



**ISS**

SINGAPORE CAMPUS

**Realising Potential**

# HIGH SCHOOL

## STUDENT-PARENT HANDBOOK 2022-2023

Revised August 2022



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# Welcome to ISS International School

## Our Vision

Educating to make a difference.

## ISS School Mission

We support students to realise their potential by nurturing and inspiring them to act with care, think globally, and create sustainable change.

## Our Promise

Realising potential - We believe in your child as much as you do. We see potential in each of our students and we are passionate and committed to ensuring that your child reaches his or her full potential. Our approach to education is inclusive, nurturing and empowering. We want to make a positive impact on the lives of our students and their families.

## Beliefs and Values

We believe

- in developing independent thinkers to achieve academic excellence through, the application of knowledge, effective approaches to learning and purposeful inquiry.
- In developing confident and reflective global citizens that approach new experiences with an open mind, a balanced approach and a sense of wonder.
- In nurturing a caring, inclusive, principled environment, built on mutual respect and communication that promotes diversity and genuinely values each individual's uniqueness.

## Strategic Objectives

*'Educating to make a difference....'*

In keeping with the mission, vision and values of the school, ISS aims to help each student reach his/her potential by maintaining an inclusive, nurturing and empowering learning culture.

An ISS education occurs within an **inclusive learning culture that nurtures all learners**, differentiating instruction to empower them with the range of competencies and characteristics they require to become **skilful, active** and **fulfilled** global citizens.

An ISS education empowers all learners to become skilful **thinkers and creators**. Learners who are able to both **pose and solve problems, researching** and **expressing** their understanding using **multiple forms of literacies**. Learners who can **manage their own learning** and **collaborate** with others to achieve shared goals. Learners who can apply their learning to new situations with **creativity and innovation**.

An ISS education inspires all learners to become **active, socially responsible** global citizens with an understanding of their responsibilities within their **local community** and as **global stewards**.

An ISS education nurtures all learners enabling them to be fulfilled individuals. Learners who move through life with a **growth mindset** and an **entrepreneurial passion** for encountering the opportunities that await them.

*An education that makes a difference by developing learners who are able to make a difference.*

## ISS Objectives

ISS students 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.

**Risk-takers:** 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.

## Expectations of ISS Students

| Profile       | Expectation  |
|---------------|--|
| Balanced      | <ul style="list-style-type: none"> <li>✓ Spend time with others during breaks</li> <li>✓ Get sufficient sleep</li> <li>✓ Eat a healthy diet</li> <li>✓ Complete homework early</li> <li>✓ Commit to CAS programme</li> </ul>   |
| Caring        | <ul style="list-style-type: none"> <li>✓ Help others</li> <li>✓ Act as a buddy for new students</li> <li>✓ Maintain a clean school environment</li> <li>✓ Recycle materials using the appropriate bins</li> </ul>  |
| Communicators | <ul style="list-style-type: none"> <li>✓ Ask for help when needed</li> <li>✓ Clarify homework deadlines if unsure</li> <li>✓ Inform parents/guardians about school events</li> <li>✓ Inform the School when late, sick or absent</li> <li>✓ Check your ISS email account daily</li> <li>✓ Use Managebac to access work</li> <li>✓ Read the Student Berita and keep informed</li> </ul> |
| Inquirers     | <ul style="list-style-type: none"> <li>✓ Ask questions, cross check information sources</li> <li>✓ Discover new things</li> </ul>  |
| Knowledgeable | <ul style="list-style-type: none"> <li>✓ Complete all work to the best of your ability</li> <li>✓ Explore new ideas and concepts</li> <li>✓ Demonstrate your ability</li> </ul>  |
| Open-minded   | <ul style="list-style-type: none"> <li>✓ Respect all students and cultures</li> <li>✓ Allow everyone to have a say</li> </ul>  |
| Principled    | <ul style="list-style-type: none"> <li>✓ Arrive on time to school and classes</li> <li>✓ Always reference information from another source</li> <li>✓ Submit all work on time</li> </ul>  |



|             |  |
|-------------|--|
|             | <ul style="list-style-type: none"> <li>✓ Be honest</li> <li>✓ Use Technology appropriately</li> <li>✓ Be prepared for all classes</li> <li>✓ Adhere to school rules</li> </ul>                                       |
| Reflective  | <ul style="list-style-type: none"> <li>✓ Review your performance and adapt to improve</li> <li>✓ Give positive feedback to yourself and your peers</li> <li>✓ Understand consequences of specific actions</li> </ul> |
| Risk-takers | <ul style="list-style-type: none"> <li>✓ Be involved in new activities</li> <li>✓ Challenge yourself</li> </ul>  |
| Thinkers    | <ul style="list-style-type: none"> <li>✓ Critically evaluate your work/research</li> <li>✓ Involve yourself in conversation and debate</li> <li>✓ Think before you act</li> </ul>                                    |

# Guidelines for Behaviour

## Rationale

People work together cooperatively and in harmony, when a workplace is a safe and pleasant learning environment.

## Purpose:

- To develop an environment in which mutual respect is a chief tenet.
- To help students to appreciate the rights of others to learn in a safe, secure environment.
- To help students appreciate the consequences of their actions.
- To learn and teach a variety of behavioural management strategies.

## Guidelines:

- All students and teachers at ISS International School are to be treated with respect, regardless of gender, age, and nationality.
- All students are to be involved in their own personal discipline. ISS International School seeks to help students to develop appropriate social skills and modes of personal behaviour.
- All ISS students are to be made aware of and abide by:
  - The School's mission statement.
  - The High School Expectations
- All students are expected to use common courtesy, good manners and show respect for themselves, their peers and elders.
- All students have the opportunity to propose amendments to the ISS school expectations
- A clear set of disciplinary steps will be taken to deal with behaviour that is not acceptable. Consequences of behaviours must be understood and will be implemented consistently by teachers.
- The behaviour code is applicable during the school day, coming to and from school on the school buses, on ISS trips and at all events organized by the School.
- Parents will be informed when a student's behaviour is causing serious concern.

## Detentions

Students are only placed in detention when all other class management techniques have failed. Detention is not the first level of sanction. Please refer to the HS Behaviour Management Guide on the next page.

Detentions if needed take place on a Friday afternoon. As a minimum, a 24-hour notice will be given to the student and their family. Parents will be informed, via Managebac, by the Deputy Academic Director Pastoral of all detentions issued. The Deputy Academic Director Pastoral will oversee and follow up with non-attendees.

## High School Behaviour Management (Guide)

### Level One Behaviour

| Attendance:  | Academic:  | Behaviour:   | Possible Intervention:   |
|--|--|--|--|
| <p>Late to school/lesson</p> <p>Unauthorised absence</p> <p>Attendance dropping below 90% in a calendar month</p>  | <p><b>First offence:</b> Cheating and/or plagiarism (Refer to <a href="#">Academic Honesty Policy</a>)</p> <p>Homework late/not done</p>   | <p>Non-compliant uniform</p> <p>Homework late/not done</p> <p>Inattentive/inactive (sleeping) in class</p> <p>Using language to exclude or insult</p> <p>Inadequate uniform</p> <p>Chewing gum</p> <p>Use of mobile phone/head phones during school time*</p> <p>Public displays of affection (PDA)</p> <p>Any other offences deemed appropriate for this level by the Deputy Academic Director Pastoral</p> | <p>Teacher interventions:</p> <p>Hold students back at break/lunch/ after school to reflect on behaviour</p> <p>Develop a behaviour plan or goal setting</p>   |
| <p><b>Communication &amp; Staff Involved</b></p> <p>All communications should be copied to:<br/>Grade Level Leader, Kampong Teacher's, Programme Head</p> <p>Internal note <b>must</b> be added to Behaviour Log</p> | <p><b>Communication &amp; Staff Involved</b></p> <p>All communications should be copied to:<br/>Grade Level Leader, Subject Leader, Kampong Teacher's, Programme Head</p> <p>Internal note <b>must</b> be added to Behaviour Log</p> | <p><b>Communication &amp; Staff Involved</b></p> <p>All communications should be copied to:<br/>Grade Level Leader, Kampong Teacher's, Programme Head</p> <p>Internal note <b>must</b> be added to Behaviour Log</p>   | <p><b>Communication &amp; Staff Involved</b></p> <p>All communications should be copied to:<br/>Grade Level Leader, Subject Leader, Kampong Teacher's, Programme Head</p> <p>Internal note <b>must</b> be added to Behaviour Log</p> |

## Level Two Behaviour Patterns

| Attendance:  | Academic:  | Behaviour:   | Possible Intervention:   |
|--|--|--|--|
| <p>Truancy/skipping class</p> <p>No improvement in punctuality or attendance following Level One intervention</p>  | <p>Second Offense: Cheating and/or plagiarism (Refer to Academic Honesty Policy)</p>   | <p>Graffiti/defacement of property</p> <p>Abuse of laptop/network (RE: Responsible Use Agreement)</p> <p>Disrespect to a member of staff/parent/adult/ student</p> <p>Intimidation of student(s)</p> <p>Unpremeditated bullying in any form</p> <p>Any other offence deemed appropriate for this level by the Grade Level Leaders or Programme Heads</p> | <p>Extra Learning Opportunities held during Lunch or After School</p> <p>Friday Detention</p> <p>Student put on a behaviour contract</p> <p>Internal suspension</p> <p>Parent/guardian communication</p>                             |
| <p><b>Communication &amp; Staff Involved</b></p> <p>All communications should be copied to:<br/>Grade Level Leader, Kampong Teacher's, Programme Head</p> <p>Internal note <b>must</b> be added to Behaviour Log</p> | <p><b>Communication &amp; Staff Involved</b></p> <p>All communications should be copied to:<br/>Grade Level Leader, Subject Leader, Kampong Teacher's, Programme Head</p> <p>Internal note <b>must</b> be added to Behaviour Log</p> | <p><b>Communication &amp; Staff Involved</b></p> <p>All communications should be copied to:<br/>Grade Level Leader, Kampong Teacher's, Programme Head</p> <p>Internal note <b>must</b> be added to Behaviour Log</p>   | <p><b>Communication &amp; Staff Involved</b></p> <p>All communications should be copied to:<br/>Grade Level Leader, Subject Leader, Kampong Teacher's, Programme Head</p> <p>Internal note <b>must</b> be added to Behaviour Log</p> |

