinator aimed at taking measures to improve learning. Parents should have been forewarned of the possibility of their child receiving a grade lower than a '4' while there is still time for the student to rectify the situation.

Prior to release of term grades, the DP coordinator must be informed of any grade of '1' or '2' across the term. The teacher awarding grades of a '1' or '2' should also supply the coordinator with the relevant correspondence with the student and parents, and all information about measures taken to address the student's difficulties.

### **School Examinations for DP students**

At certain times of the school year, students will sit for formal written examinations. The results of these examinations should be recorded as follows:

- IBDP examinations occur in December and June of the first year and December of the second year. These exams will include questions on material completed over the entire course of study to date. Individual results are recorded as a part of a student's term grade.
- Grade 12 DP Mock Exams will include questions on material completed over the entire course of study and will serve to let the student and teacher know where students stand at that point in time. These exams will be followed by a review period with the subject area teachers for clarification prior to the May exams. These grades will be recorded as part of the term's grades.
- Students who do not complete their exams during the assigned period will receive a zero, except in case of extreme circumstances which will be dealt with on a case- by-case basis. Any student allowed to make-up missed exams must do so within two weeks of his or her return to school, and must set an appointment with the Diploma Programme Coordinator to do so. If the student does not complete the exam within two weeks of his or her return, he or she will receive a zero.

Note: Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the term grade.

### **Reporting Assessment**

Full, written academic reports are issued for all students at the end of each term. However, students in Grade 12 who have external examinations in May and, consequently, complete

their studies early, will receive their term report prior to graduation. Additionally, all students are to receive progress reports each semester.

### **Facilitating Assessment**

When using an IB Diploma mark scheme, ideally grading will follow the published assessment criteria. However, it may be necessary to make a change to ensure that this is in line with the school's internal grading policy. Teachers will consult subject guides, mark schemes and Examiners' Reports on the OCC for current grade boundaries and criteria.

### **Supporting Assessment: Expectations of the Student**

The teacher can expect the student to:

- Be on time to class and fully prepared with all the appropriate materials (including a laptop) for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work – homework, class work, assignments and projects, etc. – on time and consistent with their abilities;
- Present work neatly and appropriately.

### **Supporting Assessment: Expectations of the Teacher**

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time. For more detailed work, teachers may take more than one week to return work.

### **Supporting Assessment: Expectations of the Parent**

The school encourages parents to offer constructive and positive support as their children complete their schoolwork; however, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that a student:

- Be provided with a quiet space at home and adequate time to complete their

school work.

- Have access to a computer.
- Have Internet access.

## **Homework Policy**

Homework is a necessary part of a student's coursework, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

Grades 11 and 12 can expect approximately 20 hours of additional home research and study per week.

In line with fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the scheduling of major assessments and project deadlines at regular collaborative planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects.

Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's homeroom teacher and the relevant supervisor, who may require the student to forfeit his/her time outside of class to complete the outstanding work, or be asked to attend after-school academic workshops. Parents will be notified should a student repeatedly fail to submit schoolwork. For more details on the submission of DP student work, please refer to the section 'Submission of student work- DP.'

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## **ATTENDANCE**

At UCSI International School we believe that regular, uninterrupted school attendance is a vital part of students' successful long term academic growth. As a part of our learning community, students are responsible for their own learning, and they are also relied upon for valuable input in collaborative groups in their classes.

It is the responsibility of parents and families to make sure student absences are minimized and that students arrive at school each day on time. Both tardies and absences have a direct impact on teaching and learning in our school. Excused tardies and absences will be acknowledged only for the observance of recognized religious holidays, illness, or family emergencies (which will be deemed excused or unexcused by the Principal).

In the case of a student being tardy or absent, a parent or adult guardian is expected to:

- Contact the academic secretary at 06-653-6888 prior to the late arrival or absence if at all possible. If an absence can be reported **in advance**, please notify the academic secretary of the dates and reason for the absence.
- Contact the academic secretary the morning of an absence or as early as possible that day to inform the office that the student will be absent, the number of days the student is expected to be out, and the reason for the absence.
- Upon returning to the school the student **must submit a written note** to the academic secretary stating the reason for the absence and the date of the absence. The note must be signed by the parent or legal guardian.

Students are expected to attend at least **90%** of all school days in the academic year. Any student who misses 10% or more of all possible attendance days in one academic year is subject to academic repetition or dismissal. The following procedures will ensure that communication is maintained between the home and school:

- When a student reaches **9** excused or unexcused absences, a letter will be sent to the parent(s) or guardian(s) of the student by the Principal notifying them of the student's absences and reminding them of the policy herein.
- When a student reaches **13** excused or unexcused absences, the Principal will request a meeting with parent(s) or guardian(s), the student, and the homeroom teacher to discuss possible solutions to and consequences of further unexcused absences. At this point, all parties will be informed that the student may be



retained in his or her grade.

- When a student reaches the **18** day total the parent(s) or guardian(s) of the student, the student, the homeroom teacher, and the Principal will meet to discuss the situation. This meeting will result in a decision made by the Principal which may include retention or dismissal.

At UCSI International School, Springhill, students, parents, and staff can communicate openly with the school administration to find workable solutions for any student experiencing punctuality or attendance issues.

To report and excuse a student's absence or late arrival, Parent(s)/Guardian(s) (hereafter references to parents include guardians) are required to phone or e-mail the Administrative Office. Hand written notes are also acceptable. The school will follow up with Parent(s)/Guardian(s) on unexcused absences. Unexcused absences will be referred to the Principal, and Parent(s)/Guardian(s) will be informed.

Late students must report directly to the Administrative Office receptionist to receive a late slip.

To request work to be sent home for an extended period of absence, Parent(s)/Guardian(s) should contact the student's homeroom teacher who will coordinate the communication between home and school.

While teachers will support students in catching up on missed work it is important to bear in mind that assessment is reflection of what the student actually does. Therefore incomplete, late, or missed work will have a negative impact on student grades.

## **BRING YOUR OWN DEVICE (BYOD)**

We believe that 21st Century instruction is necessary for 21st Century learning. Providing students with an environment that fosters and encourages this belief is part of our core values. UCSI International School challenges students with rigorous, personalized academic experiences, fosters innovation and creativity, and embraces emerging technologies. Our students actively engage in a cohesively integrated curriculum, access information and apply that information in solving authentic problems. All members of our learning community hold the responsibility to value technology and achieve technological proficiency.

UCSI International School is responsible for providing guidelines for devices used in their class by students. Students are expected to abide by the guidelines of the school's Acceptable Use Policy.

The student takes full responsibility for his or her device and should keep it with himself/herself at all times, or locked securely in their locker or classroom cupboard. The school is

not responsible for the security of the device(s).

The student is responsible for the proper care of his/her personal device, including any costs of repair, replacement or any modifications needed to use the device at school properly.

The school reserves the right to inspect a student's personal device if there is reason to believe that he/she has engaged in any misconduct while using their personal device.

Misconduct involving a student's personally owned device may result in a temporary loss of use of the device in school and/or disciplinary action to be determined by administration.

The student must comply with any staff member request to shut-down a specified device or put the screen to sleep.

The student may not use any device to record, transmit, or post photos or video of a person or persons on campus without their consent, nor can any images or video recorded at school be transmitted or posted at any time without the express permission of a teacher or school administration.

In a classroom where mobile devices are used:

- The device is used only for academic purposes
- While in use the device is on the student's desk and visible to everyone in the classroom
- The device is only used when the teacher prompts students
- Earbuds/headphones are required when accessing audio content.

The student will use the student wireless UCSI International School network while in school. Use of personal 3G & 4G wireless connections is not allowed.

Minimum required specifications:

- 802.11x wireless networking capability (the school provides filtered wireless access in all buildings to students)
- Virus protection program (if running a Windows or Macintosh computer operating system)
- Camera that takes both still photos and video
- Microphone
- Audio output
- Earbuds or headphones
- Minimum 2 hours of use from one battery charge and/or functioning charger with cables
- Recently updated web browser (Chrome, Firefox, Explorer, Safari).

Additional recommendations:

- The ability to run Flash
- Available software-based productivity software (Microsoft Office, OpenOffice, iWork)

Parents and students must sign the Acceptable Use Policy.

**Note:** The school shall not be held responsible for the loss or damage of any gadgets, including but not limited to mobile phones, laptops, tablets, iPad, etc.

## **CAFETERIA**

Meals are served in buffet style. Students, faculty and staff clean up after themselves and are expected to deposit their garbage in the proper receptacles. Trays and dishes are to be brought to the designated area.

All meals will be eaten in the cafeteria, and students are not permitted to leave the school grounds during mealtimes. Additionally, delivery of food from outside caterers will not be permitted unless for special events organized in advance with the school staff.

Devices are not to be used in the cafeteria.

