



PARENT/STUDENT HANDBOOK

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FOREWORD

The following handbook has been compiled in the interest of providing a detailed guide for parents. For new families it will serve as a reference booklet for the varied questions about school life which arise in the first weeks of school.

We hope that this booklet will serve as a vehicle to keep the community informed about the various principles, policies and practices which characterize Morgan International Community School.

OUR VISION STATEMENT

Morgan International Community School aspires to be a globally renowned centre for innovative international education.

The centre shall be a school community that nurtures an environment of intellectual vitality. A commitment to excellence, coupled with continuous improvement, will result in MICS being recognized internationally as an innovative, dynamic, and exciting community in which to learn, teach, grow and work for the good of our world.

OUR MISSION STATEMENT

By assuring a welcoming, supportive and safe environment, the school fosters love for excellent learning that encourages the development of talents, skills, knowledge and creativity.

We will do this through a critical thinking training process in core academic subjects and extracurricular activities by providing students with the path towards confidence, courage, self-discipline and integrity. We will also ensure that teaching faculty, although of diverse origins, will be all treated fairly and equally in terms of remuneration and benefits in order to keep a strong commitment of local and foreign towards the school.

OUR MOTTO

Excellentia, Innovatio, Integritas

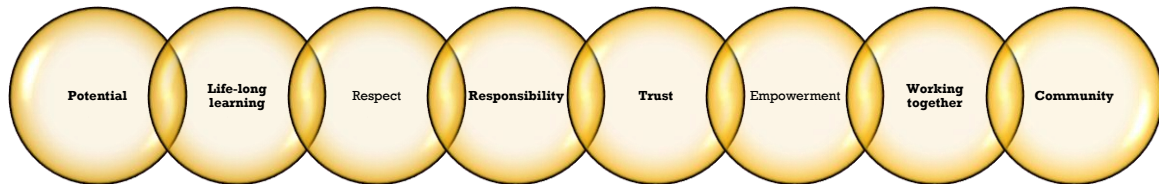
Excellence, Innovation and Integrity

The motto reflects not only our institutional commitment to continuous improvement, but our belief that all students can achieve their highest potential through challenge, hard work, and faculty support.

We believe:

- ❖ That **every child has the potential** to bring something unique and special to the world and therefore groom them to develop their full potential by believing in themselves as capable individuals. We assist our students in discovering who they are, so they can express their own opinions and nurture their own ideas and have a vision of a world where people learn to respect, accept and embrace cultural diversity.
- ❖ That **all humans have the ability to learn** and learning is a life-long process. Because individuals learn in different ways, we provide different strategies and techniques to nurture the love of learning with excellence in every student.
- ❖ The dignity and self-worth of every person must be balanced with the needs of society. Understanding the ethical values of honesty, humility, love for others and self-discipline, we pledge **to build and inspire respect**, including an acceptance and appreciation of cultural diversity.
- ❖ **Personal responsibility** builds independence and is a key to self-development. Helping students to become motivated, we monitor appropriate behaviour, building self-sufficiency and compassion our students will need as productive citizens of the global community.
- ❖ In **promoting trust** through the honest and free exchange of ideas and opinions showing that differences can be resolved through communication, compromise and understanding.
- ❖ That by **empowering our students** to assert themselves in the community, we can help them to build resourcefulness to take risks and to develop leadership skills. Together with teachers, parents, and administrators, students are encouraged to participate in decision-making and planning. Equally, we encourage our students to appreciate the traits of entrepreneurship and leadership.
- ❖ In the importance of **working together** and interacting in the dynamics of large and small groups, using teamwork to stimulate learning and nurture interpersonal relationships. We do this through a facilitation process with our students, faculty, staff, alumni and the community within which we operate.

- ❖ Our success is built upon **solid bonds with parents and the community**, which we recognize as crucial partners in the educational process. A rich blend of American, British, French, African and other international cultures will be our greatest asset in building a special learning environment.



FOUNDER'S MESSAGE

Let me first welcome and thank you for giving us the opportunity to inform you more about Morgan International Community School (MICS).

We believe that education not only imparts academic knowledge, but also includes the building of individual character. At MICS we are committed to empowering students with leadership skills that can meet the challenges of the ever-growing complexity in the world in which we find ourselves.

It is our passion to help students develop capability that is comparable to excellent Schools around the globe. We are cognizant of the need to move beyond fair and just leadership to a leadership that is inspiring, motivating, achieving, dynamic, tolerant, loving, culturally diversified and humanly- embracing. It is a "transforming leadership", one that is needed for the 21st century and beyond. MICS will endeavour to help students achieve this and much more. It is our commitment to help produce transforming and entrepreneur leaders for the 21st century and beyond, without compromising on ethical leadership.

It is also our desire to provide an enabling environment within the spirit of family-oriented living, thereby stimulating creative learning and enhancing inquiry that will lead to academic excellence. Our focus is on helping students share ideas together through facilitation. Our approach therefore is not "applying an empirical teaching model", which has recently proven not to be helpful in developing creative, talented and confident leaders. It is about the "social construction of knowledge" within the MICS community. Our mission statement affirms this:

By assuring a welcoming, supportive and safe environment, the school fosters a love for excellent learning that encourages development of talents, skills, knowledge and creativity.

I personally encourage you to take an immediate step to make your ward become a student member to acquire the needed capabilities and skills for assuring achievement in life.

THANK YOU

Founder: REV. OBED DANQUAH

Excellentia, Innovatio, Integritas

Excellence, Innovation and Integrity

Morgan International Community School (MICS) is a co-educational secondary boarding school that will open its doors in August 2013 to students from all corners of the globe.

MICS is a new purpose-built campus situated in the Central Region of Ghana at Gamoa-Manso, just off the Accra-Cape Coast Road. Once completed, MICS will boast over 40 classrooms, 194 rooms for accommodation and eco-friendly spaces for studying, leisure, worship, dining, and extra-curricular activities.

MICS aspires to be a globally renowned centre for innovative international education and to that end will offer the British Cambridge International Certificate of Secondary Education (IGCSE) for 14-16 year olds (Grades 9 & 10), the International Baccalaureate Diploma Programme (IB DP) for students' ages 16-19 (Grades 11 & 12) and a junior preparatory programme to students in grades 7 and -Cambridge Secondary 1 [Programme Option A]. In recognizing our host country curriculum, we will also provide the WASSCE for students in grades SH1-SH3 [Programme option B]. Interested students must choose between Programme Option A or choose Programme Option B.

Why consider Morgan International School?