## Level Three Behaviour Issues

| Attendance:   | Academic:                                      | Behaviour:   | Intervention:   |
|---|--|--|---|
| <p>Continued pattern of late or absences</p> <p>Unauthorised absence<br/>Attendance dropping below 90% in a Term or multiple months</p> | <p>Unsatisfactory termly academic progress</p> | <p>Violent/obscene behaviour</p> <p>Theft</p> <p>Possession/use of offensive weapon</p> <p>Breaking local law(s)</p> | <p>Immediate action will take place whereby the Parent/Guardian will be informed by phone call.</p> <p>A Parent/Guardian/student Interview with the</p> |

|   |   |   |   |
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|   |   | <p>Premeditated bullying in any form (cyber or physical, mental or verbal)</p> <p>Smoking</p> <p>Persistent repetition of conduct in (Level 2)</p> <p>Any other offence deemed appropriate for this level by the Grade Level Leaders or Programme Heads</p> | <p>Programme Head and Principal will take place Academic/Dis Contract</p> <p>Internal/External Suspension</p>   |
| <p><b>Immediate Action is Required by contacting <u>all</u> of the following</b></p> <p>Parent contact<br/>Counsellor contact<br/>Kampong teacher<br/>Grade Level Leader<br/>Programme Head<br/>Deputy Academic Director<br/>Pastoral</p> | <p><b>Immediate Action is Required by contacting <u>all</u> of the following</b></p> <p>Parent contact<br/>Counsellor contact<br/>Kampong teacher<br/>Grade Level Leader<br/>Programme Head<br/>Deputy Academic Director<br/>Pastoral</p> | <p><b>Immediate Action is Required by contacting <u>all</u> of the following</b></p> <p>Parent contact<br/>Counsellor contact<br/>Kampong teacher<br/>Grade Level Leader<br/>Programme Head<br/>Deputy Academic Director<br/>Pastoral</p>                   | <p><b>Immediate Action is Required by contacting <u>all</u> of the following</b></p> <p>Parent contact<br/>Counsellor contact<br/>Kampong teacher<br/>Grade Level Leader<br/>Programme Head<br/>Deputy Academic Director<br/>Pastoral</p> |

### Level Four Behaviour Breach

| Attendance:  | Academic:   | Behaviour:  | Intervention:  |
|--|---|---|--|
| <p>Continued pattern of late or absences</p> <p>Unauthorised absence</p> <p>Attendance dropping below 90% in a Term or multiple months</p> | <p>Unsatisfactory termly academic progress</p> <p>Breach of Academic/Behaviour Contract</p> | <p>Persistently breaking local law(s)</p> <p>Premeditated Physical, verbal or sexual harassment, outrage of modesty (OM)</p> <p>Possession or use of illegal drugs</p> <p>Possession or use of alcohol</p> <p>Possession of pornographic material (including on any digital device)</p> | <p>Immediate action will take place whereby the Parent/Guardian will be informed by <b>phone call</b> and requested for interview prior to the student's possible continuation at school.</p> <p>Academic/Behaviour Contract<br/>External Suspension</p> <p>Student leaves the school and (possibly country)</p> |

|   |   |   |   |
|---|---|---|---|
| <b>Immediate Action is Required by contacting <u>all</u> of the following</b><br>Parent contact<br>Counsellor contact<br>Kampong teacher<br>Grade Level Leader<br>Programme Head<br>Deputy Academic Director<br>Pastoral<br>Academic Director<br>Pastoral | <b>Immediate Action is Required by contacting <u>all</u> of the following</b><br>Parent contact<br>Counsellor contact<br>Kampong teacher<br>Grade Level Leader<br>Programme Head<br>Deputy Academic Director<br>Pastoral<br>Academic Director<br>Pastoral | <b>Immediate Action is Required by contacting <u>all</u> of the following</b><br>Parent contact<br>Counsellor contact<br>Kampong teacher<br>Grade Level Leader<br>Programme Head<br>Deputy Academic Director<br>Pastoral<br>Academic Director<br>Pastoral | <b>Immediate Action is Required by contacting <u>all</u> of the following</b><br>Parent contact<br>Counsellor contact<br>Kampong teacher<br>Grade Level Leader<br>Programme Head<br>Deputy Academic Director<br>Pastoral<br>Academic Director<br>Pastoral |
|---|---|---|---|

### Drug and/or Alcohol Abuse

It is a condition of entry to the School that High School students and parents agree to these conditions. High School students, in particular, should be aware that in Singapore jail terms, caning and the death penalty are enforced for drug-related offences and the School is obliged to report any such offences to the authorities that at the simplest level may jeopardise the entire family's permit to reside in Singapore.

Smoking below the age of 21 is illegal by Singapore Law.

## Academics at ISS

ISS International School is a three-programme International Baccalaureate (IB) World School. This means that we follow the IB Primary Years Programme (PYP) in the Primary School, the Middle Years Programme (MYP) in Grades 6-10 and the IB Diploma Programme in Grades 11 and 12.

As an alternative to the International Baccalaureate Diploma (IBDP), the ISS High School Diploma (HSD) programme is offered for Grade 9 to Grade 12 students. The ISS HSD is an option that will enable students to graduate after 12 years of study and apply for entry into Colleges, Polytechnics, Foundation Courses (and universities under certain conditions\*).

Information on all programmes is available on our website.

### IB Middle Years Programme:

[High School Middle Years Programme Link](http://www.iss.edu.sg/ib-programme/high-school-myp/) (<http://www.iss.edu.sg/ib-programme/high-school-myp/>)

### IB Diploma Programme:

[High School Diploma Programme Link](http://www.iss.edu.sg/ib-programme/high-school-dp/)  
(<http://www.iss.edu.sg/ib-programme/high-school-dp/>)

### ISS High School Diploma Programme:

[ISS High School Diploma Programme Link:](http://www.iss.edu.sg/ib-programme/high-school-diploma/) <http://www.iss.edu.sg/ib-programme/high-school-diploma/>

### Curriculum Documents:

The K-12 Curriculum Documents are available for download for all subject areas throughout the school:

[K-12 Curriculum Document Link](http://www.iss.edu.sg/ib-programme/k12-learningoutcomes/)

(<http://www.iss.edu.sg/ib-programme/k12-learningoutcomes/>)

# Academic Honesty

## Rationale:

At ISS International School, we educate all our students to understand the honest use of information in the context of their academic work, both in and out of school.

In that respect, the IB Learner Profile contributes towards developing the skills and the mindset required to achieve these objectives. In particular, the school aims at developing students who are 'principled' learners, displaying a clear understanding and consistent approach to undertaking academic work, knowing that they alone are responsible for their actions. ISS expects all members of the school community, students and staff, to adhere to the school's Academic Honesty policy.

## Definition of Academic Honesty

International Baccalaureate (IB) programmes define academic honesty in the International Baccalaureate [Academic Honesty in the IB Educational Context](#) (IBO, 2014). Further information can also be found on academic integrity in the [Academic Integrity](#) documentation (IBO, 2019). It is an expectation that staff at ISS are familiar with the information presented in this document and enact the best practice advised at an age appropriate level.

The definition of Academic Honesty provided by the IB in 'Academic Honesty in the IB Educational Context' is written below in italics and has been adopted by ISS as its own definition of Academic Honesty across all programmes.

*International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. How can we help students navigate these waters so that they are able to confidently talk or write about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected? This is essentially what academic honesty is: making knowledge, understanding and thinking transparent.*

Academic honesty in the IB and at ISS falls into four main categories:

1. Plagiarism and Referencing
2. Collaboration/Collusion
3. Duplication of work
4. Misconduct during a formal assessment



## Plagiarism and Referencing

**Definition:** Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Extended Essay – care should be taken to consult previous years examiner’s notes when using translated materials –see *“Referencing Sources not in the language of submission”*.

### Avoiding Plagiarism

This section should be read in conjunction with the IB document/website [‘Effective citing and referencing’](#) IBO: 2014

The introduction to ‘Effective citing and referencing’ is quoted on page 4 in italics. ISS is committed to ensuring that the best practices defined in this document are consistently applied at ISS. It is an expectation that all teachers at ISS are familiar with the ‘Effective citing and referencing’ document and enact its recommendations adapted to an age-appropriate level.

*“In order to avoid plagiarism students are expected to cite their sources in age-appropriate manner”.*

This means that, when creating an authentic piece of work, we are expected to:

- undertake research on what is already known
- analyse the research in the context of the work to be produced
- compare and/or contrast existing knowledge against our own findings/thoughts/opinions
- synthesize and present the document in an appropriate way for the expected audience
- acknowledge all contributing sources appropriately

.... If we fail to show that we are using someone else’s words, work or ideas by not indicating that they originated with someone else, then we mislead the *readers* If we give the impression that these words or ideas are our own when they are not, this is not good scholarship and deliberate or unintentional, may be deemed as academic misconduct.”

A student’s academic work that is subject to external marking and/or moderation will be checked for authenticity by means of the ‘Turnitin’ plagiarism detection software programme.

## Collaboration/Collusion

**Definition:** Collaboration/Collusion is supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted by another student. When working in a group students should acknowledge the work of others within that group.

**Avoiding collaboration/collusion:** Collaboration is a big part of academic life within all of the programmes at ISS. Thus, it is important to know how to work with others with Academic Honesty.

The boundaries between collaboration and collusion will be discussed with students, especially in group work situations, so that students become increasingly able to identify where collaboration ends and collusion begins.

It is important that students apply the same level of academic honesty to their homework as to their schoolwork. Completion of homework by a parent or tutor will count as collusion.