## **DAILY SCHEDULE**

### **PYP**

<b>7:50 - 8:00</b>	Homeroom
<b>8:05 – 8:45</b>	Period 1
<b>8:50 – 9:30</b>	Period 2
<b>9:35 – 10:15</b>	Period 3
<b>10:15 – 10:35</b>	Break
<b>10:35 – 11:15</b>	Period 4
<b>11:20 – 12:00</b>	Period 5
<b>12:05 – 12:45</b>	Period 6
<b>12:45 – 13:30</b>	Lunch
<b>13:35 – 14:15</b>	Period 7
<b>14:20 – 15:00</b>	Period 8
<b>15:00 - 15:10</b>	Homeroom

## MYP

<b>7:50 - 8:00</b>	Homeroom
<b>8:05 – 8:45</b>	Period 1
<b>8:50 – 9:30</b>	Period 2
<b>9:35 – 10:15</b>	Period 3
<b>10:15 – 10:35</b>	Break
<b>10:35 – 11:15</b>	Period 4
<b>11:20 – 12:00</b>	Period 5
<b>12:05 – 12:45</b>	Period 6
<b>12:45 – 13:30</b>	Lunch
<b>13:35 – 14:15</b>	Period 7
<b>14:20 – 15:00</b>	Period 8
<b>15:00 - 15:10</b>	Homeroom
<b>15:10 – 16:10</b>	After School Program

## DP

<b>7:50 - 8:00</b>	Homeroom
<b>8:05 – 8:45</b>	Period 1
<b>8:50 – 9:30</b>	Period 2
<b>9:35 – 10:15</b>	Period 3
<b>10:15 – 10:35</b>	Break
<b>10:35 – 11:15</b>	Period 4
<b>11:20 – 12:00</b>	Period 5
<b>12:05 – 12:45</b>	Period 6
<b>12:45 – 13:30</b>	Lunch
<b>13:35 – 14:15</b>	Period 7
<b>14:20 – 15:00</b>	Period 8
<b>15:00 - 15:10</b>	Homeroom
<b>15:10 – 16:10</b>	After School Program

### EARLY RELEASE ON FRIDAYS:

School ends at 12:45 on Fridays for the purpose of teachers professional development and collaborative meetings. On certain Fridays students will be required to attend additional program meetings or events or plan, participate or reflect on CAS outside the normal ECA program.

### PICK UP & DROP OFF

Please be reminded that all students should be on campus not later than the time for homeroom or Period 1 depending on the programme the student is enrolled at. Classes end at 3:00 pm and the after school program concludes at 4:10 pm.

Please notify the school in advance if parents will be late to pick up students.

All visitors sign in at the security guardhouse. Visitors will also be asked to leave a form of valid photo ID (e.g. Malaysian Identity Card, passport, and/or driving license) with security while visiting the school.

Visitors must also wear and display the school-issued visitor's tag at all times when on campus. Any visitor spending a day at the school should be introduced to the principal. All visitors are subject to the rules that apply to school staff and students. Visitors are not permitted on campus after 5:00 p.m. unless special permission has been obtained from the principal.

Please note that any vehicle that enters the School campus is subject to random security checks on entry or exit that may involve opening the car boot and glove compartment for inspection.

### **TEMPORARY GUARDIANSHIP**

Parent(s)/guardian(s) who plan to be out of reach for an extended period of time should communicate in writing in respect of temporary guardianship arrangements for their child with the school.

Parent(s)/Guardian(s) should communicate with the principal any arrangements should the need arise for a non-designated guardian to pick up students.

### **DISCIPLINE**

UCSI International School recognizes that self-discipline is both a learned behavior and a prerequisite for learning. We strive to maintain a challenging, positive educational environment which is conducive to students achieving success and developing self-discipline. UCSI International School's commitment to learning and the development of responsible world citizens requires the maintenance of a positive, stimulating, and safe school environment where mutual respect is the underlying principle and rules are published, explained, and enforced. Standards of student conduct derive from the goals of respect for self, for property, and for others. The enforcement of the school's rules and Malaysian laws will promote the development of student maturity and self-discipline essential for academic achievement, personal integrity, and responsible citizenship. These rules and regulations will be applied fairly, uniformly and consistently.

At the centre of all school rules is the need for respect:

Respect for oneself;

Respect for others around us;

Respect for the environment that we live and work in.

Almost all our school rules come down to this simple but very important idea. This is what should guide all student actions.

The following is a list of UCSI International School's expectations, the reason for this expectation and the outcome of not meeting this expectation. This list is not intended to be definitive, but rather to highlight some general, as well as some specific expectations that the school has of students. At all times students should be guided by the need for respect and consideration for others, courtesy, co-operation, common sense and the laws of Malaysia.

<b>Expectation</b>	<b>Reason</b>	<b>Initial Outcome of Failing to Meet Expectation</b>
Students respect their own property as well as that of others and the school.	This is central to the idea of respect for others and respect for the environment. Students should expect that their property remains safe. At the same time, students will be respectful of the property of others and value school property at large by keeping it safe and sanitary.	Theft and vandalism are serious matters. Students will be required to pay the full cost of any damage in the case of vandalism, and further action, including the calling of a disciplinary committee, will be considered depending on the severity. Issues of theft will be referred to the discipline committee.
Students respect the school environment.	Littering or leaving food around makes the campus look bad and is unsafe and unhealthy. The facilities and grounds should be clean at all times.	Students will be asked to clean up the area.
Students feel their learning environment is safe and free from bullying, harassment and threats.	This is central to the idea of respect for others. All students deserve a safe, protective and nurturing environment.	Any form of physical or emotional abuse will not be tolerated. This shall be dealt with seriously and may have serious consequences including suspensions or expulsion.
Students live	As a responsible institution we	A member of the administration

<p>healthy lives refraining from smoking, drinking and illegal drugs.</p>	<p>should not be encouraging smoking on health grounds. This is also a bad example for younger students who might be influenced.</p> <p>As for drinking and illegal drugs there are serious social, health and legal issues at stake.</p> <p>The abuse of all these substances can be extremely dangerous and have long term effects. Students facing any difficulties with the use of prohibited substances are encouraged to seek assistance and counsel from appropriate school staff. Students seeking assistance will not face disciplinary action.</p>	<p>will be informed. Depending on the severity of the situation, the disciplinary committee will be called.</p> <p>In cases of alcohol consumption the discipline committee will be called.</p> <p>The school has a zero tolerance of use of illegal drugs and substance abuse. In cases of illegal drugs or substance abuse the disciplinary committee will be called. Any suggestion of drug use by students will be investigated by an administrator. The case will be referred to the disciplinary committee. Students using illegal drugs or found in possession will be expelled.</p>
<p>Students use positive language that is appropriate for all audiences.</p>	<p>In a multicultural environment, strong language may be inappropriate and/or offensive. It is important that students appreciate and respect the feelings of others. Likewise, no indecent or offensive posters, magazines or clothing are permitted.</p>	<p>Students will be warned on a first offence, and the homeroom teacher informed. Subsequent use of inappropriate language will lead to further sanctions.</p>
<p>Students enjoy healthy relationships with the opposite sex.</p>	<p>School is a place of work. Public displays of affection are not acceptable in a workplace situation. On the wider school campus there can be younger children or visitors.</p>	<p>Students will be reminded of the rule by staff. The home room teacher will be informed who will talk to the students concerned. Repeated disregard for this expectation will be result in a referral to the discipline committee.</p>

<p>Students use computers, the internet, the library, and other school resources responsibly.</p>	<p>While it is important that students have access to a wide range of information, they need to learn how to use that information responsibly and in a manner that doesn't offend or harm others. (Please refer to the school's Acceptable Use policy.)</p>	<p>Students will be restricted from using certain school facilities; other disciplinary action may be considered depending upon the severity of the offence.</p>
<p>Students must attend all classes, CAS, Community and Service, and after school activities they have signed up for unless they have obtained appropriate permission to miss them.</p>	<p>It is essential that students attend all classes. It is inconvenient to staff if they have to go over work with students who were not present. CAS and Community and Service activities can be badly disrupted if students fail to turn up. Students also have a responsibility to those with whom they are working. (Please also refer to the Attendance Policy.)</p>	<p>This will be reported directly to the relevant coordinator and/or Principal. This will result in a detention for a first offence and further disciplinary action including communication with parents may be considered.</p>
<p>Students will be academically honest.</p>	<p>This is an important part of self-respect. Each student should value their own work and effort and not have to rely on others. In public examinations cheating will lead to the cancellation of all papers sat. It is important that students appreciate the importance of honesty. (Please see the Academic Integrity Policy).</p>	<p>This matter will be treated seriously. The member of staff will inform the coordinator/ Principal for disciplinary action. Parents will also be informed.</p>
<p>Students are punctual to class and after school</p>	<p>It is disrespectful to the class and the teacher who may already have started working</p>	<p>Students will be asked to make up time or work at the convenience of the member of staff. If it</p>



activities.	and disadvantages the student who is late. (Please also see the Attendance Policy.)	happens more than once, then a longer detention will be organised by the subject teacher and the coordinator will be notified.
Students complete homework set and meet homework deadlines.	It is an important work skill to be able to meet deadlines and hand in completed pieces of work on time. It can be inconvenient to staff if they receive homework late. (Please also see the Assessment Policy.)	Students will be asked to complete the piece of work and may also be given an extra activity to complete. Non-completion could result in detention to complete and/or a grade 0 on the piece of work.
Students will bring the necessary equipment and materials to class.	It is important to come properly equipped to class. It is inconvenient to others if other students have to borrow equipment or are unable to do their work.	Students will be warned on a first offence but subsequently will be asked to make up time/work after school.

In the case of a breach of expectations by younger students, parents may be contacted first. The Principal or the Coordinators will use their discretion in the case of older students.