- ✓ **College bound culture:** We provide the academic, organizational, and professional life skills that enable each child to attend and succeed in college. In addition to a rigorous educational program (International-based curriculum or national-based curriculum), MICS commits to a structured college counselling program including guiding students in how to navigate the college process.
- ✓ **24-hour learning environment:** MICS commits to keeping every child safe and secure, to using the gift of time to know and nurture each student's passions, and to providing seamless, consistent and fulfilling academic and life experiences.
- ✓ **Positive Culture of High Expectations:** MICS students and staff are expected to consistently exhibit the MICS core values of excellence, learning, integrity and connectedness. MICS will uphold these values, provide clear communication about school expectations and protocols, and support all members of our community so that they can contribute positively and learn to be reflective about their own growth. MICS believes that all members of our community should be celebrated for their growth and achievements.
- ✓ **Integrated and Engaging program to foster love of learning:** MICS staff is committed to the belief that every child can succeed with the right resources. MICS will help each child find his or

her passion through a relevant academic curriculum, after school enrichment, student leadership opportunities, and authentic experiences during the school year.

- ✓ **Individual student support:** Each MICS student is unique and deserves individual attention to their needs. MICS commits to intentional student orientation programs, targeted student support services and coordinated communication between students, parents and teachers.
- ✓ **Focus on Data and Continuous Improvement:** MICS uses frequent and varied assessments and data analysis to show students their own progress and to keep teachers focused and accountable. MICS also commits to comprehensive technology integration and using school wide data management plans and systems to inform decision-making.
- ✓ **Recruiting and nurturing outstanding educators:** All of the adults within the MICS' community are teachers and role models. We commit first, to hiring exceptional adults, and second, to coaching, training and supporting them so that they can better guide the achievement and success of all MICS' students.
- ✓ **Family and School Partnership:** Active partnerships with parents/guardians are essential to the success of MICS students. With clear and regular communication and on-campus events, opportunities to contribute to school governance, and through educational workshops, MICS collaborates with our families to enable them to best support our students and the school mission. Our campus is a welcoming environment for students, families, staff and visitors.
- ✓ **Community Relationships:** MICS is a contributing member of the community and believes that through community service and strategic outreach we will establish relationships with organizations and individuals who have the time and/or means to enhance the college preparation process for our youth.

ADMISSIONS PROCEDURES

All students who apply for admission to MICS must demonstrate through entrance assessments and/or previous school records that they can benefit from the educational programmes offered. MICS may contact an applicant's previous school should further information be necessary in order to process admission.

In addition to meeting admission criteria in relation to suitability to benefit from the academic programmes offered, students must meet the English language requirements for the year level into which admission is sought. Where English is a second language, the school must be sure that the student will be able, through available English as an Additional Language (EAL) support, to access the curriculum.

Where students have existing special needs, it is the responsibility of the parents/guardians to fully disclose the nature and extent of these needs at the time of admission, and to provide all relevant documentary evidence. The school reserves the right to determine, prior to admission, whether a student's need for additional support can be met by available Student Support Services (SSS) programmes. Where the school determines that it is not in a position to offer the required level or nature of support, admission will not be offered.

Conditional Placement may be offered in circumstances where the school deems this necessary. In such instances, regular, periodic reviews will be held to reassess the student's admission status.

Where a student has been admitted to the school with an identified need for additional support – learning support, EAL support or guidance support – additional fees may be charged to the parent/guardian.

To seek admission to Morgan International Community School parents need to complete and provide for each child:

Admission Checklist



APPLICATION FEE (We require a non-refundable fee of US\$200.00 to process your application).



APPLICATION FOR ADMISSION FORM (Please complete this form, sign it and return it to the Admission Office).



CONFIDENTIAL SCHOOL REPORT FORM (This form is to be completed by a designated official from your child's current/previous school).



COPIES OF STUDENT'S LAST TWO (2) YEARS REPORT CARDS.



MEDICAL FORMS (These include medical authorization, immunization, health information and examination forms).



ENROLLMENT CONTRACT (This form is a signed agreement between the parents and MICS; the original must be returned to the Admission Office).



A COPY OF STUDENT'S BIRTH CERTIFICATE OR PASSPORT PAGE (i.e., the photograph identification page), AND TWO PASSPORT-SIZED PHOTOGRAPHS

*for full explanation, please see our *Admission Information and application forms* booklet.

A student wishing to enrol in the secondary school must meet the following additional requirements:

1. successful completion of the preceding year or its equivalent in another recognised educational institution;
2. a general fit within the recognised age-group for the intended year of study (see table);
3. a previous school record free from behavioural or discipline problems; and
4. where a student has English as a second language, enrolment will be dependent on their ability to access the curriculum, with reasonable EAL support.

Where any of the above requirements are not fully met, the school may, at the Head of School's discretion, admit a student on a conditional placement, subject to review as outlined above.

Admission to the International Baccalaureate Diploma Programme is subject to previous examination results and/or school reports, as well as admission criteria as stipulated by the IBO.

A student who has received schooling equivalent to the highest year at MICS from another educational institution is not eligible for admission to MICS. A MICS student who has

completed two years in the IB Diploma Programme may enrol for a further, final year in order to complete graduation requirements.

By applying for a place at Morgan International Community School parents authorize the school's Admissions Office to contact the applicant's previous schools to clarify questions relating to academic achievement, behaviour and special needs, and to confirm that the applicant was in good financial standing at the time of departure.

AGE APPROPRIATENESS INFORMATION

The school year runs from August to June. Student placement in Year levels is based on the age of the student on December 31st of the preceding year. This means, for example, that students commencing in IGCSE (Grade 9) are 14 (fourteen years old) when they begin school. Students beginning the IBDP at IB1 are 16 (Sixteen) years old when they begin high school.

	Age by December 31st of the preceding year	Designation International
Secondary School	9	Grade 4
	10	Grade 5
	11	Grade 6
	12	Grade 7
	13	Grade 8
	14	IGCSE1 Grade 9
	15	IGCSE2 Grade 10
	16	IB1 Grade 11
	17	IB2 Grade 12

Information can also be found in the *Admission of Students - Policy/Procedure*.

SCHEDULE OF PAYMENT OF FEES

APPLICATION FEE

A non-refundable application fee of US\$200.00 is charged at the time of submitting an application for admission. Applications will not be processed without this fee.

REGISTRATION FEE

When an application is accepted for enrollment, a registration fee is required in the amount of US\$3000.00. This is a one-time non-refundable fee that will be used throughout the student's enrollment at MICS for building construction/renovation and capital replacement.

RESERVATION FEE

A reservation fee of US\$1000.00 will be required of parents of continuing students to reserve a place for the next academic year. This amount will be applied to tuition fees for the first semester of the next school year and are payable by April of the preceding year.

TUITION FEES-PROCEDURE

The tuition fee for 2019 is currently being determined. Please check back for complete information on tuition fee schedules.