## Duplication of work

**Definition:** Duplication of work is the presentation of the same work for different assessment components.

**Avoiding duplication of work:** Students will be made aware at an age-appropriate level that duplication of one's own work for different assessments counts as academic misconduct.

A student's academic work that is subject to external marking and/or moderation will be checked for authenticity by means of the 'Turnitin' plagiarism detection software programme.

## Misconduct during a formal assessment

**Definition:** Misconduct during a formal assessment is any behavior that either provides an unfair advantage in a formal assessment (for example, taking unauthorized material into an examination, disclosure of information to and receipt of information from candidates about the content of an assessment) or behavior during the assessment that disrupts the assessment or distracts other candidates.

**Avoiding misconduct during a formal assessment:** Prior to any formal assessment teachers will go over the expectations for the assessment with students. In addition, below are listed specific processes in relation to IBDP examinations, MYP e-assessments and end of semester exams in MYP, HSD and DP.

## **MYP**

Prior to the Mock examinations and the final e-assessments 'Conduct in the MYP on-screen examinations: Notice to candidates' will be shared with all candidates. The MYP coordinator will ensure that all staff involved in invigilating the e-assessments are familiar and in compliance with the IB document: MYP on-screen examinations user guide.

In the case of misconduct during a formal MYP examination or assessment students will be dealt with in accordance to the regulations laid out in the most current versions of the IB document 'Handbook of Procedures for the Middle Years Programme: Assessment' and "Guide to the MYP eAssessment'

## **DP/DC/HSD**

Prior to the start of the Preparation-Examinations and the final IB Diploma examinations in Grade 12, all students are provided with a copy of the official IB 'Notice to Candidates', that outlines logistical information with regards to abiding by the principles of academic honesty under exam conditions. The Programme Heads for DP and HSD will ensure that all staff invigilating examinations and formal assessments are familiar and in compliance with the IB document: 'The Conduct of IB Diploma Programme examinations', 'General regulations: Diploma Programme' and all other specific IB documentation relating to the relevant assessment.

In the case of misconduct during a formal DP examination or assessment students will be dealt with in accordance to the regulations laid out in the most current version of the IB document 'General regulations: Diploma Programme'.

In general terms HS Diploma follows the IB Diploma Programme policy.

## **Expectations for Academic Honesty – Rights and Responsibilities**

### **MYP**

- students will understand they are responsible for their own Academic Honesty
- students will understand that there are formalized accepted ways of citing work
- students will gain an increased understanding of individual and group work, giving credit where required
- students will be aware of regulations for formal assessments and the consequences of non-compliance with these regulations

## DP/DC/HSD

- students must take responsibility for their learning and are expected to do their own work and be able to demonstrate this honestly
- students will understand that in the case of misconduct it is their sole responsibility
- students will have a full understanding of note taking, bibliography work and in-text citing
- students understand that when working in a group for any part of an assessment they should acknowledge others within that group and any written work must be in their own words and not that of others
- students will be aware of regulations for formal assessment and the consequences of non-compliance with these regulations
- before submitting their work to IBO, students must sign a declaration of authenticity form.
- when submitting his/her work to IB examiners, the candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- when required by teachers and/ or by the DP Coordinator, students must submit their work to Turnitin

## Procedures in the event of breaches of the Academic Honesty

### MYP

#### Incidents of academic malpractice occurring during the course of the academic year:

##### First Offence:

- Conference with teacher and Programme Coordinator
- Assignment rewritten
- Work with the Librarian to receive additional guidance on referencing.
- Note made on behavior student file
- Level 1 behaviour note placed on students ManageBac behaviour tab: Behaviour and Discipline, Academic Honesty Concern: Level 1.

##### Second Offence:

- Conference with teacher, parent/guardian and Programme Coordinator
- Assignment re-written and will be formally recorded and feedback given as to what grade could have been achieved.

- A written letter is sent to parents/guardian of the student and a hard copy is placed in the student's file at ISS.
- Level 2 behaviour note placed on students ManageBac behaviour tab: Behaviour and Discipline, Academic Honesty Concern: Level 2.

#### Third Offence

- Conference with Academic Directors and the programme coordinator. Consequences could be suspension and student placed on academic probation.
- Rewrite assignment, but no grade given for the work
- A written letter is sent to the parents/guardian of the student and a hard copy is placed in the student's file at ISS
- Level 3 behaviour note placed on students ManageBac behaviour tab: Behaviour and Discipline, Academic Honesty Concern: Level 3.

#### **Incidents of academic malpractice occurring during the final MYP examinations:**

Any student found to commit academic malpractice during the course of final MYP examinations will be dealt with according to the regulations listed under 'Academic misconduct' of the document 'Conduct of the on-screen examination – Notice to Candidates' as published by the International Baccalaureate Organization.

#### **DP/DC/HSD**

##### **1. Incidents of academic malpractice occurring during the academic year:**

- If an occurrence of academic malpractice has been identified by the relevant subject teacher (s)he will inform the Programme Head for DP/HSD immediately and provide relevant information: students(s) involved, date and time of incident.
- The Programme Head for DP/HSD, together with the subject teacher, will interview the student(s) concerned, to establish whether academic malpractice has occurred.

##### First offence:

- If academic malpractice has occurred, the Programme Head for DP/HSD will issue a written warning to the student(s) concerned that he/she is placed on academic probation, acknowledged and signed by the student and parent/guardian, for the rest of his/her time at ISS.
- A copy of that written warning is sent to the parents/guardian of the student and a hard copy is placed in the student's file at ISS.
- The student will not be awarded a grade for the task/assessment indicating malpractice.

- Depending on the nature of the malpractice, the student will be asked to either meet with the Librarian to receive additional guidance on how to reference correctly or to meet with the Programme Head for DP on how to comply with the Academic Honesty Policy and address the causes of the malpractice.
- Level 1 behaviour note placed on students ManageBac behaviour tab: Behaviour and Discipline, Academic Honesty Concern: Level 1.

Second offence:

- If a student is involved in a second occurrence of academic malpractice, the relevant subject teacher will provide the Programme Head for IBDP/HSD with the necessary information and the student will be interviewed by the Programme Head for IBDP/HSD and the subject teacher, as outlined under “i.” and “ii.”.
- If the academic malpractice is confirmed, the student will not be awarded a grade for the task/assessment indicating malpractice.
- At that stage, the Programme Head for IBDP/HSD will consult with the Academic Director, Teaching and Learning, on whether the student should be suspended externally for a duration as determined in consultation with the Academic Leadership Team.
- The decision taken will be communicated to the student and his/her parents/guardian during a face-to-face meeting with the Academic Director, Teaching and Learning and the Programme Head for DP/HSD.
- It will be made clear to the student that any further incidents of academic malpractice may lead to immediate expulsion from the school.
- Level 2 behaviour note placed on students ManageBac behaviour tab: Behaviour and Discipline, Academic Honesty Concern: Level 2.

## **2. Incidents of academic malpractice occurring for an Internal Assessment, to be submitted to the IBO:**

If a student is found to be guilty of academic malpractice in any Internal Assessment, TOK assessment or Extended Essay submission, the procedure will be similar to point 1.i and 1.ii, Incidents of academic malpractice occurring during the academic year. However, given the nature of moderation of internal assessment and the submission of externally marked assessment material, the school will take extra steps in line with IBO policy. For DP students, moving from the MYP, they must be prepared to accept that academic honesty is their sole responsibility in either group work or individual tasks. The IBDP coordinator will continue to ensure that teachers maintain a vigilant approach to academic honesty in both individual IA tasks, and managing group project tasks, for example, in the psychology internal assessment. It also requires a consistent approach to developing ATL skills through teaching and learning where students must develop sound academic integrity practices, completing their work carefully, honestly and authentically (IBO, 2016). For further information refer to the IBO Academic Honesty Policy Document (2.5, pp. 3-6).

If a teacher suspects academic malpractice in a piece of Internal Assessment, he/she is required to report this to the IBDP coordinator immediately and an investigation will be carried out. These could be any of the cases of malpractice outlined in this document and not limited to; plagiarism, collaboration/collusion, duplication of work etc. The investigation will identify whether there is an actual case of academic malpractice and a decision will be made on how to proceed. In line with the IBO Academic Honesty, the investigation will be fair and transparent and all parties involved will be made aware of all information about the allegation. The result of this investigation will require action as per flow chart in appendix 3. It is important to note that some assessment components cannot be resubmitted, which would result in no work submitted to the IB on the students behalf and an 'N' awarded for the student's overall grade.

### **3. Incidents of academic malpractice occurring during the final examinations (May examination session):**

Any student found to commit academic malpractice during the course of final examinations would be dealt with according to the regulations under 'Academic misconduct' of the document "Conduct of the Examinations-Notice to Candidates", as published by the International Baccalaureate Organisation.

(You may also refer to the Academic Honesty Guidelines on the [iss.edu.sg](http://iss.edu.sg) website)

## **The ISS Homework Guidelines**

### **Philosophy**

The belief at ISS International School is that homework is an important part of becoming a life-long learner and is encouraged to enable students to realise that learning is not confined within the school environment. With encouragement and monitoring by parents they can:

- establish self discipline and develop good study habits
- form a link between home and school
- have the opportunity to extend learning and reinforce skills.

### **Procedure**

#### **High School:**

##### **1. GUIDELINES FOR TEACHERS**

1.1 Homework assessments refer to both major projects and day to day homework. They should include:

- **practice** exercises to follow classroom instruction
- **extension** assignments to transfer new skills or concepts to new situations

- **create** activities to integrate multiple or interdisciplinary skills towards the production of a response or a product
- **preview** or pre-learn work to prepare for subsequent lessons

1.2 Homework should be prepared in a way that is:

- relevant and challenging to the school classroom learning
- appropriate to the individual student's learning abilities, wherever possible
- purposeful, and not homework for the sake of homework

1.3 Students and parents should be aware of the expected timeline of the homework (Homework Diaries for Grade 5-8 and/or is posted on *ManageBac*) and this will be consistent across subject teachers.