Individual teachers will have expectations of student behaviour within their classrooms and those expectations will be made clear to those students and will be followed.

As these expectations can still be open to interpretation, it must be up to the school authorities to determine how these are interpreted.

Whilst on school trips, students follow all appropriate school expectations; this includes observance of curfews, no alcohol consumption and no smoking as well as any expectations outlined by the trip leader.

Students suspected of substance use / abuse will be subjected to take the appropriate, non-invasive test.

If a test is conducted, the student's parents will be informed promptly of the test and its

subsequent results.

In the case of a drug test, if results show a borderline positive result, the student has the right to ask for another test to be conducted.

Failure to cooperate with testing and / or searches will assume culpability and result in disciplinary action.

If a student is caught possessing a substance not approved by the school, their friends and/or roommates may be tested for the substance. However, consequences to the third party will only be given if they are in personal possession of the substance or tests are proved positive.

Any indication of the use of prohibited substances, including odor or physical symptoms noted by school staff, will be considered to be a violation of this policy.

In addition to the regular, informal checks conducted by dorm parents random searches may be made of students, their possessions and their lockers at the discretion of the school administration. Generally searches are to be carried out in the presence of the student. However, in some circumstances, an administrator may give permission for a room or locker to be opened and searched without the student being present.

UCSI International School is willing to help students who struggle with substance abuse. Students who ask for help before being caught will be referred for appropriate assistance without any disciplinary consequences. If a student continues to use prohibited substances while undergoing counseling, disciplinary action will be taken.

A meeting of the school's disciplinary committee can be called by the Principal to consider disciplinary action against a student, and must be called if the administrator considers that this disciplinary action may result in suspension or expulsion.

The Principal and two staff representatives are members of this committee. If the matter involves a boarding student, the head house parent will serve on the committee. The student's homeroom teacher and house parent (if applicable) should also attend. Prior to the meeting, the administrator will interview various students concerned in order to obtain the facts of the matter and students will be asked to write a statement detailing these facts and any contributory factors. The committee may, if they wish, invite the student(s) concerned into the meeting. In the meeting all the relevant facts will be stated and considered including any factors which may have influenced events.

The student's circumstances, previous breaches of expectations and other aspects of his/her personal history may also be considered. The committee will then recommend a

decision on disciplinary action (if any) to the Principal who will advise the student and his/her parents or guardians. The decision of the Principal is final.

In the event that a student is suspended from school for a period not exceeding three days, the student can apply to have that suspension removed from his or her school records nine months after the event. The decision to cancel any suspension would be made by the Principal in consultation with the discipline committee. The suspension can only be cancelled if the student has been continuously enrolled in the school for the previous nine months, has adhered to the school's stated expectations of student behaviour, and has therefore not received any restrictions, suspensions or other severe disciplinary sanction in the period since the suspension.

The effect of any cancellation of a suspension would be to ensure that the punishment is not mentioned in any school references or other documents pertaining to the student and that neither the school nor the student would be required to declare that suspension to any subsequent school, college, university or employer. However if the student subsequently acts in a way which is considered a serious breach of disciplinary expectations, the previously cancelled suspension could once more be taken into account when considering further action. Any suspension for longer than three days cannot be cancelled.

## **FIRE SAFETY**

Students must comply with all fire alarms/drills. Failure to evacuate may result in disciplinary action. Activating/reporting false alarms or tampering with the alarm system is strictly prohibited. Nothing may be hung from ceilings, and sprinkler pipes and smoke detectors must be kept clear at all times. All local fire department regulations, guidelines and policies must also be obeyed.

Fire extinguishers are also located in all hostels. The presence of this equipment can help quickly control fires to avoid injury or loss of life. Relocating, removing, tampering with, or destroying fire-fighting equipment is strictly prohibited and disciplinary action will be taken against students found responsible for violating this policy. Damage and/or theft of fire equipment are punishable under law. Propping open hostel room, hallways, and/or other fire doors or in any way tampering with the security system of the hostel violates security and is strictly prohibited.

In case of a fire, do not use any of the lifts. Students should refer to the emergency evacuation floor plans hung on the school walls in order to find a quick and safe escape route. All staff and students shall meet at the agreed assembly point in the open land at the rear of the building.

The school believes that it is necessary for students to have a reasonable degree of privacy. However, any student activity or possessions possibly interfering with school rules, policies, or standards will be investigated.

The school reserves the right to conduct reasonable searches of students, their lockers, and their belongings if any school staff member or other school representative reasonably suspects conduct which violates any school rule, policy, or standard or which poses or has posed a threat to the health, safety, or well-being of a student or other person.

## **FOOD AND BEVERAGES IN THE CLASSROOMS**

The consumption of food and beverages in the classroom may create problems of cleanliness and neatness. Such activities should only occur when teachers provide direct approval and supervision. Drinks in spill-proof mugs and plastic bottles with tops are allowed in classrooms. Casual snacking in classrooms is strictly not allowed.

For special events or classes, food may be allowed, but teachers and students will be responsible for the cleaning up.

## **FUNDRAISING ACTIVITIES**

Any and all student fundraising activities, on and off campus, must first be approved by school management. Staff supervision of fundraising activities is mandatory.

## **GYM**

The exercise room is for MYP and DP students only. Appropriate footwear and clothing must be worn. During normal school hours or ECA time students may only use the gym with a teacher or house parent present.

## **IDENTIFICATION CARDS**

The School is equipped with an electronic card-access system for safety. Each student will receive one (1) ID card which also serves as a key for the electronic doors. ID cards will provide access to all public places/areas within the school as well as to the students' designated academic wings, primary or secondary.

Boarding students will have additional access to their designated hostel hallway and bathroom. After curfew, authorized access to the building's doors will be restricted in order to offer added security during the night.

Use or possession of ID cards other than the one assigned to the student, is strictly prohibited.

The school will issue a replacement ID card to all students whose current card has reached its stated expiration date.

Students who lose their ID cards should report the loss immediately to the Administrative Office so that the lost ID card can be deactivated from the system. The cost of any replacement cards will be charged to the student's school account.

## **LIBRARY POLICY**

Students are permitted to have at most three (3) books borrowed/signed out in their name at any one time. Writing, highlighting, and colouring in the library books are not permitted. If books are returned in an unreasonable condition, damages will be assessed and charged, and the school may also impose other consequences deemed appropriate.

While we do not expect the library to be silent at all times, it is expected that students are considerate of others in a shared learning environment. Discussion rooms are available for use by DP students. Students may book these rooms in advance through the librarian.

All food or drinks are strictly prohibited and under no circumstances permitted in the library.

## **LOCKS AND LOCKERS**

Students in Grade 6 and above are assigned a locker. Homeroom teachers should record the locker and lock details for each student.

Students are not permitted to write on lockers or place stickers on the lockers and are expected to keep their lockers clean and organized.

## **LOST AND FOUND**

Students should mark all possessions (e.g., school supplies and clothes) with their names to avoid future conflict or confusion. Items left unattended will be taken to the lost and found area located at the Administration Office. Items that remain unclaimed at the end of term will be donated to charity.

## **MEDICAL FACILITIES**

The school employs a qualified nurse who is available on site weekdays from 8:00 am until 5:00 pm. Students requiring medical attention during class time should only proceed to the nurse's office with the approval of a teacher. The nurse's office, located on the school's first floor, is equipped for first-aid, over the counter medications, and basic emergency treatment. The school nurse will administer all student medications with parental approval. When a field trip is planned, the student requiring medication should inform the nurse well in advance so that the nurse can make the necessary arrangements.

In emergency situations, students should call on the nearest staff member for assistance.

The school is located reasonably close to private clinics and is also less than a thirty (30) minute drive to hospitals.

Parents will be contacted as soon as possible, should a child be admitted to a medical facility.

Private referrals are made only with parental consent.

## **MOBILE PHONES**

Students will be expected to follow established rules for the use of mobile devices during the school day.

## **MONEY AND VALUABLES**

Students are discouraged from having large sums of cash, expensive items, or valued articles on campus.

Students are responsible for keeping their locker access secure. Sharing locker access is not permitted.

The school does not take any responsibility for personal items lost, stolen, or damaged.

## **PARENT-STUDENT MESSAGES**

Messages from parents to students may be delivered by staff in urgent situations. Parents should call the school and speak to a member of the staff.

## **POOL SAFETY**

Regulations for Use of the Swimming Pool:

- Swimmers must not swim alone: At all times must be accompanied by at least one parent, official guardian, or school staff.
- Students and guests must inform school staff before entering the pool.
- Strictly no swimming after sunset unless with written approval from the school.
- Strictly no diving or use of the starting blocks unless permitted by the school in writing.
- Strictly no running, pushing, dunking, splashing, throwing objects, or rough play.
- Swimmers must shower before using the pool.
- Strictly no urinating, nose-blowing, or spitting in the pool.
- Strictly no drinks, candy, chewing gum, or other food items in the pool.
- Strictly no glass, metal, or other dangerous materials allowed within the swimming premises.
- Strictly no animals allowed within the swimming premises.
- At all times swimmers must wear proper/approved swimming attire.
- Swimming is totally forbidden if there is lightning or other bad weather.

