



PARENT/STUDENT

HANDBOOK

INTERNATIONAL PROGRAMME

## FOREWORD

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

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

## OUR VISION STATEMENT

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

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

## OUR MISSION STATEMENT

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

We will do this through a critical thinking training process in core academic subjects and extracurricular activities by providing students with the path towards confidence, courage, self-discipline and integrity. In order to retain a strong commitment from both local and foreign teaching faculty, we will ensure that all individuals, regardless of their various backgrounds, are treated fairly and equally in terms of compensation and benefits.

## OUR MOTTO

***Excellentia, Innovatio, Integritas***

Excellence, Innovation and Integrity

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

## STATEMENTS OF BELIEF

We believe:

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

## FOUNDER'S MESSAGE

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

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

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

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

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

And that notwithstanding, we are reminded of the fast growing technological changes that is shaping our world. Indeed, Robotics engineering and Artificial Intelligence is becoming not just an equipment but a technology that enhances knowledge which are to be used in politics, environment, and business to mention a few.

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

THANK YOU

Founder: REV. OBED DANQUAH

## THE MICS ADVANTAGE

### *Excellentia, Innovatio, Integritas*

Excellence, Innovation and Integrity

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

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

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

### **Why consider Morgan International Community School?**

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

enrichment, student leadership opportunities, and authentic experiences during the school year.

- Individual student support: Each MICS student is unique and deserves individual attention to their needs. MICS commits to international student orientation programs, targeted student support services and coordinated communication between students, parents and teachers.
- Focus on Data and Continuous Improvement: MICS uses frequent and varied assessments and data analysis to show students their own progress and to keep teachers focused and accountable. MICS also commits to comprehensive technology integration and using school wide data management plans and systems to inform decision-making.
- Recruiting and nurturing outstanding educators: All of the adults within the MICS' community are teachers and role models. We commit first, to hiring exceptional adults, and second, to coaching, training and supporting them so that they can better guide the achievement and success of all MICS' students.
- Family and School Partnership: Active partnerships with parents/guardians are essential to the success of MICS students. With clear and regular communication and on-campus events, opportunities to contribute to school governance, and through educational workshops, MICS collaborates with our families to enable them to best support our students and the school mission. Our campus is a welcoming environment for students.
- Community Relationships: MICS is a contributing member of the community and believes that through community service and strategic outreach we will establish relationships with organizations and individuals who have the time and/or means to enhance the college preparation process for our youth.
- Inter-Faith Environment: MICS' inter-faith environment promotes tolerance, empathy, and open-mindedness, creating a safe space where students can explore their own beliefs while learning about and appreciating the beliefs of others. Through inter-faith activities, discussions, and events, students gain valuable insights into different religious practices, traditions, and perspectives, ultimately promoting a culture of acceptance and inclusivity.
- Cultural Diversity: MICS emphasis on cultural diversity enriches the educational experience by exposing students to a wide range of traditions, languages, cuisines, and customs from around the world. By embracing diversity, the school cultivates global citizenship and prepares students to thrive in an increasingly interconnected and multicultural world.

## ADMISSIONS PROCEDURES

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

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

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

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

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

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

### **Admission Checklist**

- APPLICATION FOR ADMISSION FORM (Please complete this form, sign it and return it to the Admission Office)
- CONFIDENTIAL SCHOOL REPORT FORM (This form is to be completed by a designated official from your child's current/previous school).
- COPIES OF STUDENT'S LAST TWO (2) YEARS REPORTS CARDS.
- MEDICAL FORMS (These include medical authorization, immunization, health information and examination forms)
- ENROLLMENT CONTRACT (This form is a signed agreement between the parents and MICS; the original must be returned to the Admission Office).
- A COPY OF STUDENT'S BIRTH CERTIFICATE OR PASSPORT PAGE (i.e., the photograph identification page), AND TWO PASSPORT-SIZED PHOTOGRAPHS.

For full explanation, please see our Admission Information and Application Form Booklet.



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

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

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

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

A student who has received schooling equivalent to the highest year at MICS from another educational institution is not eligible for admission to MICS. A MICS student who has completed two years in the IB Diploma Programme may enrol for a further, final year in order to complete graduation requirements.