1.4 All summative assessments are put on the grade level homework assessment calendar K-12. Teachers must work together with Programme Heads to balance the overall workload on students.

1.5 Teachers should be mindful of other major deadlines when assigning homework.

1.6 Grade level information will include homework expectations at the start of each year.

1.7 Reading should be encouraged on a nightly basis, not necessarily confined to school based resources.

1.8 Work set will be introduced and explained by the teacher and followed up with students at the completion of the task.

1.9 Feedback on student's achievements, difficulties, participation etc will be regularly provided by the teacher.

1.10 Under special circumstances more time may be required to complete homework assignments.

## 2. IMPLEMENTATION

2.1 Homework will be set in collaboration with all teachers at the grade level and/or teaching the same subject.

2.2 The timeframe for when homework is sent home and brought back for a subject will be consistent across the grade level.



2.3 Teachers at each grade level teaching the same subject will plan relevant homework assignments appropriate to students' abilities.

2.4 Time anticipated for completion of written homework tasks on a daily basis will be

- Grades 6& 7 : approximately 45minutes to 1 hour + reading
- Grade 8 : approximately 1 hour to 1.5 hours + reading
- Grade 9 : approximately 1.5 hours + reading
- Grade 10 : approximately 1.5 hours to 2 hours + reading
- Grade 11 : approximately 2 hours to 2.5 hours + reading
- Grade 12 : approximately 2.5 hours to 3 hours + reading

Students are expected to also use this time on completing more lengthy or research-based projects:

**MYP:** Personal Project, Service as Action Reflections

**DP** : Extended Essay, TOK Essay, TOK Presentation, CAS Journal.

**HSD:** CAS Journal, Service Learning Vocational Project

2.5 Teachers will ensure that homework expectations are explained clearly and discuss the completed work with the student.

### 3. LATE WORK

Students are expected to submit their work on time. Student work is assessed against a set of assessment criteria depending on the subject.

*Refer to Behaviour Guidelines for consequences of late assignment submission*

### 4. PLAGIARIZED WORK

Students are expected to properly acknowledge the sources of information they took from. Students who turn in a plagiarized piece of work will be dealt with according to the ISS Academic Honesty Guidelines.

## 5. SUMMATIVE ASSESSMENTS

Summative assessments refer to those major projects that teachers record on ManageBac in order to decide a working level/final grade for the student toward the mid/end of a semester respectively. Teachers set deadlines for these projects but normally allow students to submit a few drafts before the final version is completed. Once the final version is turned in, the teacher will assess it and record the achievement levels on ManageBac. Feedback on the student's performance is provided by the teacher.

## 6. ABSENCES

When a student is absent from school/lessons, it is the student's responsibility to catch up with all the work and assignments missed during the student's absence. The student should make arrangements with the teacher for 'make-up' work. It is at the discretion of individual teachers whether extra time is granted or not based on circumstances.

Where necessary and/or appropriate, students will be asked to come into school during staff in-service days to catch up on work (High School).

### Whole School: MYP, DP and HSD

#### Responsibilities of Staff:

- Assign relevant, challenging and meaningful homework that reinforces classroom learning;
- Provide clear instructions and make sure students understand them;
- Communicate with other teachers to avoid an overload of homework;
- Communicate with parents if a pattern of late or incomplete homework is observed.

#### Responsibilities of Students:

- Record homework assignments for different subjects
- Be sure all assignments are clear;
- Set aside a regular 'homework time' on a daily basis.
- Establish a work plan to ensure time for both day to day homework and major projects.

#### Responsibilities of Parents/Guardian:

- Help to set a regular, uninterrupted study time for your son/daughter/ward on a daily basis;
- Monitor your son/daughter/ward's organization of his/her daily assignments including computer usage;
- Be supportive when your son/daughter/ward gets frustrated with difficult assignments;
- Establish a quiet and well-lit study area;
- Stay in touch with school/teachers to keep well-informed of your son/daughter/ward's learning progress

## The Assessment Guidelines

### PURPOSE OF ASSESSMENT

The purpose of assessment is to improve student learning.

Effective assessment improves student learning by allowing informed feedback to be given and received in response to the following three key questions (Hattie J: Visible Learning for Teachers 2012):

**Where are they going?** (What are the goals?)

**How are they going there?** (What progress is being made towards the goal?)

**Where to next?** (What activities need to be undertaken next to make progress?)

**NB:** These questions refer to both the students and the teachers.

#### For Students

Effective assessment enables students to improve their own learning by:

- giving ongoing opportunities to demonstrate what they have understood
- giving effective feedback to understand their own progress and plan the next stages of their own learning
- giving ongoing opportunities to understand learning goals and criteria for success
- giving ongoing opportunities to share reflections with peers
- giving ongoing opportunities to build confidence and self-esteem
- giving the motivation to set and achieve goals.

#### For Teachers

Effective assessment enables teachers to improve student learning by:

- enabling them to determine degrees of prior knowledge before connecting new learning
- enabling them to ascertain degrees of understanding at various stages of the learning process
- enabling them to plan the next stages in the learning process
- enabling them to make informed decisions on how to adapt

and improve their teaching practices.

### For Parents

Effective assessment enables parents to support their child's learning by:

- providing ongoing information on their child's learning
- providing information to assist their children in planning for the future.

### For Curriculum Leaders

Effective assessment enables curriculum leaders to improve student learning by:

- collecting and analyzing data necessary for effective curriculum evaluation and revision.

## Assessment Practices at ISS

Assessment at ISS is used

- to identify the nature of assistance needed by individual students.
- as a teaching process to provide continuous feedback to students.
- as a means of determining the levels of achievement reached by our students.
- to inform parents of their children's progress.
- to allow the school to monitor the effectiveness of curriculum

Assessment at ISS is an integral part of teaching and learning and is in line with IB requirements as set out in the guides to the three IB programmes offered by the school and in Learning Standard 0404 (Approaches to Assessment) of the IB's *Programme Standards and Practices* guide (see p17-19). The purpose of assessment is clearly explained to the students at all times.

ISS recognises and employs different types of assessment, which interact and are mutually supportive:

**Formative assessment** is an integral part of the learning experience. The use of assessment in a formative sense, to provide regular feedback of both teaching and learning processes, is essential in allowing teachers and students to build upon strengths and address areas for improvement. Pre-testing, in either oral or written form, is an important part of formative assessment as it is used to gather baseline data to establish the current level of student learning before new units of inquiry are begun.

Formative assessment practices employed at ISS include, but are not limited to:

- short oral and written tests;
- multiple choice and one-word answer tests;
- lab reports;
- peer and self-assessment;
- self-evaluation rubrics;
- debates;
- role-play;
- reflective portfolios;
- interviews with students;

- anecdotal notes;
- exhibitions of work;
- cartoons and storyboards;
- mindmaps and use of multimedia presentation tools

Objectives addressed by specific assessment tasks are shared with students and feedback is given as soon as possible.

**Summative assessment** tasks are carefully designed to measure the achievement level reflecting the objectives and assessment criteria of the programmes.

As with Formative assessments, summative assessments should use a wide range of strategies to enable students to effectively show their understanding.

Students will be given clear criteria for success in all assessment tasks.

### Diagnostic

Diagnostic assessments refer to norm referenced externally created assessments, such as ISA's, WIDA, Standardised Reading test etc. These will be used to provide specific data on student progress which will then be used formatively to assist the individual student's learning and the development of programmes.

### Academic Honesty

Students will abide by the school's academic honesty guidelines.

## Core Components of Assessment Practices at ISS

ISS identifies 8 core components of effective assessment:

- **Clear Learning Outcomes** - Alignment of learning activities, teaching strategies and assessment practices with learning standards is essential for effective education. Learning, teaching and assessment are enhanced when linked to objectives and criteria. Assessment processes reflect the subject area content and curriculum and involve the performance of abilities representing the educational standards, thus allowing both the student and teacher to assess what the student can do and how he/she can use knowledge, concepts and skills.
- **Clarity** - Assessment purposes, procedures and results will be widely communicated in ways that are understandable and useful to students, parents, and the community. All aspects of the assessment process will be open to review and scrutiny. All assessments will reveal in advance the criteria by which student

performance is judged. Criteria in grading will be clear, appropriate, published, consistently applied and understood by those affected. Students will be shown examples of exemplary work that can be used as a model for their own work.

- **Equity** - Assessment will be non-discriminatory and will support every student's opportunity to learn. Assessment systems and all their parts, including standards, tasks, procedures and uses will be fair to all students and non-discriminatory. Assessments will respect cultural, linguistic, gender and educational backgrounds and allow for diversity in learning styles and abilities. Equitable opportunities for limited-English-proficient and special needs students will be provided.
- **Variety of Methods** - An assessment strategy using multiple methods is essential in order to measure with confidence student learning across learning standards. A body of evidence, many measures taken across time, is required to sample adequately student achievement on the standards. Assessment design will reflect the developmental needs and learning styles of students.
- **Authentic Experiences** - Assessments require performances that are related to those required in actual or anticipated situations and require students to engage in the thoughtful application of knowledge and skills to real issues and problems.
- **Student Involvement** - Student growth is enhanced when they are given both an explicit statement of standards they must meet and a way of seeing what they have learned. Assessment will include sufficient opportunities for students to monitor their learning through self-assessment.
- **Continuous Improvement Opportunities** - Assessment at ISS is part of a continuous, coherent learning process directed toward achieving standards. Assessment is most effective when it yields frequent, on-going feedback as part of a continuous process of improving student performance, teacher instruction, the curriculum, and the assessment system.
- **Recording and Reporting Progress and Growth** - In keeping with the primary purpose of enhancing student learning, the primary emphasis for reporting assessment results at ISS is on identifying and reporting educational progress and growth, rather than comparisons of individuals or schools. Methods of communicating student growth will vary depending on audience and purpose. Regardless of purpose and method, all assessment results will be clear and understandable.