- Any person with open wound(s), skin irritation(s), or communicable illness(es) must not use the pool.
- Any injury in the pool must be immediately reported to school staff.
- Any shoulder length or longer hair must be tied up or held in a swimming cap.
- Swimmers must comply and abide with all rules before entering the pool.

The management reserves the right to refuse admittance to, or eject/remove from the swimming pool premises, any persons failing to comply with any of the above regulations.

Management will not accept responsibility or liability of any loss and/or damage to property or loss of life or injury. All swimmers are at their own risk at all times.

The management reserves the right to amend the regulations as and when necessary.

## **PROHIBITED ITEMS**

### **ALCOHOL**

Students who consume alcohol or have alcohol in their possession will be subjected to disciplinary action by the school.

### **MEDICATIONS**

Students are not authorized to have in their possession medications of either a prescription nature or over-the-counter medicines. All medications will be dispensed by the school nurse with parental approval.

### **TOBACCO**

Any students possessing tobacco products and/or lighters will be reported to the principal. The materials will be confiscated and parents will be informed. Should the student repeat the offence will be subjected to further disciplinary action.

### **POTENTIALLY HARMFUL INSTRUMENTS**

Instruments that can cause harm or jeopardise health, safety, and welfare are prohibited. Students in violation of this rule are subject to disciplinary action.

## **PROMOTION**

To advance to the next level in PYP, as well as from PYP to MYP, students are expected to demonstrate an acceptable level of achievement and progress. This means the student is approaching the standard level of achievement prescribed for their grade level in any given subject area and is showing improvement.

For students who receive a grade of 'I' in any subject area on the final report card, a

meeting will be held with parent(s) or guardian(s), the homeroom teacher, and the PYP Coordinator. A grade of 'I' indicates the student is not within reach of the standard level of achievement prescribed for their grade level in a given subject area. The objective of the meeting will be to discuss how best to meet the learning needs of the student including the possibility of retention to support the student's academic achievement. Should the meeting result in a recommendation of retaining the student in his or her current grade, the case will be referred to the Principal for final consideration.

Students are expected to attend at least 90% of all school days in the academic year. Any student who misses 10% or more of all possible attendance days in one academic year is subject to academic repetition or dismissal.

To advance to the next grade level in the MYP, students are expected to meet the school's expectations in terms of attendance and academic achievement.

Students must achieve at least a 3 in all subjects taken in one academic year. Any student who does not reach this level of achievement is subject to academic repetition or dismissal.

At the end of grade 10, to receive a UCSI MYP Certificate, each student must meet the following requirements:

- Have earned a grade total of at least 28 from the following six subject groups (Two Languages, I&S, Math, Science, Design) and the personal project combined, out of a possible maximum of 56
- Have earned at least a grade 3 in each subject group
- Have earned at least a grade 3 for personal project
- Have met the expectations for Service and Action.

The school will issue a UCSI MYP Record of Achievement which gives a final grade for each subject studied and states that the Service and Action requirement has been met.

To advance to the IB Diploma Programme, students must receive the UCSI MYP Certificate.

Students are expected to attend at least 90% of all school days in the academic year. Any student who misses 10% or more of all possible attendance days in one academic year is subject to academic repetition or dismissal.

### **Promotion from Grade 11 to Grade 12**

For an IBDP student to be promoted from grade 11 into grade 12, he or she must have achieved the following at the end of the academic year:

- 20 points or above in the six subjects chosen
- At least a 2 in each subject



- Demonstrate reasonable progress on their selected Extended Essay

Students are expected to attend at least 90% of all school days in the academic year. Any student who misses 10% or more of all possible attendance days in one academic year is subject to academic repetition or dismissal.

### **Graduation Requirements for IB Diploma Programme Students**

In order to be awarded the International Baccalaureate Diploma, students have to achieve a minimum of 24 points. In addition, there are other specific requirements:

- All CAS requirements met
- There is no 'D' awarded for TOK or the Extended Essay
- No grade 1 in any subject/level
- No more than 2 grade 2s awarded (HL or SL)
- No more than three grade 3s or below awarded (SL or HL)
- A minimum of 12 points in their HL courses

Students are expected to attend at least 90% of all school days in the academic year. Any student who misses 10% or more of all possible attendance days in one academic year is subject to academic repetition or dismissal.

### **Graduation Requirements for IB Course Students**

Students are expected to attend at least 90% of all school days in the academic year. Any student who misses 10% or more of all possible attendance days in one academic year is subject to academic repetition or dismissal.

## **SMOKING**

The school operates a smoke-free campus.

## **TEXTBOOKS**

Students are required to purchase their own textbooks.

## **TRANSCRIPTS**

Any student wishing to have a transcript sent to another school must provide a written request including the address of the school to which it must be sent. No official transcripts can be sent to parents directly. Any request for transcripts must be supported with proof of payment and there shall be no outstanding fees due and payable.

## **TRANSPORTATION SERVICE**

The school offers a transportation service to/from select points in Seremban and Port Dickson. Any parent who wishes to subscribe to the school's transportation service should contact the Administrative Office to settle the Transportation Fee and/or for more information. Both the parent and the student must agree sign the Bus Service Rules & Regulations form. The fees cover round trip transportation to and from the school's predetermined stopping points within Seremban or Port Dickson.

Any student who wishes to use the school's transportation system as a one-time service may do so, with parent / guardian approval, and shall pay the one-time-use rate which is dependent on the service used. The one-time-use Transportation Fee shall be charged to the student's account.

## **UNIFORMS**

Students should wear their uniforms properly and with pride. The school expects students to be neat and tidy in their appearance and to present a good image of the school within the community.

Excessive jewellery worn by girls or boys is unsuitable in the school setting. Boys are not allowed to wear earrings. Excessive makeup on girls is considered inappropriate. Boys' hair should be no longer than their shirt collar. Any hairstyle, which, in the opinion of the administration disrupts the educational atmosphere and/or detracts from the learning process, is unacceptable.

Except for days in which uniforms are explicitly not required, the School uniform is compulsory. Undergarments must be worn and should not be visible. Clean shoes or sneakers are to be worn. School-issued PE uniforms are required for PE classes.

Students whose uniforms are on order must wear a white collared shirt in addition to grey, dark blue, or black slacks.

## **VANDALISM**

All forms of vandalism are destructive to the school community and will be seen as a serious offense warranting discipline. Depending on the degree of the vandalism the student and their respective parents will be financially responsible to fix or replace the damaged property. The school reserves the right to forfeit the Personal Bond.

# BOARDING

## OVERVIEW

The school's accommodation for student residents is divided into male and female Boarding Houses. Each area has a live-in house parent, bathroom with toilets and showers, student pantry with a kitchenette and flat screen TV, and student rooms. The student rooms are shared rooms equipped with beds, linens, air conditioning, study table and chairs, wardrobes, night stands, and sofas.

## BASIC BOARDING STUDENT EXPECTATIONS:

- a. Respect and tolerate others and their differences
- b. Strictly comply and abide by the school policies, procedures and guidelines
- c. Maintain personal hygiene
- d. Respect their, others', and communal property
- e. Be organized, punctual, and cooperative
- f. Involve themselves in as many varied activities as possible

Common courtesy and respect for others, coupled with the need for clean, safe, quiet and orderly living areas, demand that necessary rules be enforced. Rooms should be neat, clean, and orderly. Bathrooms should also be kept clean and tidy with personal items placed in a personal basket.

## BOARDING SCHEDULE

WEEKDAYS		SATURDAY		SUNDAY	
<b>Wake</b>	7:00am	-	-	-	-
<b>Breakfast</b>	7:30am	<b>Recreation &amp; Study time</b>	Various	<b>Recreation &amp; Study time</b>	Various
<b>Day Classes</b>	8:00am	<b>Brunch</b>	11:00am - 1.00 p.m	<b>Brunch</b>	11:00am
<b>After School Programme</b>	3:00pm	<b>Boarding Activity</b>	Various	<b>Supervised Study Time</b>	2.00pm-4.30pm
<b>Recreation</b>	4:30pm	<b>Dinner</b>	Various	<b>Dinner</b>	6:30pm
<b>Dinner</b>	6:30pm	<b>Recreation &amp; Study Time</b>	Various	<b>Recreation &amp; Study Time</b>	7.00pm
<b>Prep Time</b>	7:00pm				<b>Leave End</b>
<b>House Meeting</b>	9:00pm				
<b>Free Time Late Prep DP</b>	9:15pm				
<b>Device L/Up</b>	10:00pm			<b>Device Lock Up</b>	10:00pm
<b>Lights Out*</b>	10:30pm	<b>Lights Out</b>	11:30	<b>Lights Out*</b>	10:30pm

- DP Lights Out 11:00: pm.

## **BED CHECK AND LIGHTS OUT**

The school applies a 10:30 p.m curfew every night of the week. Devices are required to be locked up in a designated space 30 minutes prior to bedtime. Students must remain in their respective boarding Houses after 9.15 p.m at night during the week. No student resident is permitted to visit another Boarding House without direct staff supervision at any time. DP students have late prep Monday and Wednesday evenings after House Meetings.

## **CHECK IN & CHECK OUT**

### **CHECK IN**

All students may check into the Boarding House one (1) day before the respective commencement of their term's orientation.

Check in time is Monday to Friday from 9:00 am to 5:00 pm.