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

#### AGE APPROPRIATENESS INFORMATION

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

	Age by December 31st of the preceding year	Designation International
	9	Grade 4
	10	Grade 5
	11	Grade 6
	12	Grade 7
	13	Grade 8
	14	IGCSE 1 Grade 9
	15	IGCSE 2 Grade 10
	16	IB 1 Grade 11
	17	IB 2 Grade 12

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

## **SCHEDULE OF PAYMENT OF FEES**

### **ADMISSION FEE**

When an application is accepted for enrollment, an admission fee is required in the amount of US\$1500.00. This is a one-time non-refundable fee that will be used throughout the student's enrollment at MICS for application fee, set of uniform, textbook & stationery and school user fee.

### **RESERVATION FEE**

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

### **TUITION FEES-PROCEDURE**

The tuition fee for 2024/2025 is currently being determined. Please check back for complete information on tuition fee schedules, before close of each Academic year in June.

#### **Payment**

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

#### **Early Departure Prior to close of Academic Year.**

Admission means being provided with a space that otherwise could have been sold to another applicant. Consequently, if, by any means student/s departs from school and say travels abroad or leaves for other school elsewhere, a full year fee will be demanded from the parents/guardians.

### **REFUND POLICY**

All fees paid are not refundable.

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

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

## EXAMINATION FEES

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

## POLICY ON PAYMENT FOR EXTERNAL EXAMINATIONS

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

	<b>Checkpoint</b>	<b>IGCSE</b>	<b>IB DIPLOMA</b>
<b>MICS Main Examination Session (i.e. April / May)</b>	Registration Fee	Registration Fee	Registration Fee
	Subject Fee	Subject Fee	Subject Fee
	Postage Fee/ Invigilation Fee	Postage Fee	Postage Fee
<b>Retakes In the October/November Session</b>		Registration Fee	Registration Fee
		Subject Fee	Subject Fee
		Postage Fee	Postage Fee
		Invigilation Fee	Invigilation Fee

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

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

## STUDENTS WITHDRAWING FROM THE SCHOOL

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

Failure to provide adequate notice will result in the withholding of documents until all outstanding fees are paid, and other obligations settled.

## NURTURING AND SUPPORTING STUDENTS TO LIVE SUCCESSFULLY

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

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

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

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

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

### Our Dormitories







Boys boarding residence





Triple rooms with private bathrooms

Girls boarding residence









Double rooms with private bathrooms





### Weekday Schedule

	<u>5:30 a.m.</u> Wake-up / Morning call	
	<u>6:30 a.m.</u> Morning roll call	Student must be ready for morning inspection by the house parents.
	<u>7:00 a.m. – 7:30 a.m.</u> Breakfast	Breakfast is served in the dining hall
	<u>7:30 a.m. – 7:40 a.m.</u> Homeroom meeting	All students must be at the designated classroom for the meeting
	<u>7:30 a.m. – 12:45 p.m.</u> Morning classes/ Morning Assembly on Mondays.	Morning classes are 70 minutes in duration.
	<u>12:50 p.m. – 1:25 p.m.</u> Lunch	Lunch is served at the dining hall.
	<u>1:30 p.m. – 3:55 p.m.</u> Afternoon classes	Afternoon classes have a duration of 70 minutes.







	<u>4:00 p.m. – 6:45 p.m.</u> Dinner	Students have their dinner in the dining hall.
	<u>7:05 p.m. – 8:35 p.m.</u> Evening prep time	Students are expected to be engaged in homework and study.
	<u>8:45 p.m. – 9:10p.m.</u> Evening roll call/ Tea time	Students are expected to be in their various dormitories.
	<u>9:30 p.m.</u> Lights out grades 4-9 <u>10:00 p.m.</u> Lights out for grade 10-12	Students are expected to be in their respective rooms.




### Weekend Schedule – Saturday

	<u>6:30 am</u> Morning Call	
	<u>6:30-7:40 am</u> General Cleaning	Cleaning exercise by students
	<u>7:45 am</u> Rooms Inspection	Students must be in their various rooms ready for the inspection
	<u>8:00-8:45 am</u> Breakfast	Breakfast in the Dining Hall
	<u>9:00- 12:00 am</u> Personnel studies	Students work on their homework, assignment, project work, etc.
	<u>12:00-12:50</u> Lunch	Lunch is served in the Dining Hall
	<u>1:00-3:00 pm</u> Siesta	All students are expected to be in their various dormitories.
	<u>3:00 pm – 5:00 pm</u> Leisure time/ Rehearsals	Scheduled activities for the day