## Grading

**MYP Eight Subject Groups:** Grading scale from 7 (highest) to 1 (lowest) with subject specific assessment criteria descriptors. Final grades are given at the end each MYP year for each subject group and are based on at least two judgements against each strand of all subject-group criteria. At the end of grade 10, eligible students receive externally moderated/assessed MYP grades based on attainment in the MYP eAssessment.

### **Approaches to Learning ratings:**

- Expert/ Sharing - The student's progress against the ATL is exceeding expectations.
- Practitioner/ Using - The student's progress against the ATL is meeting expectations.
- Learner/ Developing - The student's progress against the ATL is approaching expectations.
- Novice/ Beginning - The student's progress against the ATL is below expectation.
- N/A - Not Applicable

### **Grades 6 - 10 EAL Supported Students**

Please refer to the 2022-2023 EAL Guidelines and Procedures for further information.

### **DP**

**Group 1 to 6 subjects:** Grading scale from 7 (highest) to 1 (lowest) with subject-specific assessment criteria descriptors

**Theory of Knowledge & Extended Essay:** Grading scale from A (highest) to E (lowest) with component-specific assessment criteria descriptors.

At the start of the academic year, DP assessment criteria are made available to all DP teachers and a reminder is issued to teachers to issue these assessment criteria to DP students. DP teachers are to spend some time during the first few lessons of the new academic year going through the subject-specific assessment criteria with the students.

### **Approaches to Learning (ATL) ratings:**

- Expert/ Sharing - The student's progress against the ATL is exceeding expectations.
- Practitioner/ Using - The student's progress against the ATL is meeting expectations.
- Learner/ Developing - The student's progress against the ATL is approaching expectations.
- Novice/ Beginning - The student's progress against the ATL is below expectation.
- N/A - Not Applicable

## Technology at ISS

The provision of Technology at ISS is underpinned by the premise of developing confidence in each individual to enable him or her to adapt and personally develop in a dynamic and challenging digital world.

ISS has created a network system, which enables access to technology anywhere on campus. The school predominantly uses an Apple Operating System. The network is 'open' whereby students have open access to a wide range of Technology opportunities (e.g. which websites to view, installation of programs etc.). All ISS users are bound by the Responsible Use Agreement (RUA).

The ISS website- [www.iss.edu.sg](http://www.iss.edu.sg) is currently a portal for information regarding the school.

ISS is a 1:1 laptop school for Grades 6-12. All students in Grades 6-12 are required to bring their own Apple laptops to school. ISS has a specific software model that covers all software used in school; our IT Technicians install this for an administrative fee. Please contact the High School office for information on the specifications for the Mac Book laptop to purchase.

All ISS students are required, prior to Admission, to sign a Responsible Use Agreement (RUA), that explains the expectations for the use of technology. This is outlined below and students in violation of this will incur the sanctions outlined within.

### Responsible Use Agreement (RUA)

Continued enrolment in ISS is contingent on full agreement with these terms and conditions. Guidelines for appropriate use of technology.

The ISS network is provided for students to facilitate resource sharing, innovation and communication. All students are given access to the network with an individual account. All facilities must be regarded as privileges, which may be withdrawn at any time. The school intends that students will become familiar with and competent in the use of the appropriate skills, and judgment required to deal with a range of available information.

Any behaviour that interferes with these primary objectives will be considered an infringement of the ISS RUA that has been distributed to all families. All students must sign a copy of the RUA and return to their Advisory/Pastoral teacher by the fourth (4<sup>th</sup>) week of school.

All student laptops must have a student account installed with the ISS software model along with an Administrator account that must be accessible to ISS staff when on the school network. Students must not use any account other than the allocated student account. Failure to do so will result in removal from the network.

### Network

Network accounts are to be used only by the owner of the account. Whilst ISS will take due care in regard to data backup, it is the student's responsibility to make backup copies of their work, and as such, the school takes no responsibility for data loss.



Student guidelines for network use:

- Students will use only their authorized login details and will store all files in their personal home directory.
- Students are not to attempt to log into the school network with any username or password that is not their own, or change any other person's password. This includes using an alternative accounts on student laptops.
- Students must not disclose their usernames and passwords to anyone other than teachers or network administrators. Students are responsible for all activity that occurs on their account including storage of materials on their personal home directory.
- Students will not delete, copy or alter any file or material that is left on an unsupervised computer. If a student finds an unsupervised computer they are to log out immediately.
- Students are not to play games across the school network. Unless provided with permission from the school.
- Students are not permitted to use, possess, download or search for any program that is designed to reduce or bypass network security.
- Students must not store or transmit copyrighted material on the school network.

## Hardware and Software

This applies to all devices logged onto the ISS network:

- Students are not to adjust any computer hardware. If the computer that a student is using is faulty they must immediately inform the supervising teacher or technician.
- Students are not permitted to move, unplug, disconnect or attempt to change settings on any computer equipment.
- Students are not permitted to add or delete software or change the settings on any computer (unless overseen and approved by the school technician in the case of laptops).
- Students are not to add games, trial or free computer software on a computer account that accesses the school network.
- Students must not eat or drink in labs, or near any students' laptop.

## Printing

Students will be given a pin number (Student ID) for the photocopier in the Library. Work will only be printed when the students go to the machine and log in with their code. This saves paper as the students may delete the print job if they have made an error.

In an effort to minimize erroneous printing, students are to only print documents after a spell check and print preview has been undertaken. All editable documents that are printed must have the student name in the footer to identify the student.

Students are not to print materials directly from the Internet. Any information that needs to be printed from the Internet should first be copied and pasted into a document.

Students have access to colour printing, but may only print to the colour printer with the permission of the teacher. Colour printing is not expected for any internal assessment at the school and no teacher will insist on this.

## Internet

The Internet is provided to support student learning and is to be used with responsibility. As such students will use the Internet for appropriate educational reasons as directed by the School.

The Internet is not a moderated medium and therefore the School will endeavor to provide an environment that is as safe as possible and that materials accessed are not offensive or inappropriate. To this end, the School has software in place to monitor student laptops and computers.

In the end, it is however the students' responsibility to ensure that the materials accessed are considered appropriate and do not violate school rules:

- Students are not to give the school's name unless given permission by the teacher for personal privacy and safety reasons.
- Students must be careful to read copyright restrictions on websites and abide by these restrictions.
- Students need to be aware that copying and pasting text into an assignment is plagiarism and is a breach of copyright laws. Any text quoted must be acknowledged correctly using the school-determined referencing format.
- Students understand that they can only access sites relevant to educational work in school and that they are not permitted to access or look at sites containing inappropriate material (which includes pornography, sexually explicit, racist or discriminatory material).
- Instant Messaging (IM) and all associated messaging systems via the ISS network must not adversely affect student learning e.g. sending/receiving messages unrelated to student learning during class time.
- Students must not attempt to gain unauthorized entry into the ISS network or any network. This is a serious offence and may result in criminal charges.
- Students are not to download software from the Internet unless so directed by the school.
- Students should not save or send electronic material (text or images) that is copyright restricted, inappropriate, offensive, annoying or that invades another person's privacy.
- Any electronic communication sent or received via the ISS network can be monitored at any time without warning.

## Laptop Specific

When using a privately owned laptop as part of the ISS 1:1 Laptop programme students are responsible for the content of all files on their computer.

Furthermore:

- When connected to the network, the school will be able to monitor programmes and files on any student's computer.
- Students accept responsibility for any materials accessed or viewed that may cause offence to others.
- All student laptops must be brought to school fully charged each day.
- Students are also expected to demonstrate "power courtesy" when charging laptops on the school campus.
- Due to Health and Safety students are not to use laptops in the canteen.

## Consequences

More than one penalty may apply for any breach of the ISS RUA depending upon the severity of the breach. Repeat offenders will also be dealt with more harshly than a first-time offender.

- Temporary ban on using computers (School or Laptop)
- Removal of Internet access privileges
- Removal of any illegally installed software
- Removal of Home directory and network access
- Detention
- Paying to replace damaged equipment
- Removal from classes where computer use is involved
- Suspension or expulsion from the School
- Involvement of law enforcement

## **Communication Tools**

### **Emails**

All ISS students will be given an ISS email account. This is their student number at the ISS address, e.g. 12345@iss.edu.sg. All students are required to check this email daily for important messages. This email address may also be used to communicate with and send work to teachers.

### **Student Academic Organisation**

ISS uses Google-associated products to maintain communication and organisation in the school. All students are issued with a Gmail account and as such have access to Calendars, Drive, Sites and Google Apps. All students are educated in how best to use the tools.

ISS uses ManageBac as the online platform for student organization and academic management. ManageBac is used for receiving and posting of assignments, homework deadlines calendar, CAS Logs, Personal Project work, Extended Essays, TOK Essays/Presentations, Exam Registration.

# Operational Procedures: An A-Z of Life at ISS

## Assemblies

Assemblies are held to celebrate events and activities, for briefings, for guest speakers etc. In general, these are approximately once per month and centred around an IB Learner Profile Attribute.

## Attendance

It is a legal requirement for students at school to maintain a 90% attendance rate monthly. Failure to meet this minimum may result in ICA (Immigration and Checkpoint Authority) cancelling a student's pass and/or disciplinary action by the school which could result in the student's place being withdrawn.

Students must complete their courses to obtain credit in every subject, every semester from Grades 6-12 for a university transcript. Absence from school and incomplete transcripts will affect where they are able to apply for further/higher education.

### **-Student Pass Holders**

The Singapore Immigration and Checkpoint Authorities (ICA) requires the school to notify them of any student in Singapore on a Student Pass who fails to make 90% attendance in any month. In reality, this is two days. In calculating the 90% attendance, we are permitted to include absences such as genuine illness, attendance at funerals, or business matters such as passport or visa issues. If a student is absent for seven consecutive days they will automatically be reported to ICA who may decide to terminate the pass and thus ask the student to leave Singapore immediately.