For other times including Saturdays, Sundays, Public Holidays or any time outside the range given above, students will have to inform the Administrative Office one week in advance for arrangements.

A student is required to make the full term's boarding fee payment before checking into the Boarding House. A late fee will be charged for term's boarding fee paid after the due date.

### **CHECK OUT**

Students have to inform the house parent of their intended check out date from the boarding hostel by submitting the Renewal/Termination Form before the end of their tenancy period. During final checkout, students have to move all of their belongings from the hostel room and return the keys to the house parent. Students are also required to complete the Checkout Acknowledgement Form and Check Out Refund Notice Form to be considered as having fully completed the checkout.

Upon completing the checkout as required, the students may collect their Personal Bond refund from the Finance Office, two (2) months from the last day of the checkout month.

Failure to return the keys and perform the check out will result in replacement charges for the keys and also applicable overstay rate charges. Should students perform the checkout process after the tenancy end date, they will be charged the applicable overstay rate charges for occupying the room after the tenancy end date.

Should students fail to perform check out within two (2) weeks after the tenancy end date, the check out will be completed on their behalf by the house parent with

the necessary deductions (replacement charges for keys and applicable overstay rate charges for occupying the room) deducted from the refundable Personal Bond. Should there still be belongings in the room, the house parent reserves the right to remove them without prior notification to the student.

If a student has already paid the next term's boarding fee in advance but has decided to terminate the next term's tenancy, the boarding fee will be refunded in full upon successful completion of the check out.

The refund of the excess boarding fee should be accompanied by a written request from the student and attached together with the check out refund notice. The refund of the excess boarding fee will be processed together with the refund of the Personal Bond. A boarding student may also request to transfer the excess boarding fee and the refundable Personal Bond to tuition fees for the next term by indicating it in the checkout refund notice and in the written request from the student.

### **CASUAL LEAVE WEEKEND LEAVE & RETURN**

Any student who wishes to leave the Boarding House at any time must have the approval in advance of the house parent or Residential Life Coordinator.

Casual Leave - Can be applied for at any time. Students are required to return no later than 9.30pm unless other arrangements have been approved.

Overnight permissions will only be granted on the understanding that an approved adult chaperone will be present. The adult will be required to come in to the school to see the staff member on duty and sign the student out. This must also happen when the boarding student is dropped back off from leave.

Weekend Leave - Must be arranged advised and settled 24hrs prior to departure.  
EXEAT Weekends- All resident students are expected to make appropriate arrangements and communicate them 24hrs prior to departure and vacate their Boarding House by 6.00 pm

All leave is approved on the official Boarding Student Leave Application form. A copy of the completed form is kept by the R. L. Coordinator and the original must be presented to security on departure.

Any leave involving absence from any academic programme or school function must be approved by the Principal and the leave form must be so endorsed.

Parental or guardian permission is required if students intend to leave with someone who is not a family member. This will be subject to the receipt of a written invitation and parent approval in writing and verbal confirmation or by email.

Good communication is essential to the leave process because it is vital that the house parent and other school staff know the whereabouts of boarders at all times to ensure their safety.

Students travelling by air must include all transport and travel details

Student travelling in their own cars must supply car registration details.

Any student who wishes to return home or attend a function off campus can only do so with approval obtained in advance from the house parent or Residential Life Coordinator.

Those students who have returned home to visit family or attended any other authorized weekend activities are required to return to campus Sunday evening by 9:30 pm.

## **ROOM ENTRY**

All male and female students will be issued a Temporary Access Card when they first check in to enable boarding students to access the common areas of the school and their respective gender floors.

The Temporary Access Card has a specific period of validity only. Once the student has obtained his/her Student ID Card, he/she shall return the Temporary Access Card to the Front Desk immediately, as his/her Student ID Card could be used as the access pass to the Boarding Hostel. Failure to return the Temporary Access Card would deem the card as being lost, and the student will have to pay for its replacement.

The Temporary Access Cards are the property of UCSI International School and students shall not write on or permanently alter the appearance of these Temporary Access Cards in any way. Students are not allowed to duplicate any of the keys or cards assigned to them.

Students are solely responsible for the safety of their own valuables. All students are strongly advised to lock all their valuables at all times. It is the responsibility of the students to lock their windows and wardrobes at all times for the protection of their property and that of their roommates, as well as for security reasons.

All students are responsible to help ensure that all entries and exits to the Boarding Hostel are locked at all assigned times. Propping open hostel doors is not allowed. Students will enter another student's room only when invited to do so by the assigned occupant. Under no circumstances shall a student enter an unoccupied room of another person.

Non-resident students are not permitted in any Boarding House without permission from the relevant House Parent.

The school is not under any circumstances responsible for any damage, loss or theft of any property, money and other items belonging to the students and/or their visitors or for any personal injuries suffered by the students or their visitors/guests.

## **ELECTRONIC DEVICES**

Boarding students are expected to keep mobile phones in their rooms to avoid distraction. Students must also respect the privacy of others and not use mobile phone or other cameras to take images or videos of others without their expressed consent, which must be given prior to the use of the camera. Mobile telephones at any school function (e.g., talent show, drama, assembly) or field trip must be switched off. Students should seek permission from staff or chaperones before using any mobile phones. Should a mobile telephone be misused or cause distraction or nuisance to others, the school reserves the right to remove the item from the student. Their parent or guardian may collect the mobile telephone from the school at a time arranged with the house parent.

Wireless Internet service is provided throughout the both Boarding Houses and the whole campus. Students are required to have their desktop or laptop computers configured by the Administrative Office to utilize the Internet service.

Students may not use mobile Internet access for their phones, computers, or tablet devices as such services bypass the school's security measures and content restrictions.

Boarding students may use appliances in the Pantry/Kitchen for food preparation. Any students with questions regarding food preparation and/or needing help are required to seek a house parent for assistance. Personal television sets, refrigerators, microwaves, hot plates, electric frying pans, rice cookers, heating coils, speakers using over five (5) volts, or other similar appliances are not permitted in dormitories.

Any electrical components installed or used in the room must have prior approval of the house parent. Failure to obtain permission may result in the item being considered as contraband.

The school uses a two hundred forty (240) volt electrical system and each hostel room is equipped with thirteen (13) amp electrical outlets. Students should never insert anything into an electrical socket unless it is intended for insertion. Students are expected to seek a house parent with questions involving electrical devices and/or electricity.

All air-conditioners, fans, lights and electrical appliances must be switched off when not in use.

## **FIRE SAFETY**

Students must comply with all fire alarms/drills. Failure to evacuate may result in disciplinary action. Activating/reporting false alarms or tampering with the alarm system is strictly prohibited. Nothing may be hung from ceilings, and sprinkler pipes and smoke

detectors must be kept clear at all times. All local fire department regulations, guidelines and policies must also be obeyed.

Fire extinguishers are also located in all hostels. The presence of this equipment can help quickly control fires to avoid injury or loss of life. Relocating, removing, tampering with, or destroying fire-fighting equipment is strictly prohibited and disciplinary action will be taken against students found responsible for violating this policy. Damage and/or theft of fire equipment are punishable under law. Propping open hostel room, hallways, and/or other fire doors or in any way tampering with the security system of the hostel violates security and is strictly prohibited.

In case of a fire, do not use any of the lifts. Students should refer to the emergency evacuation floor plans hung on the school walls in order to find a quick and safe escape route. All staff and students shall meet at the agreed assembly point in the open land at the rear of the building.

### **FOOD IN THE DORMITORIES AND STUDENT LOUNGE**

Food is not permitted to be consumed in individual rooms. Food stored, prepared, or consumed in public areas should be stored in containers which follow a good sanitation standard. Storing perishables in student pantries is not allowed.

The Boarding Houses and Student Lounge are designated as Halal areas. Students are not allowed to store any non-Halal foods/items in the microwave and the refrigerator. Such items found will be confiscated and disposed of by the staff without any compensation to the students involved. For further clarification in respect of Halal area can be obtained from the house parent.

Priority should be given to those who may have allergies or become discomforted by foods kept or consumed in enclosed public areas. Foods giving off unpleasant odors should immediately be disposed of in garbage containers in an area which will not negatively affect others. School staff will have the final say in the allowance of foods in the rooms.

Refrigerators are not permitted in rooms. Shared refrigerators can be found in the student pantry conveniently located at the end of each boarding hallway. All goods must be marked with student names before being placed in the refrigerators. School staff will dispose of any unmarked goods.

Each boarding area's student pantry is equipped with a food preparation area. Students should use this area to prepare food or drinks. Students must not leave food or cooking unattended, eat spoiled foods nor leave a mess after cooking. Students shall wash their hands before preparing food. Students are also responsible for requesting assistance from a house parent when unsure about use of the kitchen equipment.

Those using the student pantry will be responsible to for the room's cleanliness. Students are expected to clean any messes they have created and to remove spoiled



foods from the fridge. The house parent will monitor the student pantry's use and enforce school policy in this area.

## **ROOM ASSIGNMENT**

International students are usually paired in rooms with a local or a student from another country. This will be mutually beneficial to both for it facilitates the international student to adapt to various cultures with the help of his / her roommate. Simultaneously, it enables both parties to learn the cultures of others from those they may already be accustomed to.