Payment

Proof of a bank transfer must be provided at the time of transfer. Bank charges relating to transfers will be borne by the parent making the transfer. Students will not be allowed to attend classes if tuition is not paid by stated deadlines unless other acceptable arrangements in writing are made with the school. Cheques returned for *not sufficient funds* will attract a penalty of US\$100.00.

REFUND POLICY

Please note that all applications for refund of fees must be addressed in writing to the Head of School and will be considered only on the basis of a partial refund of 50% of the term fee with notice given before the opening day of term and where withdrawal takes place before or at mid-term break. No refund will be considered in any other circumstances.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (EAL) & LEARNING SUPPORT FEES

MICS shall maintain student support services programmes within the school for those students requiring moderate levels of additional support. The student support services provided are designed to enable a student with such additional needs to function effectively and with increasing levels of independence within his or her class.

EXAMINATION FEES

Examination fees will be invoiced for students sitting the IGCSE and IB Diploma examinations. Students will not be allowed to sit for their examinations if these fees have not been fully paid before commencement of the examination session.

POLICY ON PAYMENT FOR EXTERNAL EXAMINATIONS

Parents of students who are registered for our external examinations are responsible for the following fees:

	IGCSE	IB DIPLOMA
MICS Main Examination Session (i.e. May)	<ul style="list-style-type: none">▪ Registration Fee▪ Subject Fee▪ Postage Fee	<ul style="list-style-type: none">▪ Registration Fee▪ Subject Fee▪ Postage Fee
Retakes In the October/November Session	<ul style="list-style-type: none">▪ Registration Fee▪ Subject Fee▪ Postage Fee▪ Invigilation Fee	<ul style="list-style-type: none">▪ Registration Fee▪ Subject Fee▪ Postage Fee▪ Invigilation Fee

All examination fees have to be paid by the dates stated on invoices issued – if not; students will not be allowed to sit for the examinations.

It is the policy of the school to withhold reports, examination results and certificates until all accounts have been settled.

STUDENTS WITHDRAWING FROM THE SCHOOL

A term's notice in writing should be submitted to the school. The last anticipated date of attendance at school should be stated. To release final reports and other documentation, clearance will be needed from teachers and the librarian indicating that all books have been returned. The finance office will also need to confirm that all fees have been settled.

Failure to provide adequate notice will result in the withholding of documents until all outstanding fees are paid.

NURTURING AND SUPPORTING STUDENTS TO LIVE SUCCESSFULLY

At Morgan International Community School students are provided with the best environment to support their needs and the opportunities to make lifelong friendships with students from diverse backgrounds.

When a young person enters boarding school, the change in environment is both an excitement and a stress. Adjustments are needed in many ways – nutritional (new foods), social (new friends), physical (new environment), and emotional (new way of life).

At MICS, we make sure that all students will adjust to their new environment safely, smoothly and successfully.

This starts with assessments, right from the admission stage, of the boarding students' characteristics and their academic, social, emotional and physical needs. Guided by the assessment results, our guidance and residence staff tailors the students' room placement, residence services and residence programs to their needs. Regular follow-ups are done by our staff to ensure that students are adjusting successfully, and modifications are made as required.

Through our boarding programs, our students of all ages are guided into successful independent living, and learn to understand and accept each other, while living with their peers from other nationalities.

Our Dormitories

Boys boarding residence











- Double or Triple rooms with private bathrooms

Girls boarding residence












- Double rooms with private bathrooms

SCHOOL HOURS- Including meal times and boarding regulations










Weekday Schedule

	<u>6:00 am</u> Morning Call	Students must be ready for daily inspection by the House Tutor 6:30 am.
	<u>6:45-7:25 am</u> Breakfast	Breakfast in Dining Hall
	<u>7:30 - 11:50 am</u> Morning Classes	Morning classes are 70 minutes in duration: 7:30-8:40; 8:45-9:55; 10:15- 11:25; and 11:30- 12:40.
	<u>12:40-1:20</u> Lunch	Lunch is served in the Dining Hall
	<u>1:20-3:45 pm</u> Afternoon classes	Afternoon classes are 70 minutes in duration: 1:20-2:30 and 2:35- 3:45.
	<u>4:00- 5:10 pm</u> Extra-Curricular	Students have option to participate in a variety of extra-curricular activities
	<u>5:45-6:30</u> Supper	Supper time is flexible
	<u>7:00- 8:30 pm</u> Evening tutorial in Residence	From Monday-Thursday, students are expected to be engaged in homework and study.
	<u>8:30-9:00 pm</u> Snack time	
	<u>9:30 pm</u> Lights out grades 7-10 <u>10:00 pm</u> Lights out grades 11-12	

Weekend Schedule- Saturday

	<u>6:30 am</u> Morning Call	
	<u>6:30-8:00 am</u> General Cleaning	
	<u>8:00 am</u> <u>Inspection of rooms</u>	
	<u>8:00-8:45 am</u> Breakfast	Breakfast in Dining Hall
	<u>9:00- 12:00 am</u> Leisure time	Recreational excursions or other scheduled activities for the day
	<u>12:00-12:50</u> Lunch	Lunch is served in the Dining Hall
	<u>1:00-5:00 pm</u> Leisure time	Recreational excursions or other scheduled activities for the day
	<u>5:30-6:30 p.m.</u> Supper	Supper time is flexible
	<u>7:00- 9:00 pm</u> Entertainment	This is an opportunity for "house" competition
	<u>9:00-9:30 pm</u> Snack time	
	<u>9:30 pm</u> Lights out grades 7-10 <u>10:00 pm</u> Lights out grades 11-12	

Weekend Schedule- Sunday

	<u>7:30 am</u> Morning Call	
	<u>8:00-8:45 am</u> Breakfast	Breakfast in Dining Hall
	<u>9:00- 12:00 am</u> Personal time	Students have opportunity for Sunday worship
	<u>12:00-12:50</u> Whole School Formal Sitting	Lunch is served in the Dining Hall. Students must come dressed in formal uniform.
	<u>1:00-5:00 pm</u> Visiting Hours	
	<u>5:30-6:30 p.m.</u> Supper	Supper time is flexible
	<u>7:00- 8:30 pm</u> Evening prep time <u>8:30-9:00</u> House Meetings	
	<u>9:00-9:30 pm</u> Snack Time	
	<u>9:30 pm</u> Lights out grades 7-10 <u>10:00 pm</u> Lights out grades 11-12	

VISITORS

Students may receive approved visitors (e.g. parents, siblings, relatives, friends of parents) in designated areas during the following periods:

- Sundays 1:00-5:00 pm
- Statutory Public Holidays 3:00-5:30 pm

Security guards will be instructed not to permit any visitors outside these hours. Students should not sit in visitors' cars but use the designated areas. The school reserves the right to ban

undesirable or disruptive visitors. The hostels maintain a log sheet which should be signed by all visitors.