### **-Attendance and Credit for Transcripts**

Students who fail on attendance are eligible to appeal to receive credit. In the event that the student has a reasonable explanation and evidence of their absences, and the issue is not ongoing, the appeals are usually approved and will be effected at the end of the subsequent semester. Extended absences may result in the appeal being denied and credit not being awarded.

The school will make every effort to keep parents/guardians informed of students who are in danger of failing a quarter due to poor attendance at school. However, it is ultimately the responsibility of the parent/guardian and student to monitor attendance. Failure to be notified in advance by the school does not absolve a student of responsibility for receiving a failing grade due to attendance.

### **-Procedures in the event of being unable to attend school**

- Parent/Guardian completes ManageBac with absence.
- When student returns to school, they bring documented evidence of their absence, e.g. Medical Certificate from a Doctor.

### **-Procedures in the event of a student being late to school**

- Where possible, inform the High School Office that you will be late
- Go directly to the High School Office
- Sign your name, homeroom, time and give the reason you were late in the log book

- Hand in your Mobile Phone and go to the class that you are meant to have at that time

### **-Procedures in the event of a student having to leave school early**

Students are not permitted to leave campus during the school day without the permission of the Academic Director of Pastoral or the School Nurse.

- In advance, Parent/Guardian to complete the absence notification on Managebac.
- Programme Head(s) to approve/not approve absence
- HS Office to inform Parent/Guardian of decision
- Student to obtain work from their teachers
- On the day, Student goes to the High School Office and signs out in the log book

### **-Sickness During The Day**

Any student who is feeling too ill to continue classes should report to the School Nurse. Permission to return home may be granted by the School Nurse or the Academic Director of Pastoral. **In such case, a student will not be sent home until the School has been able to make contact with the Parent/Guardian.**

### **-Unauthorised Absences**

Attendance at all assigned classes is mandatory. Any unauthorized absences will be recorded and the following procedures will apply. Offences should be reported to the Assistant Principal.

1. First Offence
  - a. Parent/Guardian will be informed.
  - b. Students will serve 1-hour detention after school. No credit will be given for make-up work.
2. Second Offence
  - a. Parent/Guardian will be informed.
  - b. Students will serve two 1-hour detentions and may have to attend a make-up day when teacher in-service days occur. No credit will be given for make-up work. During detention time, a student may be given odd jobs to perform as community service work. Other penalties may also be imposed as necessary.
3. Third Offence
  - a. Student will be suspended for one (1) day. Mandatory parent/guardian conference with the Programme Head and/or Deputy of Academic Director of Pastoral prior to reinstatement will be required.
  - b. Students will be placed on a strict probationary agreement.
4. Fourth Offence

Students will be suspended pending a Review Board decision concerning the student's further enrollment and/or punishment. Offenses should be reported to the Academic Director of Pastoral.

## Attendance Policy and Procedures K-12

Attendance at school is critical for student success.

### 1. **Explained and Unexplained Absence** – “Absent” on ManageBac.

An **explained absence** is when students are absent for a day due to sickness or another emergency. They must bring a note or medical certificate to school to explain the reason why they could not attend school. Parents/guardians must alert the Academic Office on the morning of the absences before 9am. Failure to do so makes it difficult to account for all of the students and may compromise the student’s safety. After an explained absence, when students complete the work that they missed, grades will be awarded.

An **unexplained absence** may take the form of a family event or vacation-related absence that does not meet the criteria outlined in the explained absence above. In all cases of planned absences, parents/guardians must inform the school via email. Absences will also be considered ‘**unexplained**’ when no medical certificate or note from a parent/guardian explaining the absence has been presented to the school.

### 2. **Exceptional Absence** – “Other” on ManageBac.

Students who are unable to physically attend school due to extenuating circumstances must have parents/guardians inform the school via email or letter. Such **exceptional absences** must be submitted in advance for approval by the Academic Board.

*Note: The Immigration & Checkpoint Authorities require the school to notify them of any student in Singapore on a Student Pass who fails to make 90% attendance in any month. In calculating the 90% attendance, we are permitted to include “Excused” and “Medical” (explained) absences. In addition, ISS is required to notify the Immigration Department if a student is absent for 7 consecutive days without an excused or medical (explained) absence. ICA may decide to terminate the student pass and ask the student to leave Singapore.*

## Berita (Student Daily News)

The Student Berita is an online daily notice bulletin in the High School which is accessed through the Student Website. The Berita contains information about meetings and events. All students should read this every day. The Berita is managed by the Student Leadership Council and overseen by the SLC Leader Teacher(s) and the Deputy Academic Director Pastoral. All teachers may add messages to the Berita.

## Books & Supplies

Students must provide their own exercise books and writing implements etc. for each subject. At the start of each school year, the subject teacher will inform the students of any specialized equipment for students to purchase.

Students must (where required)

- Keep a proper file for each course which includes securing all notes, handouts, tests, and other class materials securely in a file or arch-file.
- Student’s name, class, and teacher’s name should be displayed at the front of the file.

- Each page, and every handout, should be properly dated. Where relevant, pages should be numbered.
- The file should be properly organized.

### Text Books or e-Books

These are provided for all subjects as required. Due to the holistic nature of the MYP/DP/HSD, resources are not limited to one specific textbook for every subject, therefore students will not always be issued textbooks. Any questions about the texts used may be directed to the specific subject teachers. Suggested texts which require student annotations must be purchased by students.

### Buses

If transportation has been arranged by school bus, it should be noted that buses leave the lower car park at 3:10 p.m. The school bus service contact is

Email: [schoolbus@iss.edu.sg](mailto:schoolbus@iss.edu.sg)

Bus complaints should be directed to the above email. If this does not resolve the problem, please contact the High School Office.

### Canteen

The cafeteria is outsourced to a local vendor who provides a variety of food options each day, including Asian and a Western meal option. Alongside this, there are a variety of lighter options available. Although the canteen is not halal, there is no pork or lard handled in the kitchen.

#### **Food and drink will not be sold to students during lesson time.**

All students must handle food and drinks responsibly:

- o Water is the only permitted food in the classroom or hall
- o Discard their own trash in the canteen and from picnic tables, return trays etc.
- o Scrape waste food into the trash and place used cutlery/plates in the correct location.

### Calculators

All Grade 9 - 12 students are required to purchase a graphic display calculator for Mathematics. The recommended model is TI-Nspire CX II graphing calculator and the teachers will be teaching the specific functions using this model. Further information about the features and different functions of the graphic calculator can be found on the website:

<https://education.ti.com/en/products/calculators/graphing-calculators/ti-nspire-cx-ii-cx-ii-cas>.

The sales of the calculator are conducted in the second or third week of each academic year by the Texas Instrument vendor.

### Change of Address

Please advise the Academic Office of any changes. It is vital that in the event of an emergency, we should be able to contact parents and guardians immediately.



## Communication

Communication is a very important aspect of the ISS community. In the first instance, students and parents should email teachers to make contact. Through this the teacher will then arrange a time to phone or meet with the student or parent to discuss any issues. Parents can also email or phone the Academic Office to make an appointment on their behalf. All teacher emails are on the school website.

### Who to See If...

|   |                    |
|---|--------------------|
| Subject Related: contact subject teachers directly. If the issue is unresolved, parents/guardians may contact the Faculty Head. The Deputy Academic Director for Teaching & Learning also supports all teaching and learning matters. |                    |
| Faculty Head for all Languages & Humanities   | Mary-Ann Shelly    |
| Faculty Head for Mathematics & Science  | Akbar Hussain      |
| Faculty Head for the Arts (Music, Drama, Visual Art & Design) and PHE   | Paul Crozier       |
| Deputy Academic Director for Teaching & Learning  | Christopher Garden |
| Pastoral Related: contact Kampong teacher directly. Grade Level Leaders & the School Counsellor can also assist in pastoral and well-being matters. The Deputy Academic Director for Pastoral also supports all pastoral matters.     |                    |
| Grade 6 - 8 Grade Level Leader  | Petrina Krishnan   |
| Grade 9-10 Grade Level Leader   | Bruno Alen Lebon   |
| Grade 11-12 Grade Level Leader  | Lucy Atkinson      |
| Deputy Academic Director for Pastoral   | Kelly Millar       |

## Counseling (Social Emotional and University)

In addition to the above, the following people are available to assist you:

|                         |              |
|-------------------------|--------------|
| Social Emotional School | Berna Sekhon |
|-------------------------|--------------|



|                          |               |
|--------------------------|---------------|
| Counsellor               |               |
| University Advisor       | Sarah Jeyaram |
| Guardianship Coordinator | Kelly Millar  |

## Creativity, Activity and Service or Service as Action

All students in Grades 6-12 are required to participate in Creativity, Action and Service Learning activities as part of their academic programme. We do also encourage students to take the initiative to create their own opportunities to become involved. The CAS Coordinator and the Service as Action Coordinator will brief students on the requirements for completion of the programme. The Athletics Director will inform students about sports and inter-school events. Students will record all activities and reflections on Managebac.

## Daily Routine

|                         |                      |
|-------------------------|----------------------|
| 08:00 - 08:20 (20 mins) | <b>Kampong</b>       |
| 08:20 - 09:00 (40 mins) | <b>First Lesson</b>  |
| 09:20 - 09:40 (40 mins) | <b>Second Lesson</b> |
| 09:40 - 09:55 (15 mins) | Break                |
| 09:55 - 10:55 (60 mins) | <b>Third Lesson</b>  |
| 10:55 - 11:05 (10 mins) | Transition Break     |
| 11:05 - 12:05 (60 mins) | <b>Fourth Lesson</b> |
| 12:05 - 12:50 (45 mins) | Lunch                |
| 12:50 - 13:50 (60 mins) | <b>Fifth Lesson</b>  |
| 13:50 - 14:00 (10 mins) | Transition Break     |
| 14:00 - 15:00 (60 mins) | <b>Sixth Lesson</b>  |
|                         | CAS/ECA              |

Students must arrive on time to class. Kampong occurs every day. Attendance is taken in all lessons. If a student is late to kampong at the start of the day, an email is automatically sent to their parents/guardians and this is recorded on their file.