Students may request for certain rooms or particular roommates to be assigned to them; however, the final decision with regards to room and roommate assignments resides with the house parents and Administrative Office who will be guided by the rules and regulations of the boarding hostel.

The R.L Coordinator , house parents and Administrative Office reserve the right to reassign student rooms. Room re-assignments requested by students will only be considered after the third (3<sup>rd</sup>) week of the term, subject to the approval of the house parents and Administrative Office.

Students may not change rooms on their own without the approval of the house parent and or the R.L.Coordinator.

## **ROOM CONDITION AND DAMAGE**

Once assigned to a room, each boarding student is required to sign a room inventory and condition form. Any subsequent damage or modification to room furniture, windows, walls, doors, woodwork, etc., will be charged to the student.

Use of nails, screws, hooks, tacks, decals, or adhesives that damage walls, ceilings, furniture, doors, windows, or fixtures is strictly prohibited. At no time should students install their own padlocks or other locks to the doors, wardrobes, drawers and/or cabinets in the rooms. Boarding students are responsible for reporting all defects or damages to a house parent without delay.

All complaints related to maintenance should be directed to the house parent. Students are to allow the school maintenance staff to enter their rooms for maintenance purposes. Such maintenance exercises must be approved by the house parent and/or Administrative Office.

Each student will contribute to the overall cleanliness and appearance of shared areas. Students are expected to keep their rooms neat and clean. This includes removing clutter, making beds, and hanging up clothes and removing rubbish from bins when they are clearly full.

Students may decorate their rooms within the bounds set by decency and good taste. Decorations must be hung according to the guidelines set by the school as well as local authorities.

Nothing may be hung from the ceiling. Additionally, sprinkler pipes and smoke detectors must be kept clear at all times. All instructions and requirements of the local fire department must be obeyed and complied with at all times.

Lighted candles, live holiday trees, holiday or decorative lights, incense, fireworks, explosives and incendiary materials are prohibited. No decorations, flags, banners or other items should be hung on the exterior or draped from a window or doorway of the hostel.

The house parent will inspect rooms each morning. If a room is left in disarray at the end of the boarding term, the school reserves the right to forfeit the Personal Bond.

## **VISITATION**

Students are not permitted into another Boarding House designated for the opposite gender. Students of the opposite gender wishing to visit should do so only in the lobby or cafeteria.

## **BATHROOMS**

- a. All bathrooms on all floors of the boarding have equipped with hot water showers.
- b. Students are not allowed to do any laundry washing (including undergarments) in the bathrooms.
- c. Students are not allowed to hang their clothes in the bathrooms or keep personal items there. Any clothing or personal articles found in the bathrooms will be removed without prior notification to the students involved.
- d. All personal toiletry items must be kept in drainable baskets and stored appropriately.
- e. Any items not stored appropriately will be disposed of without notice.

## **PERSONAL HYGIENE**

It is expected that students maintain proper personal hygiene without direction from the house parent. In the event that this expectation is not met, communication with the student and his/her parent will take place in a discrete manner.

## **DENTAL TREATMENT**

If a student's parents live abroad, the parent may arrange to have school staff take the child for dental treatment. All dental-related charges not covered by the student's insurance plan will be borne by the parent/guardian.

## **LAUNDRY SERVICE**

- a. The laundry service is included in the boarding fees being paid for by the boarding students before checking into the boarding hostel.
- b. Each student is allowed to send in their laundry two (2) times a week with a maximum of 4.5 kg each load or 9 kg per week.
- c. All items sent for laundry will only be washed, dried and folded.
- d. Any additional laundry services required may be done at the request of the students themselves at reasonable costs charged.
- e. Requests for clothes' ironing will cost an additional RM 1.00 (Ringgit Malaysia One Only) per item.
- f. Dry cleaning, blankets and other services will be charged separately, according to the rates as published by the laundry service.

## **OUTDOOR FACILITIES**

Students may use the outdoor facilities during the appropriate time of day. All rules posted at the outdoor facilities must be adhered to for safety at all times.

It is the student's responsibility to seek staff assistance with the outdoor facilities and equipment when needed. Also, special attention should be paid when using facilities which are wet since those areas may become slippery and lead to potential injury.

The school shall at all times exclude liability in respect of students making use of any of the outdoor facilities.

## **SWIMMING POOL SAFETY**

Please refer to the earlier section dealing with Pool Safety

## **PARKING LOT USAGE**

Student residents must obtain permission from the Principal before driving to school. Cars may not be used without leave from House Parents or Residential Life Coordinator. No student is to offer transport to another student with express written consent from parents and school staff.

## **PETS**

The school practices a strictly no pets policy.

## **PROHIBITED ITEMS**

- a. Smoking
- b. Cooking (this is only allowed in the student pantry)
- c. Alcoholic drinks
- d. Washing clothes (laundry services will be provided)
- e. Hanging of wet clothes in hostel rooms
- f. Going out after curfew
- g. Possession of drugs
- h. Non-Halal food and beverages

## **RULES & REGULATIONS**

The house parent (or duly authorised school staff) may conduct periodic inspections of the premises to ensure all rules are followed. These inspections are not limited to office hours only. From time to time, inspection of rooms may be conducted after office hours without prior notification to the students.

For the well-being of all, students should adhere to the instructions of the house parent (or duly authorised Administrative Office) at all times when it pertains to boarding life. Refusal to comply with instructions given by these staff members is a violation and strict disciplinary action will be meted out with regards to such student behaviour.

The school reserves the right to terminate the tenancy of those who violate any of the above conditions. All rental paid will be forfeited and the school also reserves the right to deduct any amount owing by the student against their Personal Bond and other fees.

The school believes that it is necessary for students to have a reasonable degree of privacy. However, any student activity or possessions possibly interfering with school rules, policies, or standards will be investigated.

The school reserves the right to conduct reasonable searches of students, their rooms, and their belongings if any school staff member or other school representative reasonably suspects conduct which violates any school rule, policy, or standard or which poses or has posed a threat to the health, safety, or well-being of a student or other person. The school may take this action on its own or in conjunction with law enforcement or other authorities as it considers appropriate under the circumstances.

In addition to searches based on a reasonable suspicion of misconduct or risk to health, safety, or wellbeing, the school also reserves the right to periodically conduct inspections of hostel rooms to ensure compliance with the school's rules, policies, and standards.

The school reserves the right to from time to time, impose new rules and/or amend existing rules with regards to the rules and regulations governing the Boarding Houses. Such additions and amendments will be duly notified to the boarding students.

A boarding student residing in the hostel under the purview of UCSI International School is governed by the rules and regulations mentioned in this handbook.

### **STUDENT LOUNGE AND STUDENT PANTRY**

The student lounge on the ground floor has been created as a meeting point where all students of the campus may converge. Similarly, the boarding area student pantries are intended to be shared by those residing in a given boarding hallway. No group of students has more right to use these premises than another, unless special arrangements have been made with the support of the house parent(s).

The rooms may be used on a first-come, first-served basis. Students must show consideration for those who wish to use the room equipment and use appropriate voice levels. Students will also be responsible for keeping the room clean, which includes removing any garbage or food brought into the room.

### **STUDENTS ABSENT WITHOUT OBTAINING LEAVE (AWOL)**

In the event of an AWOL, the school will contact local authorities and the student's parents. Parents should inform the school immediately if the child attempts to contact them.

### **DISCIPLINE POLICY**

From time to time matters arise which require attention to do with behaviour and student conduct. As a guide we take a humanist approach to behaviour management. We recognise that we are helping young people grow and develop and that redirection and consequences are a natural response to choices they make. We want to develop intrinsic motivation but we don't shy away from the hard calls and strong action when required. We operate in loco parentis and therefore we need to manage behaviour as parents should and deal with matters fairly. Consequences should be logical and clearly understood by everyone.

<b>Behaviour/ Situation/ Incident</b>	<b>1<sup>st</sup> Consequence</b>	<b>Repeated behaviour 2nd Consequence</b>	<b>Last Straw</b>
Not up by 7.15 and disorganised in the morning .	Student is woken up at 6.30 am next morning therefore losing ½ hr sleep	Student is woken up at 6.30 a.m until further notice therefore losing ½ hr sleep every day for an extended period.	Parental contact

Untidy sleeping area, dorm area.	Student is required to tidy up immediately after prep therefore losing recreation time	Student is required to tidy up immediately after prep therefore losing recreation time. Also required to clean the pantry.	Parental contact
Late to evening prep	Student is required to make up that time after house meeting	Student is required to make up that time after house meeting plus 15 -30 mins.	Parental contact
Unproductive in prep	Student is required to make up that time after house meeting	Student is required to make up that time after house meeting plus 15 -30 mins.	Parental contact Refer to Principal
Doesn't attend 6.30 dinner	Student is gated 4.30 – 6.30 in the dorm the following afternoon	Student is gated 4.30 – 6.30 in the dorm the following two afternoons	
Withholding devices	All devices are surrendered after prep the next night.	All devices are confiscated for the whole of the next day and returned for prep only excluding phones. Devices surrendered at 9.30 again until the following morning. Student is gated in their room until dinner time from 4.30 till. 6.30 p.m	All devices confiscated indefinitely. Phone is used only to contact parents under supervision from 9.30 – 10.00 Parental contact Refer to Principal
Inappropriate behaviour in the dorm before bedtime	Student will be expected to go to bed immediately	All devices are surrendered at 4.30 and student is gated in their room and expected to go to bed at 9.30.	Parental contact Referral to Principal

Not settled by 10.30/11.00 playing in dorms and disrupting good order	Student will be expected to go to bed to bed at 9.30 the following night having surrendered all devices	All devices are surrendered at 4.30 and student is gated in their room and expected to go to bed at 9.30.	Parental contact
Rude to RL staff	An apology is expected and the student will be confined to their room for the rest of the evening.	Parental contact Referral to Principal ASAP	Parental contact Referral to Principal ASAP Possible removal from the House
Out of the house ie off the 2 <sup>nd</sup> or 3 <sup>rd</sup> Floor after hours	Gated other than school activities. Referral to Principal ASAP	Referral to Principal ASAP	Removal from the House
Smoking	Referral to Principal ASAP	Removal from the House	
Harassment and Fighting	Referral to Principal ASAP Possible suspension or removal from the house.	Removal from the House	
Stealing	Referral to Principal ASAP Possible removal from the House		
AWOL	Referral to Principal Possible removal from the House ASAP		

Use of illicit drugs	Referral to Principal Removal from the House		
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## **WINDOWS**

Throwing or in any other way propelling objects or liquids from windows is prohibited. Screens, if in use, must remain in place and secured at all times.