Students should, as a matter of courtesy, introduce their parents or guardians to the House Tutors. Visitors will not be permitted at any other times unless they have first obtained written approval from the administration. However, in exceptional cases involving parents on shift work, or other restrictive schedules, the Administration may grant permission for Sunday morning visits instead of the afternoon.

Bedrooms are out of bounds to visitors except on the first day of residence in each semester.

FOOD

Delicious and Nutritious Meals

MICS understands that when students are away from home, one of the main challenges they face is adjusting to meals in a different country. Therefore MICS offers diverse menu options to meet the different tastes of MICS' international student population.

Experienced staff will serve nutritious meals while working according to ethnic, cultural, and nutritional needs of MICS' students.










Because a balanced diet is essential for students' overall well-being MICS' staff will bring together top-quality ingredients and cooking methods to highlight flavour while providing optimal nutritional value. Meals use local and healthy (including organic) ingredients, to provide MICS' students with fresh and delicious meals every day.

Special Meals: are provided to vegetarian students and students with religious or special dietary needs; special meals are provided to sick students.

Meals/Snacks are provided as follows:

- Breakfast: 6:45 - 7:30 am Weekdays; 8:00-8:45 am Weekends
- Lunch: 12:40- 1:20 pm Weekdays; 12:00 – 1:00pm Weekends
- Dinner: 5:45- 6:30 pm Weekdays; 5:30- 6:30 pm Weekends
- Snack: 9:45-10:15am everyday

Every month, we creatively use

								
Beef	Pork	Chicken	Fish & Seafood	Milk & Juice	Eggs	Rice & Pasta	Vegetables	Fruit

Excursions



Excursions are not compulsory and students wishing to remain in the hostels are welcome to do so but must notify their House Tutors. School uniforms must be worn on all excursions and a manifest must be filled in and signed by a House Tutor. Students must report to their House Tutor immediately upon return from the excursion so that the manifest can be completed and signed.

A. General Excursions

General excursions are given on Saturdays twice in the first semester and thrice in the second semester as specified by the school calendar. Students in consultation with their parents/guardians may choose to return on the same day or stay overnight and return the following day.

IB students may, at the discretion of the House Tutor, be granted two extra excursions per semester.

Students who go on an excursion must return to the hostels by 5:30 p.m. and be present at dinner.

Prefects and SRC executives may take an Excursion every Saturday and are entitled to one Weekend excursion per semester.

B. Special Excursions

The Senior House Tutor may give students permission to go out on a weekday or any other day, if there are special circumstances or adequate reasons.

A written request for the Excursion must be from a Parent, Guardian, or member of staff and must first be approved by the Deputy Head of School and/or Head of School.

Dormitory GROUNDS AND FACILITIES

These should be a source of pride and joy and all students are expected to maintain their rooms, other utility area such as the store rooms, common rooms as well as the gardens outside their rooms. No littering is permitted and it is every student's responsibility to help keep the grounds beautiful. Students should use the paths provided and not cross the lawns.

CO-CURRICULAR ACTIVITIES PROGRAMME

There is a wide range of programmes available and students are expected to participate in as many as their enthusiasm and schedules will allow. However, the school reserves the right to restrict students' extra- curricular activities if these adversely affect their academic output.

INTERSCHOOL ACTIVITIES

It is the continued desire of the School to involve itself both culturally and competitively with other schools in the country. By participating in diverse sporting and cultural activities, our students are given an opportunity to meet their peers from other schools in a friendly atmosphere and to have the distinction of representing their school in the wider community. The school participates in competitive programmes in swimming, soccer, softball, track and field, cross country, tennis, netball, cricket, basketball, badminton, table tennis, volleyball, rock climbing, golf, horse riding, chess and debating, among others.

TRIPS

Educational trips are a regular feature, with Secondary students making extensive use of the local area for curriculum-related trips. By this means the international curriculum is embedded firmly in the local context and valuable lessons are learned about the host country.

Overseas trips are also organised from time to time, for academic, cultural and sporting visits.

CULTURAL EVENTS AND ASSEMBLIES

Cultural events are organised each term. There are regular assemblies celebrating students' work as well as full-scale productions. Students are directed in musical and theatrical performances by the Expressive Arts Department assisted by teachers from other departments.

CONFIDENTIALITY OF ALL SCHOOL RECORDS

It is the policy of the school to maintain the confidentiality of all information contained in student's files. Parents are requested to inform the school well in advance when a transcript or transfer report is needed for another school so that the necessary arrangements can be made.

SCHOOL UNIFORM CODE AND SCHOOL UNIFORM SHOP

The intention is to provide a uniform which will serve the students during both formal and informal events, which is practical in appearance and cost. The uniform will be available either through the school uniform or other local shops.

SCHOOL SUPPLIES

A refundable deposit of US\$500.00 is required of students for textbooks and other resources (either in print or electronic format) for purposes of classroom learning. Stationery requirements are discussed with students by subject teachers during the first week of school. Students are expected to obtain the requested stationary at the book store.

FIRE AND EMERGENCY DRILLS

Student safety is an overriding concern at MICS. Students and staff periodically practice how to quickly evacuate the buildings on campus in case of an emergency. Students may also practice evacuating the campus and moving to nearby 'safe havens'. All Teachers/House tutors will post a map for emergency drill descriptions and routes to assembly areas in their classrooms/dorms. Emergency evacuation of the classroom will be designated by the continuous ring of the sirens/bells or by an announcement over the school's PA system. Students are required to behave responsibly and immediately respond to teacher/House Tutor instructions during drills. Teachers will lead their classes and/or dorms to safety, take roll call, remain with their students, and await further instructions. If the campus must be evacuated due to an actual emergency, parents will be notified by phone and directed where to pick-up their students.

LITTER

All members of the Morgan International Community, students, teachers, office staff and industrial staff are encouraged to be conscious of litter and to place it in the dustbins provided. While the maintenance and industrial staff has a regular schedule for keeping the school campus tidy, it behoves all of us to take pride in our school environment and create a consciousness in the students through our words and example.

WATER CONSERVATION

Water is recognised as a precious commodity and therefore we are committed to practising conservation methods to reduce our usage. We expect all members of the school community to be aware of their obligations to this end while at school.

TELEPHONE USE

The school telephone may be used by students in emergencies.