	<u>5:30-6:30 p.m.</u> Supper	Supper in the Dining Hall
	<u>7:00- 8:30 pm</u> Entertainment	This is an opportunity for "house" Competition
	<u>8:45-9:30 pm</u> Evening roll call/ Tea time	Students are required to reside in their designated dormitories.
	<u>9:30 pm</u> Lights out grades 4-9 <u>10:00 pm</u> Lights out grades 10-12	

Weekend Schedule – Sunday

	<u>7:30 am</u> Morning Call	Students must be ready for breakfast
	<u>8:00-8:45 am</u> Breakfast	
	<u>8:45 am – 10:30 a.m.</u> Worship time	Students are expected to be at the PHH for the service.
	<u>12:00-12:50</u> Lunch	Lunch is served in the Dining Hall. Students must come neatly dressed
	<u>1:00-5:00 pm</u> Siesta/Visiting Hours	All students are expected to be in their various dormitories. Students on duty call any students who receive visitors.
	<u>5:30-6:30 p.m.</u> Supper	Supper is flexible

	<u>7:00- 8:30 pm</u> Evening prep time	Students are expected to be engaged in homework and study.
	<u>8:45-9:30 pm</u> Evening roll call/ Tea time	
	<u>9:30 pm</u> Lights out grades 4-9 <u>10:00 pm</u> Lights out grades 10-12	

## VISITORS

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

Sundays 11:00 am-5:00 pm

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

Security guards will be instructed not to permit any visitors outside these hours. Students should not sit in visitors' cars but use the designated areas. The school reserves the right to ban undesirable or disruptive visitors. The boarding house maintains a log sheet which should be signed by all visitors.

Students should, as a matter of courtesy, introduce their parents or guardians to the House Tutors. Visitors will not be permitted at any other times unless they have first obtained written approval from the administration.

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

## FOOD

### Delicious and Nutritious Meals

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

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

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

Special Meals are provided to vegetarian students and students with religious or special dietary needs; special meals are provided to students who happen to be under the weather.

Meals/ Snacks provided are as follows:

Meals	Weekdays	Weekends
Breakfast	7:00 a.m. – 7:30 a. m.	8:00 a. m. – 8: 45 a. m.
Lunch	12:50 p. m. – 1:25 p. m	12: 00 noon – 1:00 p .m.
Dinner	6: 00 p .m. - 6: 45 p. m.	5:30 p. m. – 6:30 p. m.
Tea time	8:45 p. m. – 9:00 p. m.	8:45 p. m. – 9:00 p. m

Every week, we creatively use

								
Beef	Goat meat	Chicken	fish	Milk & Juice	Eggs	Rice & Pasta	Vegetables	Fruit

### Excursions

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



#### A. General Excursions

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

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

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

#### B. Special Excursions

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

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

### DORMITORY, GROUNDS AND FACILITIES

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

### CO-CURRICULAR ACTIVITIES PROGRAMME

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

### INTERSCHOOL ACTIVITIES

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

## TRIPS

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

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

## CULTURAL EVENTS AND ASSEMBLIES

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

## CONFIDENTIALITY OF ALL SCHOOL RECORDS

It is the policy of the school to maintain the confidentiality of all information contained in student's files. Parents are requested to inform the school well in advance (not less than two week notice) when a transcript or transfer report is needed for another school so that the necessary arrangements can be made.

## SCHOOL UNIFORM CODE AND SCHOOL UNIFORM SHOP

The intention is to provide a uniform which will serve the students during both formal and informal events, which is practical in appearance and cost. The uniform will be available at the school uniform shop.

## DRESS CODE

The dress code outlined is designed to create a positive and respectful learning environment conducive to academic success and personal growth. Students are expected to dress in a manner that is appropriate, modest, and conducive to the educational setting.

For boys, this typically means wearing collared shirts, trousers or shorts of appropriate length, and closed-toe shoes. T-shirts with offensive language or graphics, as well as overly baggy or sagging pants, are discouraged.

Girls are expected to wear modest tops, such as blouses or shirts with sleeves, along with skirts, dresses of appropriate length. Tank tops, code tops, and clothing that exposes undergarments are not permitted.

No any form of accessories such as necklace, bracelets, anklets, etc. should be brought apart from the prescribed ones. No beads on hair. And hairs longer than 18 inches will either be asked to cut down to the standard level or coiled in to prevent blocking views of other students during classes or causes other forms of nuisance on campus.