## **ADMISSIONS POLICY**

### **ADMISSIONS**



Admissions are accepted and welcomed throughout the year, contingent on space being available and students meeting the entry requirements for the school.

Applicants will be eligible for admission based on:

The potential of the applicant to benefit from the educational services available;

The capacity of the school to meet the educational needs of the applicant;

Students are eligible to enter first grade if they are six (6) years old on or before September 1 of the same academic year;

Students for other levels are placed in grades that most nearly approach the chronological age for the student taking into account the academic history;

Students who follow a January to December school year will be enrolled in the grade level they last completed.

In all decisions, the student's likelihood of success in the curriculum will be a key factor.

Up to grade 3, new students are not required to have a proficient level of English.

Students entering in grades 4 to 8 should demonstrate at least an intermediate level proficiency in English as measured by the Common European Framework of Reference for Languages: Learning, teaching & assessment (CEFR) using an in-house test of written, oral and listening skills.

Students entering in Grades 9, 10, 11 and 12 should have near-native English proficiency.

UCSI strives to accommodate the unique needs of every learner. However, there are limits to the range of services provided, resources obtainable, teacher and specialist expertise available at UCSI. For this reason, UCSI can only accept students with mild learning difficulties, i.e. those children who can work successfully in a regular classroom environment with minimal support.

Admissions decisions must be based on the ability of the school, in partnership with the wider school community, to service those needs effectively. Presently, due to size and resource limitations, UCSI is not in a position to adequately provide for the needs of individuals with severe learning disabilities, though this is subject to change in the future as the school grows.

A child with special, educational and social needs will only be admitted if the school can offer a program of support that will meet their individual needs. We recognise that as a small school in the process of becoming established, the support we offer is limited by

staffing and by our remote location vis-a-vis specialist services and agencies to assist us. As such, we are able to admit and serve students with mild learning difficulties who demonstrate the ability to access and benefit from our regular curriculum and program.

No special needs programs or educational support services, other than guided study sessions conducted after school (and possibly an accelerated ESL intensive program of study prior to mainstreaming), are available for students outside the regular classroom. We ask that parents or legal guardians disclose any identified special needs or previously received support at the time of application. In some cases, parents may be asked to commit to providing extra support for their child, which may take the form of in-class support or an out of school provision.

Please refer to the UCSI Special Needs Policy for further guidance.

The admissions process is as follows:

Parents complete the online registration form and submit the required fee.

Parents provide the school with three previous report cards and birth certificate of the child.

For students in grades 3 and above:

A placement test is conducted which consists of math and English tests, a written component, and an interview.

For students in grades 1 and 2:

An interview is conducted which tests language and numerical literacy and social skills of communication.

The school issues a letter to the parents indicating acceptance or declining the admission.

The school has an open admission policy for students wishing to participate in the International Baccalaureate Diploma Program. At the beginning and end of the 10th grade year, a student review will be conducted to determine suitability of student placement in the program, involving feedback from each of the student's teachers and the college counsellor.

Indications that a student is suited for the program include meeting the following criteria:

The student...

performs well academically and seeks academic challenges

desires to share intellectual activities with students

is an avid reader and is fluent in written and oral English

is proficient in mathematics

desires to attend a major college or university

is a self starter and is goal-oriented.

## **PROCEDURE**

### **STEP 1: APPLICATION PROCEDURE**

- a. The family submits completed online application with payment of application fee.
- b. The family submits birth certificate and identity card (if any) as well as latest school report cards (3 terms).
- c. The student completes the placement test as coordinated by the Academic Office.
- d. The school issues Letter of Acceptance.
- e. The family informs the school of enrolment decision after receiving Letter of Acceptance.
- f. The parents sign an IBO/ UCSI SH waiver in accordance with Rules for IB World Schools: PYP, MYP and DP for use of student photo/ recordings and work product.

### **STEP 2: DOCUMENTS TO BE PREPARED BY FAMILY**

#### **Malaysian students**

- a) Student's Birth Certificate
- b) Student's Identity Card (If any)
- c) Latest three terms (3) report cards /progress report card
- d) Student's acceptance slip
- e) Four (4) Passport Size Photos (Blue background)

#### **International Students**

- a) Student's Birth Certificate
- b) Student's Identity Card (If any)
- c) Student's copy of passport (front cover, main information page, and latest stamped page)
- d) Latest three term (3) report cards / progress report
- e) Student's acceptance slip
- f) Both Parents' copy of identity cards (If any)
- g) Both Parents' copy of passport
- h) Parent's copy marriage certificate

- i) Four (4) Passport Size Photos (Blue background)

### STEP 3: PRE-ARRIVAL PROCEDURE (INTERNATIONAL STUDENTS)

- a. In Home Country Instructions for Student
  - i. The family completes all documentation required and settles all due school fees.
  - ii. Student obtains a social pass/travel visa through Malaysian Embassy / Consulate using Letter of Offer provided.
  - iii. Student informs the School's International Office or Admission Office staff by emailing a completed copy of the Airport Pickup Form with arrival flight details at least seven (7) days before departure.
- b. On the Airplane
  - i. Students complete Disembarkation Card / Arrival Card provided by airline crew and keeps card stub for future reference.
- c. Arriving at Kuala Lumpur International Airport (KLIA)
  - i. Once leaving airplane, student needs to board "Sky-train" (necessary) from Terminal 'C' to Baggage Reclaim and Immigration Counter before moving to Arrival Hall.
- d. Arriving at LCCT or Subang Airport
  - i. Once leaving airplane, student needs to move to Immigration Counter before moving to Arrival Hall.
- e. At the Airport Arrival Hall
  - i. The UCSI International School representative will hold a sign (piece of paper) printed with the school logo.
- f. Transfer to UCSI International School Campus
  - i. UCSI International School representative (or driver) will transfer student from airport to school only.
  - ii. Should the student refuse the school's Airport Pickup Service, he / she shall fill out a decline form.
- g. Check into boarding hostel accommodation
  - i. At hostel, a school representative will assist student at front desk to check in if it is during normal school working hours (not in the evenings, nights or weekends).

### STEP 4: POST ARRIVAL PROCEDURE

- a. Student must report to the Administrative Office for briefing according to date and time stated in the respective communication and correspondence documents.
- b. The student make payments prior to commencement of classes and provide the proof of the same upon request by the school.
- c. All students must take part in Medical Examination performed AT THE SCHOOL prior to joining classes.
- d. International Office shall collect necessary documents for enrolment as well as Student Pass application for international students.
  - i. The school shall liaise with Immigration Department to obtain Student Pass.
  - ii. The school shall inform students to hand over original passport once Immigration Department confirms and approves the Student Pass.
- e. Students may join classes after all enrolment process is completed.

**IMPORTANT NOTE ON STUDENT VISA:**

- a. Parent(s)/Guardian(s) and/or student must submit passport for Student Pass extension / renewal THREE (3) month before Student Pass expires. Failure to do so will incur a penalty of RM30.00 per DAY.
- b. Parent(s)/Guardian(s) and/or students are responsible to ensure that Student Pass and Entry Visa are valid before leaving country.
- c. It is Parent(s)/Guardian(s) and/or student's responsibility to check with Malaysian Embassy in country of origin on any special requirement(s) or visa requirement(s) before coming to Malaysia.

**FEES**

## COLLECTION OF FEES

The invoice in respect of the amount due and payable will be sent via email for the attention of the respective parents 14 days before the start of each academic term.

### APPLICATION FEE

All students are required to pay the application fee that is published as per the school's Fee Schedule upon submission of a student application form. The application fee must be paid before a student is permitted to sit for the school's placement test. This fee is not refundable.

### REGISTRATION FEE(S)

All students are required to pay the registration fee that is published as per the school's Fee Schedule. Students having received a Letter of acceptance shall settle the payment of the Registration Fee before the start of his / her first academic term.

This Registration Fee is strictly **NON-REFUNDABLE**.