NEWSLETTERS

The school publishes a regular newsletter for all parents. The purpose of the newsletter is to keep the entire school community informed of school activities. If parents have any announcements to make regarding students' achievements outside of school, the school is happy to include them - the deadline for submission is the Friday prior to the week when the newsletter will be published

Newsletters will be made available online

ASSESSMENT AND REPORTING

ASSESSMENT

Regular internal assessment and reporting plays a major role in the students' development. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations). These include open-ended problem-solving activities and investigations, organized debates, hands-on experimentation, and tasks that involve analysis and reflection. Since the student is at the centre of all learning, great emphasis is placed on self-assessment and peer-assessment.

REPORTING

Student progress is reported in a variety of ways throughout the academic year.

- ❖ There are four **written reports** (approximately every 9 weeks) sent to parents during the course of the school year. Reports are normally distributed during the months of October, January, March and June.
- ❖ Secondary parents are invited to **parent conferences** three times per year. Students are strongly encouraged to attend the conferences and should play an active part in the conversations that take place between their parents and their teachers.

If a parent wishes a formal conference concerning a student's progress outside of the periodic conferences scheduled by the school, we request that an appointment be made at a mutually convenient time. Appointments can be made through the school office or directly with the teacher concerned.

CHANNELS OF COMMUNICATION

Parents are requested to channel questions regarding their children's learning to **the class or subject teacher in the first instance**. If, after complete consultation with the teacher/s involved, a parent still wishes the matter to be addressed by the Head of Department or a member of the management team, a complete review of the situation will be undertaken.

PARENT INVOLVEMENT

The school believes that the best student learning is achieved by developing a home-school partnership. Parents are therefore encouraged to attend information evenings and social events. Teachers participate in these events and also make direct contact with parents when there are concerns to be shared.

PARENT TEACHER ASSOCIATION (PTA)

The Parent Teacher Association (PTA) is open to all parents, members of staff and well-wishers of the School.

The Association's dual objectives are:

- ❖ to raise funds for the School for the purchase of "extras" not covered by school fees; and
- ❖ to organise social events to 'build community' amongst parents, teachers & students

Any parent wishing to join the PTA is welcome to attend any of the meetings, which are advertised in the school's newsletter.

STUDENT CODE OF CONDUCT

RIGHTS

ALL STUDENTS AT MORGAN INTERNATIONAL COMMUNITY SCHOOL HAVE THE FOLLOWING RIGHTS:

- ❖ The right to non-discrimination on the basis of race, religion, colour, national origin, political affiliation, gender or disability;
- ❖ The right to be respected - for their views, opinions, perspectives or ideologies;
- ❖ The right to equal opportunities;
- ❖ The right to be able to express themselves and to have 'a voice' – student representatives are democratically elected to a Student Representative Council that brings student opinions about everyday matters in the life of the school to the attention of the School Management in a responsible and legitimate way;
- ❖ The right to be safe - from physical harm, corporal discipline, intimidation, bullying or harassment.

Morgan International Community School also recognizes, however, that a student is entitled to exercise his or her rights only in so far as, by doing so, the student does not interfere with the rights of others.

'Liberty is being able to do whatever does not harm others.' - Declaration of Rights of Man (1789)

Therefore, in order to safeguard the rights of all students, it is necessary to outline a number of expectations that will guide student behaviour and, in particular, their interactions with others in order to ensure that the rights of all members of the Morgan International Community can be protected.

RESPONSIBILITIES AND EXPECTATIONS

LESSONS AND ACTIVITIES

Students are expected to:

- ❖ attend all lessons and other activities that are scheduled on their timetables;

- ❖ attend all afternoon activities for which they have signed up, and to attend all sessions for their selected activities throughout the term;
- ❖ be punctual for all lessons and activities;
- ❖ come to lessons with the books that have been issued, and the stationary items, files, etc needed to fully participate in the lessons;
- ❖ involve themselves in the learning activities provided in the lessons that they attend and their behaviour during lessons and activities is expected to reflect an appropriate level of maturity and responsibility;
- ❖ to complete classroom and homework assignments.

DRESS CODE, JEWELLERY & MAKE-UP:

Students:

- ❖ are expected to follow the school's dress code;
- ❖ are not restricted in their choice of hairstyle; however, hair that is longer than shoulder length should be tied back for all lessons that take place in a laboratory/the technology room and for all physical education lessons;
- ❖ are not encouraged to wear make-up to school and those who do so will be asked to remove it before entering the swimming pool;
- ❖ may not wear nail polish to school;
- ❖ may wear only stud or small earrings – one in each ear, for safety reasons. Facial piercings are strictly limited to one small stud-ring in the nose. Students are expected to remove all piercings when they participate in P.E. lessons, sport activities or any other activity where the supervisor of the activity deems it necessary or safer for them to do so;

INDIVIDUAL & SCHOOL PROPERTY:

Use of Electronic Devices

- ♦ cell phones should be switched off during all lessons, activities, assemblies and meetings;

- ♦ MP3 players/I-Pods may ONLY be used in classrooms, during individual study, if permission to do so has been granted by the teacher of the class;
 - ♦ the school cannot accept responsibility for lost/stolen cell phones or other electronic devices;
 - ♦ a student who sends inappropriate, offensive or threatening messages or material, or who takes/sends inappropriate photographs during school time, may have the right to bring a cell phone/electronic device to school withdrawn;
 - ♦ the use of laptops/computers in school is covered by the School's IT Usage Policy.
- ❖ Students are allocated lockers in order to secure books, bags and other items that they need to bring to school. Students are expected to maintain the lockers in good order. Interference in or damage to the lockers or property of other students is not acceptable;
 - ❖ Students are expected to respect school property - theft of, damage to or inappropriate use of school property will be considered a serious violation of this expectation;
 - ❖ Students are strictly prohibited from the possession, use or sale of alcohol or drugs (including cigarettes) in school. Serious consequences may follow any violation of this expectation;
 - ❖ Students are strictly prohibited from the possession of harmful objects or weapons in school and may face serious consequences following the carrying or use of an object with intent to do harm;
 - ❖ Students are expected to seek permission from the school management before distributing material, or advertising products or events within the school community that are not directly related to school business or activities.

RESPECT FOR OTHERS

- ❖ Appropriate language is an expectation; abusive language and swearing show disrespect and do not support the values of an international school;
- ❖ The school has also adopted a 'Zero Tolerance Policy' with regard to bullying, harassment, physical violence/fighting, extortion or any other form of aggression, physical or otherwise. Any act that is considered as aggressive will be treated as a serious breach of this policy.

EATING & DRINKING IN CLASS

- ❖ Unless a teacher has specifically given permission for a student to do so, students are not allowed to eat or drink during class time. On a particularly hot day, a teacher may allow students to drink water during class time;
- ❖ Food and drink should not be brought into any of the science laboratories AT ANY TIME;
- ❖ Students are not allowed to chew gum in class;
- ❖ Littering is not acceptable.