Students are expected to follow the school's dress code.

Students are not allowed to wear nail polish to school.

## HAIR STYLE AND COLOUR

For girls: Rasta braid or natural hair braid

Colour of braids must be black

Length of braids must be 18 inches

For boys: Decent haircut and NO dyed hair.

Beard must be trimmed

Overall, the dress code promotes a respectful and professional appearance conducive to learning in the school environment.

## FIRE AND EMERGENCY DRILLS

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

## LITTER

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

## WATER CONSERVATION

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

## TELEPHONE USE

Students are not allowed to use their personal phones on campus. However, there are school phones that will be available for students to call their parents during weekends from 11 a.m. to 5:00 p.m. on Saturday and Sunday. In case of emergencies, the school management will contact the parent.

## ASSESSMENT AND REPORTING

### ASSESSMENT

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

### 7+1 TEACHING MODEL (Student to Students plus Teacher)

The 7+1 Teaching Model is a dynamic approach that empowers students to take an active role in their learning process while receiving guidance from teachers. In this model, students plan and deliver lessons to their peers under the supervision of a teacher, with the occasional involvement of school management and parents as observers. The primary objective is to enhance students' confidence, communication skills, critical thinking, and problem-solving abilities. By engaging in peer-to-peer teaching, students not only deepen their understanding of the topic but also develop essential skills such as leadership, collaboration, and presentation. Through this model, students become more confident and proficient learners, better equipped to navigate academic challenges and real-world situations.

### REPORTING

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

- There are two written reports sent to parents during the course of the school year. Reports are normally distributed during the months of January, and July.
- Parents are invited to Student-Led-conferences two times per academic year. Parents are strongly encouraged to attend the conferences as it provides an opportunity for students to assess their academic progress, set goals, and reflect on their learning experiences. Students play an active part in the conversations that take place between their parents and their teachers.

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

## CHANNELS OF COMMUNICATION

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

## PARENT INVOLVEMENT

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

## PARENT TEACHER ASSOCIATION (PTA)

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

The Association's dual objectives are:

- to raise funds for the School for the purchase of "extras" not covered by school fees; and
- to organise social events to 'build community' amongst parents, teachers & students
- for parents through their Executives Members seek clarification, request for information or provide information for the sole aim of the development of the students and the school in general.

## STUDENT CODE OF CONDUCT

### RIGHTS

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

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

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

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

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

## RESPONSIBILITIES AND EXPECTATIONS

### LESSONS AND ACTIVITIES

Students are expected to:

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

### INDIVIDUAL & SCHOOL PROPERTY:

- Students are allocated lockers in order to secure books, bags and other items that they need to bring to school. Students are expected to maintain the lockers in good order. Interference in or damage to the lockers or property of other students is not acceptable;
- Students are expected to respect school property - theft of, damage to or inappropriate use of school property will be considered a serious violation of this expectation and cost may be debited to the student account for payment by the parent.
- Students are strictly prohibited from the possession, use or sale of alcohol or drugs (including cigarettes) in school. Serious consequences may follow any violation of this expectations.
- No phones, phone accessories, or other communication tools apart from laptops that are approved by the school.

## RESPECT FOR OTHERS

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

## EATING & DRINKING IN CLASS

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

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

### CONSEQUENCES

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

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

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

#### 1. VERBAL WARNING:

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

#### 2. INCIDENT REPORT:

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

to accept responsibility for his/her own actions and to understand the consequences of those actions for him/her and for others.

3. **WRITTEN WARNING:**

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

4. **SUSPENSION:**

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

5. **EXPULSION:**

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

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

## **HOMEWORK GUIDELINES**

### **HOMEWORK POLICY**

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

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



- plan their own time and to balance independent study time with assigned homework across the week;
- make the best possible use of their time during the school day;
- read daily, both reading that is assigned and/or of personal choice, to develop lifelong reading habits;
- pursue personal interests, mother tongue fluency on Mother Tongue Day, and partake in physical, recreational and intellectual activities with their families and friends.