### PERSONAL BOND

Upon registration, parents are required to pay a personal bond with the school, which shall be in the amount as published as per the school's Fee Schedule.

The refund of the personal bond shall only be claimable upon a written notice to the school not less than 4 months prior to the date of withdrawal of the student. Application for refund of the personal bond shall be submitted with proof of payment of current tuition fees, boarding fees, and other miscellaneous fees. If a written notice of withdrawal of the student to the school is less than 4 months, the school reserves the right to not refund.

### TUITION FEES

Students, which are represented by parents are required to settle the payment of their tuition fees strictly according to the dateline and amount charged for the academic term(s) registered as published as per the school's Fee Schedule.

### FACILITIES FEES

Parents are required to settle the payment of their facilities fees strictly according to the dateline and amount charged for the academic term(s) registered as published as per the school's Fee Schedule.

The facilities fees cover equipment and supply costs incurred through the use of the school's science laboratories and other programs.

#### ACTIVITIES FEES

Parents are required to settle the payment of their activities fees according to the dateline as per the school's Fee Schedule.

The activities fee covers school activities in the After School Program, and some other school events.

The activities fees will cover the cost of such activities, however, there may be payment levied for specific and occasional activities where special preparations are made. These special preparations may include but are not limited to transportation costs, ticket entry costs for off-campus activities, costly materials for activities, and meal costs for foods and beverages that are not supplied by the school cafeteria operator.

#### BOARDING FEES

All students, which are represented by parents who wish to take part in the school's boarding programme, the parents are required to settle the payment of their Boarding Fees strictly according to the dateline and amount charged for the academic term(s) registered as published as per the school's Fee Schedule. Generally boarding fees will cover hostel room (shared) rental, laundry services, bed linens, food and beverage provided by the school cafeteria, and weekend field trips or activities.

#### MISCELLANEOUS FEES

##### a. UNIFORM FEE

The school uniform shall consist of the following:

- Shirt
- Skirt/Pants
- PE T-Shirt and Shorts

All school uniforms must be purchased from the school. The school Uniform Fee(s) is payable in the amount charged that is published as per the school's Fee Schedule. Students are required to have 2 sets of serviceable uniform.

##### b. PERSONAL INSURANCE FEE

Parents are required to pay the Personal Insurance Fee that is published as per the school's Fee Schedule. Parents shall settle the payment of the Personal Insurance Fee once per academic year regardless of any existing insurance coverage.

#### c. PURCHASE OF TEXTBOOKS

A book list will be provided by the school at the start of the new academic year. Textbooks may be purchased through the school. Any recommended digital textbooks may be purchased online from websites recommended by the school.

#### d. RE-ENROLLMENT FEE

Any students who had previously completed the registration process, withdrew, and would like to re-enrol are required to pay the re-enrolment fee. The re-enrolment fee is strictly non-refundable.

#### e. TRANSPORTATION FEES

Any student who wishes to subscribe to the school's transportation service, the parent is required to pay a non-refundable transportation fee each term. The fees cover round trip transportation to and from the school's pre-determined stopping points within Seremban or Port Dickson.

Any student who wishes to use the school's transportation system as a one-time service may do so and shall pay the one-time-use rate which is dependent on the service used.

#### f. MEDICAL EXAMINATION FEE

All students are required to pay the Medical Examination Fee that is published as per the school's Fee Schedule. All students having received a Letter of Acceptance shall settle the payment of the Medical Examination Fee before the start of his/her first academic term. This Medical Examination Fee is strictly non-refundable.

### **PAYMENT MODE**

All payments must be made to UCSI International School directly and can be made in the following payment options:

PAYMENT OPTIONS	DETAILS
1) Cash	Cash payment is acceptable.
2) Cheque/Banker's cheque	Payable to "UCSI International School Sdn Bhd." Post-dated cheques are not acceptable.
3) Credit Card (Online)	Visa or MasterCard only
4) Direct Bank-in/Telegraphic Transfers	Parent(s)/Guardian(s) are encouraged



to deposit the payment to UCSI International School's account directly. The customer's copy of the bank slip/receipt is required to be submitted to the Finance Office with the following information clearly written on the back:

- Student Name
- Student ID Number
- Student Class Number

UCSI INTERNATIONAL SCHOOL SDN BHD Account Details:

<b>Beneficiary's Bank</b>	Maybank
<b>Banker's Address</b>	No.1, Jalan Menara Gading 1, Off Lebuhraya Timur Barat, Cheras, 56340 Kuala Lumpur, Malaysia
<b>Swift Code</b>	MBBEMYKL
<b>Beneficiary's Account #</b>	514785016462
<b>Beneficiary</b>	UCSI International School Sdn. Bhd.

Parent(s)/Guardian(s) shall ensure that an official receipt of the school is obtained upon making any payment(s) to the school.

## LATE FEES

In the event that any of the School Fees for an academic term has not been paid on/at the respective due date(s) and time as subsequently passed without any notice from the parents in respect of the due date(s) and the amount payable, the school through the Finance Office shall proceed with the following actions:

- a. A Late Fee charge will be levied and it will be calculated at two per cent (2%) per month and multiplied based on the days that have been delayed after fourteen (14) days from the date of the said Fees is due or payable to the School.
- b. Phone calls twice per week, text messages, and/or emails may be used to remind the student's parents of the overdue amount that still remains outstanding.
- c. The student will be barred from attending class with immediate effect if payment is not made within 30 days from the date of the Fees due or payable to the school.

## **REFUND POLICY**

There shall be no refund for School Fees paid.

The school shall only be liable to refund the Personal Bond collected if all fees due have been paid and proof of the same is duly adduced.

Further, in the event of a withdrawal where notice of the said withdrawal is less than 4 months from the date of the said withdrawal, the school hereby reserves the right not to refund the Personal Bond.

In the event a student is expelled from the school after the relevant due process and investigation, any Personal Bond held by the school will be forfeited without any further notice.

The school hereby reserves the right to add, alter, change, modify and amend any of the aforementioned and that any such changes shall be notified by way of written notice and duly addressed to the parents as per the details contained in the school records, by way of registered post or by way of notice posted on the school notice board and/or other modes of communication that may be applicable in a given circumstance.

The school reserves the right to decide on the manner and form of notification and shall not be held responsible if the parent does not have/receive knowledge/notification of the same.

## **DISCOUNTS**

### **SIBLINGS DISCOUNT**

If a parent/guardian has more than 1 child studying in the school at the same time, that parent shall be entitled to benefit from the Sibling Discount, which shall be applicable for the duration of study of the students. If one or more of the said students graduates or withdraws from the school, the Sibling Discount will be a recalculated before the commencement of the subsequent term.

The maximum Siblings Discount enjoyed by parents shall be fifteen percent (15%) of the Tuition Fees and fifteen percent (15%) of the Boarding Fees payable by parent(s)/guardian(s).

All other School Fees shall be due or payable to the school as published as per the school's Fee Schedule.

### Sibling Discount Computation:

<b>First Child</b>	Full School Fees.
<b>Second Child</b>	5% discount of Tuition Fees and Boarding Fees in addition to 50% discount of the Registration Fee.
<b>Third Child</b>	10% discount of Tuition Fees and Boarding Fees in addition to 50% discount of the Registration Fee.
<b>Fourth Child</b>	15% discount of Tuition Fees and Boarding Fees in addition to 50% discount of the Registration Fee.

### LATE ENROLLMENT DISCOUNT

Parents who register a child to join classes after the middle of the term has passed (more than half of the class days for the term have already been held) shall be entitled to benefit from the Late Enrollment Discount.

i. The maximum Late Enrollment Discount is three thousand Ringgit Malaysia (RM 3,000) of the term's Tuition Fee.

ii. A boarding student who enrolls in the school after the middle of the term shall not be billed for the previous days earlier in the term when he/she was not enrolled in the school. The Boarding Fee discount shall be calculated according to the number of days remaining in the term, including weekends and holidays. The discount will be calculated as a percentage off the Boarding Fees and rounded down and/or approximated at the school's discretion.

iii. All other school fees shall be due or payable to the school as published as per the school's Fee Schedule.

### UCSI GROUP STAFF DISCOUNT

Parents who are current UCSI Group Staff and register children at the school are entitled to the UCSI Group Staff Discount. For more information, please contact the school's Administration Office.

### CORPORATE DISCOUNT

Corporations which sign a Corporate Discount Agreement with the school are entitled to the Corporate Discount for the said Corporation's current staff only. The Corporate Discount Agreement shall be valid for 1 year only and shall be renewed annually. The Corporation is required to register a minimum of 3 students at the

school at any given time in order to qualify for the said discount. For more information, please contact the school's Administration Office.

#### SPECIAL CASES

Some parents who register children at the school may be entitled to various discounts which may include but are not limited to scholarships. For more information, please contact the school's Administration Office.

#### **MISCELLANEOUS FEES**

##### EXTERNAL PROGRAMMES

External programmes provided by external providers. If parents intend their children to register in external programmes provided by external providers, there shall be payment levied and payable to the school to enjoy such facilities and services.

##### EXTERNAL EXAMINATIONS

The school offers through external parties a variety of External Examinations, which include but are not limited to:

- Middle Years Programme External Assessment
- International Baccalaureate Diploma Examinations

All eligible students sitting for the above examination(s) shall make the necessary levied payment to the school.