EXPECTATIONS APPLY WHETHER INSIDE THE SCHOOL CAMPUS OR WHEN STUDENTS ARE ON SCHOOL TRIPS

CONSEQUENCES

Students who do not comply with the expectations outlined in the Student Code of Conduct may face a consequence.

Consequences will be applied along a scale that recognizes the level of severity of the particular omission or act of misbehaviour and that provides for a more serious consequence to apply where that omission or act of misbehaviour is repeated.

Where an offence is deemed by the school to be sufficiently serious, the school may apply one of the more serious sanctions listed below without having to follow the steps outlined. Any offence involving physical violence or an offence of a criminal nature will be addressed by way of suspension or expulsion, depending on the circumstances of the case.

1. VERBAL WARNING:

For a first 'offence' a student who does not follow the expectations of the Student Code of Conduct will receive a verbal warning.

2. INCIDENT REPORT:

For a second or further 'offence' an Incident Report will be prepared. This document places on record the school's concern for the student's behaviour. The report is kept in the student's file. The student may also be asked to fill in a 'Reflection Form'. This document allows the student to reflect on his/her behaviour and encourages the student to accept responsibility for his/her own actions and to understand the consequences of those actions for him/her and for others.

3. WRITTEN WARNING:

Where there is sufficient concern regarding a student's behaviour, a written warning will be given. When such a warning is given, parents will be consulted and will receive a copy of the warning letter. A written warning will be given where there have been repeated verbal warnings and/or Incident Reports but where there is continuing concern for behaviour despite those earlier interventions.

4. SUSPENSION:

Suspension will apply where there have been regular breaches of the Student Code of Conduct or where there has been an act of physical aggression or of intimidation. Suspension may also follow any case of vandalism, smoking cigarettes or drinking alcohol on school premises or school trips, serious defiance or disrespect of MICS staff, dishonesty and/or where an act has interfered with the rights of other students. Before a decision is taken to suspend a student, a hearing will take place with that student and any other affected party. Parents will be consulted and will receive formal, written notification of the suspension outlining the reasons and the duration. Re-entry into the school following a period of suspension will be granted after the student has completed a Reflection Form and such re-admission may be conditional upon the student meeting certain conditions.

5. EXPULSION:

A student who has already been suspended on two previous occasions will be expelled upon the third offence that is deemed sufficiently serious for the sanction of suspension to apply. Students who commit serious acts of violence or who take part in illegal activity may be expelled upon the first offence.

At anytime, the school may require that a student's attendance to class, performance in class or behaviour be monitored by way of 'tracking'. The student will be given a 'tracking sheet' that he/she will carry with him/her to all classes and activities for a specified period of time. In addition, a student whose behaviour has been of concern to the school may be required to follow a 'Behavioural Contract'.

STUDENT REPRESENTATIVE COUNCIL

The purpose of the Student Representative Council (SRC) is to promote leadership and to provide firsthand experience for students in the methods and procedures of democratic government. The SRC is composed of elected representatives of each grade in the Senior School. The SRC maintains liaison with school administration and ensures that student concerns and desires are known. In addition, the SRC sponsors special activities for the entire school.

THE PUBLIC HEALTH BILL (TOBACCO CONTROL MEASURES)

Passed by Parliament 11 July 2012

A Bill to provide comprehensive legislation on public health was unanimously passed by Parliament on 11 July 2012. Specific to the use of tobacco, the bill states:

The Tobacco Control Measures of the Public Health Act **prohibits smoking in public places**, bans advertising of tobacco and tobacco products, bans tobacco sponsorship, bans promotion of tobacco and tobacco products, and bans the sale of products that look like or is likely to be identified or associated with tobacco or tobacco products. The legislation mandates the printing of a health warning on tobacco packs, and **prohibits minors from selling, buying, lighting and being exposed to tobacco or tobacco products**. In addition, the act **bans the sell or offer for sale of a tobacco or a tobacco product to a child**.

The legislation further mandates the Health Ministry to educate the public on the effects of tobacco use and exposure to tobacco smoke and to treat persons addicted to tobacco who wish to quit tobacco use. The Bill bans the sale of tobacco or a tobacco product in health centers, **educational institutions**, amusement parks, or a tobacco product through vending machines.

In line with the Public Health Act, Morgan International Community School is a Smoke-Free Environment. Accordingly, all parents and visitors are expected to observe this law, including when seated in vehicles that are parked within the school premises.

HOMEWORK GUIDELINES

SECONDARY SCHOOL HOMEWORK POLICY

The purpose of homework is to develop and consolidate the skills necessary for further learning, both in and out of school.

In line with our mission of fostering independent learning, and in striving to develop the attributes of the IB Learner Profile, students at WIS are expected to:

- ❖ plan their own time and to balance independent study time with assigned homework across the week;
- ❖ make the best possible use of their time during the school day;
- ❖ read daily, both reading that is assigned and/or of personal choice, to develop lifelong reading habits;

- ❖ pursue personal interests, mother tongue fluency, and partake in physical, recreational and intellectual activities with their families and friends.

The type of homework assigned may vary depending on the demands of the subject and/or course. For example:

- ❖ some subjects set specific tasks that should be done in preparation for the next lesson or to consolidate what has been discussed in class;
- ❖ others may have long-term assignments, projects or presentations that the students are working on steadily;
- ❖ there are process journals and developmental workbooks for some subjects which need regular updating with reflection and planning;

Students are expected to revise previously learnt work on a regular basis throughout the year, not only for exam/test preparation.

Students in the IB Diploma Programme are required to invest 40 hrs of independent study time over nine months to complete the Extended Essay; and 150hrs over 5 terms to complete the Creativity, Action and Service aspect. This is in addition to the work assigned for their selected subjects and the Theory of Knowledge course.

STUDENT SUPPORT SERVICES

The Student Support Services Team is integrated in the life of the school. The primary focus of the SSS team is to provide services for students who demonstrate need for additional support for learning, or who are experiencing difficulties that affect their physical, social or emotional well-being and impact on their functioning or engagement with school life. Support is aimed towards helping students to reach their full potential whilst being included fully in the school community. The team also supports and follows the progress of students as they transition from one level of the school to the next.

The Student Support Services Coordinator supports all members of the Student Support Services Team, ensuring that student support needs are looked at holistically, via a collaborative, team approach. The Student Services Team work together to ensure:

- ❖ that support services practice is consistent with the School Mission Statement, the Principles of Teaching and Learning and IB philosophy/pedagogy;
- ❖ that effective collaboration between the different areas of Student Support exists and that the team meets regularly to discuss students needs and plan best options for support;

- ❖ that team members work collaboratively with class and subject teachers to identify strategies for them to effectively provide support to students with specific needs within their classrooms – to ensure that the focus of student support is to help students to better access the curriculum within the classroom with reduced emphasis on withdrawal;
- ❖ that collaboration with parents takes place, to gather important information and insights , in order to plan appropriate support and/or develop individual learning plans;
- ❖ that a student-centred approach to student support is maintained – that is flexible, dynamic and involves students in their own assessments and in setting their own targets; and
- ❖ that team resources are used optimally - that expertise is shared within the team and across the broader school community, and that teaching resources are used effectively to enhance student learning in the classrooms.