## Electronic Devices (Phones, Electronic Devices, etc)

Students are encouraged not to bring any electronic devices to school other than their laptops. The school is **not** responsible for lost or stolen items.

- Handphones **cannot** be used during the school day from 8am – 3pm.
  - o Any teacher who observes students using a hand phone or electronic item that is impacting learning or detracting from a specific activity, may confiscate that item. They will be kept in the safe for a day following the first offence and up to a week for further offences. Please note that the Technology Responsible Use Agreement applies to use of handphones.
  - o Laptops cannot be used in the canteen area for health and safety unless authorised by a teacher for a specific task.
- Classroom teachers may set their own expectations for students listening to music in class (in some cases it is appropriate when students are working independently on class work etc.).
  - o However, when a teacher is talking, earphones must be put away completely and devices closed/off.
  - o **Earphones** may not be worn during school time.

## Electronic Dictionaries

Students who have English as an additional language are required to provide a translation dictionary. Electronic dictionaries are not, however, permitted in examinations or specified class assessments.

## Email addresses

Email is one of the main forms of communication at ISS, therefore it is essential that all students check their ISS email addresses daily. The email address will start with the student's database ID number e.g. [12345@iss.edu.sg](mailto:12345@iss.edu.sg)

## Entry to School

Arrival by Bus, Private Car or Taxi

Students should be dropped off at our lower carpark on Depot Road or in the school bus bay. Please avoid being dropped off on Preston Road to ensure you abide by the Singapore road safety rules. If there is a medical condition requiring easier access to the campus, please contact the Academic Office for authorisation.

## Evacuation Plan and Fire Drill

On the Emergency map of each campus there is an evacuation plan for the relevant building. All members of the community should familiarize themselves with this and the assembly point in case of an emergency. Red flashing lights will accompany the fire siren. The assembly points are located in the upper and lower car parks. Fire drills will be practised throughout the school year.

## Fasting

Students who are fasting for religious or health reasons should inform their PHE teachers in order to be excused from certain physical activities. In addition, provision can be made for students to sit in areas other than the canteen during lunch.

## Grade 12 Study Week

The Grade 12 Study Week allows Grade 12 students to have more focused time on aspects of their courses that require significant work outside of the regular classroom. These include Internal Assessments, Extended Essays, Theory of

Knowledge Presentations, Creativity/Action/Service commitments (CAS) as well as general subject-specific workshops.

### House System (Newton, Somerset, Raffles and Orchard)

All students will be assigned to a House on arrival at ISS. They will then compete in a variety of physical, social and cultural activities to gain House points. At the end of the academic year, the House trophy will be presented to the winning team.

### ID Cards

Every High School student is issued with an ISS ID card, valid for one year or until the student leaves the school. Lost cards must be replaced, at a cost of \$50. Students may require the cards to enter the campus.

### Illness

Please refer to the attendance section for guidelines if you are ill. Always go to the Nurse before asking to call your parents/guardian.

### Lateness

- A student who arrives at school after 8:00am must report immediately to the Academic Office and sign in late. This is a campus safety requirement.
- A student who is not present at the start of lesson one will be marked as absent. Teachers will be diligent in applying this rule.
- At the start of each class, teachers register their students.
- If a student enters a class after the teacher has taken the attendance register, this is considered 'Late to Class'.
- If a student is late because they were with a teacher/counsellor, they will be excused *only* if the teacher has emailed the next teacher or sent a note.

### Learner Profile Awards

Every month LP award nominees are announced. Students are nominated by their teachers. At the end of every semester, Grade Level Leaders select the award winners and these students are celebrated. These awards are given every month. Merit updates are also given by teachers, these are different to LP Awards. They can be given for a variety of reason and at any time. Merit updates are sent home to parents/guardians via email or a progress update on Managebac. Celebrating all successes, small or big, is also important to our ISS community.

### Library/Learning Resource Centre

The library is the heart of an IB school. Students have access to the library throughout the school day. It is open from 7.45am until 4pm each day. Students can also access the resources held and many others on the web through ISS Online at [www.iss.edu.sg](http://www.iss.edu.sg).

The Library has access to a number of e-books online that students can download to their laptops for the same duration as lending a regular book.

### Lockdown Procedure

ISS has an emergency lockdown procedure. In the event of the lockdown siren sounding, all persons on campus should make their way to the nearest available room,

lock themselves in, take cover under the desks away from the windows and wait for the 'all clear' signal. Students are expected to familiarise themselves with the procedures as outlined in the ISS Emergency Procedures Manual. A Lock Down drill will be practised by all during the school year.

## Lockers

At the beginning of each year, students in Grades 6 and 7 are issued lockers and a locker key. For students in Grades 8 to 12 this is optional. A \$25 fine is charged for lost keys (to replace the lock system). Lockers will be issued by the High School Office.

## Lost and Found

It is important to have all items of clothing properly labelled. This enables found items to be returned to the rightful owner. Labels with the student's name sewn onto all clothes are a good way to identify clothes. Laptops, Calculators and other electronic devices should be labelled with the student's name. If you lose anything you need to:

- Check the area you were in. It is possible it is still there.
- Check the garbage bins nearby.
- Check the toilets.
- Check with the Academic Office.
- Place a notice in the HS Berita (see Berita) about the details of the lost item.

In the event you have lost your laptop, you must report it immediately to the Academic Office.

**Note:** Cleaners, maintenance staff, canteen staff and bus drivers will submit all lost items to the Academic Office. If you find anything, please bring it to the Academic Office. We will ensure it gets back to its owner.

Although ISS students are enormously friendly and honest and demonstrate the ISS IB Learner Profile characteristic of being principled, valuable items are risky to bring to school or to leave around. Students should protect their property by not bringing unnecessary valuables or large amounts of money to school, and by keeping valuable items that they do need in school such as laptops with them or in their locker at all times. Items that are unclaimed eventually will be donated to a local charity.

## Lunch

The canteen serves cooked meals for lunch. Snacks are available daily. The menu is posted on the website a month in advance. High School students buy on the day or bring in their own packed lunch. Students are not permitted to go off campus, or to order from takeaway restaurants unless approved by staff. Fridges and microwaves are provided for student use.

## ManageBac at ISS

We use ManageBac (MB) as a communications tool for students and parents. All summative assessment grades are accessed through MB. We also inform parents through MB of any merits or concerns we have, this ensures consistent communication is established. Parents are encouraged to access MB and review their child/ward's progress on a regular basis. If you do not have login details, please contact IT Support.

## Medication in School

Students must not self-medicate, except in the case of inhaled asthma medication (i.e. mobile Ventolin puffers). In the event that a student must take medication on campus,

parent/guardian permission must be clearly given in writing, and a doctor's referral letter must also be on file along with a copy of the prescription. The doctor's letter must indicate the nature, purpose, amount, and frequency of the specific medicine to be given.

The School Nurse does not administer Panadol, Tylenol, ibuprofen or other similar medicine.

### **Parent/Guardian Conferences**

Conferences are throughout the school year. High School students are expected to attend conferences with their parents. Sign up for the conferences that take place online.

### **Parent Workshops**

ISS offers numerous workshops for parents. Some workshops are held during the day, and some are held in the evening. These workshops are a great opportunity for parents and guardians to learn more about various aspects of ISS, from reporting to assessment, to our activities and programmes etc. Please refer to our Calendar for more information about our yearly workshops.

### **Physical & Health Education (PHE)**

PHE lessons frequently take place off campus. Students will need to be organised to ensure they are changed and at the departure time punctually. All students should wear the ISS PE kit and bring a water bottle to every class. Sunscreen, sunhat, mosquito repellent and other items such as swimming aids should be brought on an as-needed basis.

### **Progress Concern Reports / Behaviour Note**

Progress Concerns are one way in which we inform parents of concerns that we have regarding a student's academic or behavioural progress. These will be emailed to parents directly or through Managebac. A copy of any progress concerns is kept on a student's file within Managebac.

### **School Hours**

The school day is from 7:55 a.m. to 3:00 p.m. for High School students. Attendance is taken during Lesson one at 8:00am sharp therefore students should plan to arrive on campus at 7.45am. Students are considered late to school if they arrive to lesson one after the bell at 8:00am. Students who arrive at school after 8:00am must sign in to school at the Academic Office.

### **School Nurse**

The School nurse is on duty from 7:30am to 4:30pm daily. Her clinic is located at the end of the hallway, past the Academic Office.

The nurse treats minor injuries or illnesses, performs minor first aid, and maintains the health details of students. In the event that the nurse needs to send you home, she will first call your parents and ask them to collect you. Alternatively, she will ensure that an adult is home to receive you when you arrive home and send you via taxi with parental consent.

## Sports (Varsity)

The International Schools in Singapore have a very strong sports league. Students at the High School can try out for numerous teams to play in the different seasons. Some sports available are as follows:

- Football
- Volleyball
- Badminton
- Basketball
- Ultimate Frisbee

This list is not exclusive and if there is enough interest and coaches, other sports will be considered. Training for these sports will take place twice a week.

Students will be taken to the venues by school bus, a return bus is also sometimes provided, but students often make their own way home after they have finished. All students who take part in a competitive sport are required to sign an agreement form and purchase their own ISS sports attire. Further details regarding the competitive sports programme can be obtained from the Athletics Director (HS).

## Staff Contact Information

For all pastoral matters, parents and teachers should first contact the Kampong teacher of the class the student belongs to, or the relevant Counsellor. For serious matters, parents may contact the Programme Head. For all academic concerns, parents should contact the relevant subject teacher, faculty head or Programme Head. Staff email addresses are available on the ISS website: <http://www.iss.edu.sg/the-team/faculty/high-school/>

The Academic Directors should only be contacted when other avenues have been exhausted, or when cases of gross misconduct are suspected. See the chart in 'Communication' for communication protocols.