LEARNING SUPPORT

‘All students who apply for admission to MICS must demonstrate through entrance assessments and/or previous school records that they can benefit from the educational programmes offered. This means that they must be able to operate academically, physically and behaviourally at a level where, if additional support is needed, it is either for a limited duration or can be met through **in-class support**.’

Specialists in this area provide support to assist students with mild/moderate learning difficulties to successfully access the curriculum within the classroom. This is achieved through collaborative planning and support for class and subject teachers, to enable them to meet differing student needs through differentiation, flexible approaches, modified outcomes and/or additional resources, as appropriate.

Parents will be involved in discussions around difficulties that their children are experiencing and the development of strategies for home support.

Learning Support is not intended to provide an alternative programme or course of study and LS teachers are not ‘responsible’ for students with LS needs – the responsibility rests with the classroom teacher, with support from the LS team.

COUNSELLING & PASTORAL CARE

The school provides a comprehensive counselling service catering for students’ emotional, social, behavioural, educational, and career guidance needs. These services are provided by

one full-time counsellor plus a teacher/counsellor who offers counselling part-time. Secondary Year Leaders and the IB Coordinator provide additional guidance and pastoral support to students at their levels. The school also has a part-time College Admissions Advisor.

There is a school-wide focus on Social and Emotional Learning (SEL). Social and Emotional Learning (SEL) promotes the development of knowledge, attitudes and skills related to personal, physical and social well-being. SEL is concerned with the development of the individual with regard to feelings, beliefs, behaviours and choices, and helps students to examine how these can influence their present and future lives. The school has adopted a trans-disciplinary approach to SEL in recognition of its importance, its application in all areas of the curriculum and its relevance to life beyond school. As such, SEL activities are inquiry-based and concept-driven, and can take place both within and outside of the Units of Inquiry or areas of subject specialisation.

By providing for a comprehensive, school-wide focus on SEL Morgan International Community School has asserted its belief in a broad definition of intelligence - to include social & emotional skills and competence.

EAL SUPPORT

School policy states that: 'All MICS students should also have reasonable expectation for meeting the School's graduation requirements with appropriate English language skills. Therefore, where a student seeking admission has English as a second/additional/foreign language, enrolment will be dependent upon their ability to **access the curriculum** in line with this expectation.'

English as an additional language (EAL) specialists provide both in-class and small group withdrawal support, as appropriate. The EAL teacher/s works closely with class teachers to ensure that support provided is relevant and directed towards helping EAL students to access the curriculum within the classroom.

HEALTH SUPPORT

The school employs a full-time Registered Nurse to provide first aid and emergency treatment for students who become ill or who are injured during the course of the school day. The school engages paramedical services in the event of any serious illness or injury. In the event that the School Nurse is absent from school, the school engages a fully registered Nurse to provide cover. The school has a designated First Aid room that is located in the administration block, close to the front of the school, allowing easy access for parents or paramedical services.

MEDICAL INFORMATION AND PROCEDURES

When a student is treated by the School Nurse a full report is sent to the parents (excluding times when children are attended with small/sometimes barely discernible cuts/grazes).

HEALTH CONCERNS: COMMUNICABLE DISEASES	
Disease	Period of Exclusion
Chicken Pox	Minimum of 14 days from onset. Production of medical certificate
Conjunctivitis	After complete recovery. Eyes no longer red or discharging
Glandular Fever	After swelling of glands have subsided and patient is feeling well
Hepatitis	After complete recovery. Minimum 7 days
Lice	After complete cleansing with special shampoo
Measles	7 days after first appearance of rash
Measles (German)	On production of medical certificate
Mumps	7 days after swelling subsides
Ringworm	Immediately if under appropriate treatment and affected part is covered
Scarlet Fever	Minimum of 14 days after commencement of treatment. Production of medical certificate
Whooping Cough	21 days after commencement of whooping.

SPECIAL MEDICAL EVACUATION PROVISION

The school provides insurance for all students including a 24 hour emergency ambulance service for any one in need. This service is extended to covers students' accidents or injuries that may arise whilst they are on official school trips.

PROCEDURES FOR SICK STUDENTS

1. Dormitory

- a student who feels unwell must report to his/her (or any other) House Tutor;
- the House Tutor will assess the situation and either give some first aid or send the student to the clinic, with a medical form;
- after examination the students may be given medication or referred to a specialist;
- upon return to the school clinic, the medical form and prescription form (if needed) will be given to the student's Tutor;
- prescriptions are sent to the office, medication bought and given to the student;
- where a student has to see a specialist, a day is scheduled and the student is taken (either by the parent or the school);
- requests by parents/guardians to have their wards sent to see a family specialist or doctor in special cases should be directed to the administration of school;

- when students are admitted into hospital or have a serious condition, parents will be informed;
- students who require bed rest are catered for at the Clinic/Infirmary and information is sent to the House Tutor and the Canteen.

2. Campus

- at the beginning of each school day, the House Tutor in charge of health shall publish a situation report on sick students;
- a student who feels unwell should inform any staff member or see the staff in charge of health;
- the student is referred to the staff in charge of health or Senior House Tutor by the staff member;
- the situation will be assessed and the student could either be given First Aid or bussed to the Clinic;
- if the situation warrants sick students will be bussed to the Hospital accompanied by the staff member in charge of health.

PROCEDURES FOR SPECIALIST TREATMENT

1. Eye and Skin Clinics

- the students needs a referral form from the Infirmary;
- a day is scheduled and the student is taken to see the Ophthalmologist or Dermatologist

2. Dental Clinic

- a student who has any dental problems is sent to the dentist, who assessed the situation;
- parents are consulted prior to service

SECURITY

- a) All students must carry their ID cards and wear their badges to school;
- b) Students must show their ID card on demand to security personnel;
- c) Security Guards are required to check authorization before a student leaves the compound;
- d) During holidays, all resident students must sign in and out from the Main Gate;
- e) Students should observe the bounds of the school. The only official entrance to the School Campus is the main gate.

COMPUTER USAGE

All students must sign an *Appropriate Use Policy* statement regarding the use of school computers. MICS computers are provided primarily for academic use. Any student who violates the policy is subject to disciplinary action.

Our intent is to make the MICs computer network and internet access available to further the educational goals, objectives, and the mission of Morgan International Community School.

General guidelines for use of electronic media and general behaviour/expectations

The network and the internet are provided for users to conduct research, complete class assignments and communicate with others. Access to network service is given to students who agree to adhere to the MICS guidelines. Access is a privilege- not a right and entails responsibility. Students are held responsible for seeking appropriate materials and avoiding other potentially offensive materials. Within reason, freedom of speech and access to information will be honoured. Students are expected to be mindful of their bandwidth use.

Individual users of the computer networks are responsible for their behaviour and communications over those networks. Students will comply with school standards and will honour the agreements they have signed. Teachers shall report any misuse of the network to a supervisor. Network administrators may review rules and monitor communications to main system integrity and ensure that the system is being used responsibly.

Printing

Ink and paper are limited resources and need to be conserved. Printing is allowed for academic purposes only. No printing of e-mail, personal web page information (party invitations song lyrics, pictures of celebrities, etc.) or printing for other personal use is allowed.

File Space

File space on the MICS servers is limited. Taking up space with large files, such as image, music, or video files, reduces network performance and space on the servers for legitimate academic work. Saving music, video or image files on a MICS account, except when directly related to school assignments is not allowed. Students should purchase their own storage devices.

Network Accounts

Students will be given a login name and password. Students are responsible to choose a memorable password that no one would ever guess. It is advisable to use a combination of letters and numbers and symbols. Students are not permitted to share passwords with anyone. Students are not permitted to use another student's or staff member's account or to trespass in another's folder/files without permission.

Personal Laptops

Personal laptops may be connected to the network in classrooms and labs or wirelessly by bringing the computer to the IT Office and getting it properly registered. Students must abide by all the rules and guidelines contained in this agreement. The first violation will be enough reason to lose laptop privileges on campus. Students are responsible to maintain their personal equipment themselves. No software from home or the internet may be installed on the network.

Unacceptable activities include, but are not limited to:

- using peer to peer and/or Bit Torrents
- using voice over IP (VoIP) programs such as Skype
- participating in authorized chat rooms
- sharing music libraries over the network (like iTunes)
- listening to internet radio
- unauthorized downloading of any kind
- watching feature-length movies online
- playing unauthorized games
- displaying, saving or distribution offensive messages or pictures
- revealing a classmate's MICS details or personal information
- using another student's account or trespassing in another's folder/files without permission
- using/accessing obscene language
- violating copyright laws
- installing unauthorized software on school computers
- accessing inappropriate or non-educational related websites
- logging on to computers not normally used by students
- selling items on the Internet
- downloading or creating viruses
- viewing or distributing pornography

Unacceptable behaviour in the labs and libraries include, but are not limited to:

- eating or drinking anywhere in a computer lab or library
- printing in excess or printing documents not related to school
- deliberately causing damage to a computer or other school equipment

Violations

Violations will result in a loss of access privileges as well as other disciplinary actions:

First Violation: User account will be disabled for two school days

Second Violation: The user account will be disabled for four school days and student will meet with the school administration as deemed necessary by the Technology Coordinator.

Third Violation: User account will be disabled indefinitely until a solution is determined by the student, the parents and the school administration.

Students will be given the agreement prior to the commencement of classes and failure to submit a signed form will result in the student not being allowed to use the school computers for any use.

ACADEMIC HONESTY

Students need to be aware of the importance of academic honesty. Expectations for ethical behaviour arise from the philosophy and values inherent and explicit in all school programs. All students are expected to participate in the program as structured and required by the school and to comply with all subject-specific regulations and internal school deadlines in accordance with regulations for Academic Honesty set for by the International Baccalaureate Organisation.

A. Definition of dishonest behaviour

1. *Cheating*: using or attempting to use unauthorized materials, assistance and/or aids in an effort to gain an unfair advantage.
2. *Plagiarism*: presenting, in whole or in part, another person's words or ideas as one's own without giving proper acknowledgement of sources.
3. *Collusion*: when a student supports another student in committing academic honesty. While collaboration is often encouraged, unauthorized collaboration is not permitted

B. Examples: Academic dishonesty includes, but is not limited to the following:

1. Presenting materials taken from sources, such as books, periodicals, newspapers or the Internet, without appropriate documentation.
2. Copying another student's homework, test, quiz, project, book report, assignment, or take-home test.
3. Allowing another student to copy a homework assignment, test, quiz, project, book report, assignment, or take-home test.
4. Receiving unauthorized help on an assignment from another person, either live or over the Internet.
5. Changing answers on a test, assignment, or project after grading.
6. Using programmable technology (iPods, calculators, phones to name a few) in a manner not specified by the teacher.
7. Unauthorized use of an electronic translator for foreign language.
8. Fabrication of data in a lab setting.
9. Using concealed notes on a test.
10. Attempting to receive credit for the same work in two different classes without teacher authorization.
11. Providing or accepting information regarding specific test content.

C. All cases of academic dishonesty will be reported to an administrator and result in the following consequences:

1. *First Level*: Parents contacted and apprised of the incident by administrator. No grade is given for work submitted.
2. *Second Level*: Parent conference; monitoring service; no grade will be awarded for the subject.
3. *Third Level*: Suspension appropriate to level of offense

PHYSICAL EDUCATION

Physical Education is a mandated curricular program for Grades 7-10 students. Therefore, it is compulsory for these students to take an active and participatory role in physical education. Students will not be excused from PE classes for reasons of religion, fasting or poor health. Students who are temporarily unable to participate for medical reasons are required to bring a medical excuse signed by a doctor and given to the Deputy Head who with the teacher will determine alternate activities for the student in order to receive credit for PE. Make-up for PE classes will be arranged between the student and teacher, if applicable.

MICS has a PE uniform which students must purchase and wear during PE classes. Students are expected to wear appropriate shoes.

Swimming is taught in all PE classes. When swimming is planned students must bring swimming attire and wear the school swim cap.

SCHOOL GOVERNANCE

The Morgan International Community School Board of Directors acts as the overall corporate and legal authority of the School. All activities, programmes and groups within the MICS community fall under the legal authority of the School Board of Directors. Decisions regarding the strategic direction of the school as well as all decisions of a general policy nature are taken at the level of the School Board.

OPERATIONAL LEADERSHIP

The Morgan International Community School has vested both executive and administrative authority and responsibility in the Head of School. The Head of School is directly responsible to the Council and serves on as an ex-officio member. All staff members are responsible to the Head of School both professionally and contractually. Likewise, the day to day management of the School is designated to the Head of School and the Senior Leadership Team.

Separate Documents are available on the following topics:

- Academic Programs
- Information and Communication Technology
- Boarding at MICS