## Student Council

Student Council ensures that the needs of the greater student body are being addressed and met, as well as channelling their opinions and voices to the appropriate venues. The Student Council comprises a President, Vice President, Secretary, Sustainability Officer and Treasurer, with representatives from each Kampong. They are responsible for organising various events. Additionally, they may work to implement new initiatives such as healthier choices in the school cafeteria, or the addition of useful appliances to the campus, that they feel are in the best interests of the school.

## Student Support

ISS offers a wide range of student services and prides itself on its extensive program of counselling and pastoral care. Numerous professionals at ISS work together in contributing to the personal and academic success of our students, including our School Counsellor, Japanese, Korean and Chinese teachers, University Advisor, EAL Specialists, Learning Support Teachers, Guardianship Coordinator, Kampong Teachers, and our Programme Heads. Our strength is our low student-to-academic staff member ratio, which provides students with a very high level of support at ISS.

## Counselling

Kampong teachers and Counsellors are often the first point of contact when a student has a personal issue. Counselling services are provided for students individually and in groups, on a range of issues such as emotional or psychological problems, family problems, relationship issues, addiction, peer pressure, bullying, lack of motivation, lack of effort, and stress. Parents and teachers are at times contacted to help the counsellors get a holistic picture of the student. If necessary, the School provides referral services to appropriate community agencies.

ISS firmly believes in working in partnership with parents and guardians on the problem-solving process that accompanies a "Student Intervention Program". To this end, from the moment a student is deemed 'At Risk', the Student Services Team meets to set the stage for changing the learning circumstances for the student who is having problems.

Using as much data as possible, a plan of action is put into place to bring about the needed change and improvement.

## **EAL Support**

ISS has a very strong experienced English as an Additional Language (EAL) department that supports students who are learning English. All non-native English-speaking students applying to ISS High School will be subject to an English language admissions Test. Students who do not meet our minimum entry requirements may receive EAL Support. EAL students will be provided in-class support in some lessons until their English improves but there is a mandatory additional fee for this. Re-testing is undertaken twice annually.

## **Guardianship**

The Guardianship Coordinator plays a part in caring for all students who live in Singapore without their parents in full-time residence in Singapore and with a registered ISS Guardian. The Guardianship Coordinator:

- recruits suitable ISS guardians for ISS students;
- is a part of the enrollment process for every new student living in Singapore without his or her parents. This is important as we encourage that all ISS students under guardianship live with an ISS-listed guardian so that we can be sure that all guardians fulfil the expectations that we have of them both in terms of caring for the students and by working with the school to maximize the student's chances of success;
- Discusses all potential changes of ISS guardian with students, parents and guardians *before* such changes of ISS guardian occur.

\*Please note that PPA (Parent Appointed Adults) do not fall under the supervision and guidance of the Guardianship Coordinator

## **Learning Support**

A student with Special Needs who may require additional support is usually, in the context at ISS, a student with ADHD, Dyslexia, Asperger's Syndrome and other mild learning difficulties. The Learning Support teacher provides direct support and/or monitoring as appropriate to help these students experience maximum success in their studies. There is an additional fee for Learning Support.



ISS can provide learning support for students; to take advantage of this, parents need to make an appointment with the Learning Support team who will assess students on a case-by-case basis.

## Student Vehicles

Generally, in Singapore, students do not drive themselves to school.

## Timetables

High School timetables are individual depending on the elective subjects and are accessible on ManageBac for each student. Kampong teachers will talk through the timetable on the first day of school.

- Head of Programmes will help plan your schedule. If you need/want to make a change in your timetable, you must speak with the teacher of the course you want to change first to get advice and then seek approval from your Head of Programme.

## Uniform

Students arriving to school who are not in school uniform may be sent home.

### Details on purchasing:

Bibi & Baba

213 Henderson Road, #01-12 (S) 159553

(opening hours : Mon-Fri 9am-1pm, 2pm-6pm and Saturday 9am-1pm)

In case you have questions, please send your enquiries to [uniforms@iss.edu.sg](mailto:uniforms@iss.edu.sg) or you can call Sally Choy at 69396132.

## Uniform Policy

All students must wear the correct uniform as described below: The Academic Leadership Team shall be the final judge of compliance or noncompliance of school dress code.

- ISS polo shirt
- ISS trousers, shorts or skirts (PE shorts are not permitted unless in a PE lesson)
- Black, plain long-sleeved cardigan
- Grade 12 are permitted to wear the ISS Hoodies that they design annually.
- Hats may be worn during PE and outdoors
- ISS PE uniform during PE lessons only

## Footwear

Students should wear sensible school shoes or training shoes. Shoes should have a closed toe. Trainer/sport shoes or boots (not calf length) are acceptable footwear. Sandals or slip-on shoes are not permitted except during the Swimming unit or in the event of a medical injury. Separate shoes should be worn for PE and regular classes.



## PE Uniforms

PE uniforms are T-shirts with the ISS logo and the official ISS PE shorts. In the interest of safety, no jewellery may be worn during PE classes.

## Clothing Fit and Condition

Clothing must fit properly and must not be purchased or worn too large. Students who purchase baggy uniforms will be asked to tailor them to the appropriate size. Clothing must be neat and presentable, and must not have holes, tears, have frayed edges, or be faded, dyed, or coloured in any way. Shorts and skirts must be of a length that when a student is standing with their arms by their sides, the garments are longer than their fingertips. Clothes must also be culturally appropriate for school events. Blue jeans and tight leggings are not permitted.

## Rings, Jewellery, Studs and Hair

The code outlined below applies to all ISS School students.

**Earrings** and studs are permitted only in the ears. A maximum of three earrings may be worn. Hoops may only be worn in the ear lobes. All earrings must be discreet in colour and size.

**Rings** are not permitted on other body parts e.g. nose, eyebrow, etc. The only exception is where rings form a part of cultural attire, this exception would be granted upon receipt of a formal letter of request from parents/guardians.

**Nose/Other Studs:** only one simple and very small stud is allowed if for religious reasons. Large or decorative studs are not acceptable anywhere.

**Hair:** Long hair is permitted but must be kept tidy and tied back, especially for Science/PE and to limit the spread of head lice. Hair must be kept out of the student's eyes at all times; eccentric hairstyles are not permitted.

**Hair colour:** Eccentric hairstyles are not permitted, this includes unnatural coloring. The Academic Directors shall have the final say regarding eccentricity.

**Jewellery:** Only discrete jewellery may be worn. Large, bulky or colorful necklaces or chains, or any items that represent gang or cult symbols may not be worn.

**Tattoos:** Students over the age of 18 who have tattoos should have these discreetly positioned and they should be covered during class.

## 'Free Dress'

Free dress is a substitute for school uniform and non-uniform days are often held on the last Friday of the month to raise funds for Student Council and other ventures. Students are still expected to be modestly and neatly attired. No offensive logos, no bare shoulders/knees/midribs. Footwear and jewellery adornment must be in compliance with the dress code.

Students who come to school in unacceptable clothing may be sent home to change.

## University Advising

The vast majority of our graduates go on to tertiary education after they leave ISS. Although some return to their home countries for university, many continue on to other countries including the UK, the USA, Canada, Australia and New Zealand. Every year, several students decide to attend university in Singapore. To assist all students (and their parents), the University Advisor offers a number of services including:

- An informational meeting at the start of the school year to introduce students (and their parents) to the university application procedures and the different requirements in countries such as the UK, the USA, Canada, Australia, New Zealand and Japan;
- Meeting with all Grade 11 and 12 students individually at least twice to discuss university application plans and progress;
- Outlining requirements in Grade 11 and 12 Academic Support at various points in the year to ensure students understand the application process, requirements and deadlines;
- A limited number of visits to the school by representatives from different universities and colleges depending on travel restrictions. Details of these visits can be found on notice boards around the school, on regular circulars to students' Kampongs and on Managebac.
- Introductions to counsellors who specialize in recruiting students for universities in specific countries. These counsellors are all experts in their fields and represent the best source of information for students;
- Appointments for students to meet counsellors individually or in small groups can sometimes be made off campus;
- Organized visits to counsellors' offices, such as the office of The United States Education Information Service (USEIC);
- Advertising of the large university fair and education exhibitions, which are held off campus. Occasionally, we organize visits to these large exhibitions and fairs;
- Communicating webinars organized by specific universities for students to sign up for;
- Coordinating with the school Registrar to ensure appropriate documents are provided for applications.

We strongly recommend that students begin to consider their choice of universities in Grade 11 and have a short list of less than 10 universities to which they will apply during Grade 12. We recommend that students begin this process early because students in their senior year are always busier than they anticipate, and also because some university application deadlines are as early as October preceding the year of entry. Preparing their personal essay or statement and requesting references from teachers in Grade 11 is also critical to organizing themselves for applications.

## Valuables

Students should not bring valuable items or excessive cash to school. The school will accept no liability for any such items lost or damaged on or off campus. Should the occasion arise where a student must bring cash to school, then it may be deposited in the Academic Office and can be collected at the end of the school day or when needed.

## Visitors to School

Please note that visitors (i.e. friends visiting you on campus) must be pre-approved by the Academic Directors. We do not allow students (even ex-students visiting the school) to attend classes; therefore, if approval is given it is usually for lunch time.

## Week Without Walls

Annual participation in the School's Week Without Walls (WWW) programme is **compulsory** for Grade 6-11 students. The purpose of Week Without Walls is to allow students to explore curricular areas outside of the regular classroom environment.

The WWW are structured as Grade level trips and the programme is also service orientated and provides an opportunity for students to get to know each other and to participate in learning opportunities and activities away from the school and home.

Although every effort is made to organize WWW programmes in safe and stable destinations, international instability and health concerns may arise. The school reserves the right to cancel programmes due to safety concerns. Refunds are not always possible in these situations. ISS and its agents and partners are not liable for loss of funds due to cancellation due to security/safety concerns. Parents must decide ahead of enrolling in overseas trips whether or not they can accept these risks.