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

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

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

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

## STUDENT SUPPORT SERVICES

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

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

- that support services practice is consistent with the School Mission Statement, the Principles of Teaching and Learning and IB philosophy/pedagogy;
- that effective collaboration between the different areas of Student Support exists and that the team meets regularly to discuss students' needs and plan best options for support;
- that team members work collaboratively with class and subject teachers to identify strategies for them to effectively provide support to students with specific needs within their classrooms – to ensure that the focus of student support is to help students to better access the curriculum within the classroom with reduced emphasis on withdrawal;
- that collaboration with parents takes place, to gather important information and insights, in order to plan appropriate support and/or develop individual learning plans;

- that a student-centred approach to student support is maintained – that is flexible, dynamic and involves students in their own assessments and in setting their own targets; and
- that team resources are used optimally - that expertise is shared within the team and across the broader school community, and that teaching resources are used effectively to enhance student learning in the classrooms.

## LEARNING SUPPORT (LS)

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

The Learning Support Coordinator provides support to assist students with mild or moderate learning difficulties in successfully accessing the curriculum within the classroom. Subject teachers collaboratively plan and support this, enabling them to meet differing student needs through differentiation, flexible approaches, modified outcomes, and/or additional resources, as necessary.

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

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

## COUNSELLING & PASTORAL CARE

The school provides a comprehensive counselling service catering for students’ emotional, social, behavioural, educational, and career guidance needs. These services are provided by one full-time counsellor plus a teacher/counsellor who offers counselling part-time. Secondary Year Leaders and the IB Coordinator provide additional guidance and pastoral support to students at their levels. The school also has a part-time College Admissions Advisor.

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

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

## CAREER COUNSELLING

MICS understands the importance of guiding students towards successful career paths. Our comprehensive career counselling service aims to equip students with the necessary skills, knowledge, and resources to make informed decisions about their futures. Students are empowered to confidently navigate their careers and achieve their goals.

Our team of experienced counsellors tailors personalized guidance to each student's interests, strengths, and goals. Through one-on-one sessions, group workshops, and access to online resources, students explore various career options, develop essential job search skills, and create action plans for their academic and professional pursuits.

Additionally, we offer aptitude and career assessments to help students identify their strengths and interests, facilitating better alignment with suitable career paths. Our counsellors also assist students with parental consent in researching colleges locally and overseas, writing application essays, and preparing for interviews to ensure a smooth transition from high school to college or university.

## EAL SUPPORT

According to school policy, all MICS students are expected to have sufficient English language abilities to complete the school's graduation criteria. Hence, if a student applying for admission has English as a second, additional (EAL), or foreign language, their enrollment will be contingent upon their proficiency in accessing the curriculum as per the required standard.

EAL teachers provide assistance in both classroom settings and small group sessions, if deemed suitable. The English as an Additional Language (EAL) teacher collaborates closely with classroom teachers to ensure that the support offered is pertinent and aimed at assisting EAL students in accessing the curriculum in the classroom.

## HEALTH SUPPORT

The school prioritizes student health and safety. Consequentially, the school employs full-time Registered Nurses that work a 24 hour for immediate first aid and emergency care during school hours. Additionally, two medical doctors visit the school twice a week to review students on medication and are also available on call for emergencies. In the event of an emergency involving their wards, MICS promptly informs parents. Health services come with an additional fee that will be debited from the student's pocket account and a full medical report is sent to the parents.

## SPECIAL MEDICAL EVACUATION PROVISION

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

## PROCEDURES FOR SICK STUDENTS

### 1. Dormitory

- a student who feels unwell must report to his/her house parents;
- the house parents will then take the student to the school clinic;
- after examination the students may be given medication or the doctor will be consulted;
- where a student has to see a specialist, a day is scheduled and the student is taken (either by the parent or the school);
- requests by parents/guardians to have their wards sent to see a family specialist or doctor in special cases should be directed to the administration of school;
- when students are admitted into hospital or have a serious condition, parents will be informed;
- students who require bed rest are catered for at the Clinic/Infirmary and information is sent to the house parents and the Canteen.

### 2. Campus

- at the beginning of each school day, students will provide medical reports to the school nurses;
- a student who feels unwell should inform his or her class teacher;
- the student is referred to the infirmary for medical attention.
- the situation will be assessed, and the student could either be given first aid or bussed to the hospital accompanied by a school nurse.

## PROCEDURES FOR SPECIALIST TREATMENT

### 1. Eye and Skin Clinics

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

### 2. Dental Clinic

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

## SECURITY

- Security personnel are required to check authorization before a student leaves the compound;
- during holidays, all resident students must submit a gate pass at the school security post;
- when a student is leaving school for home during the course of school days, an exeat must be submitted at the main gate by the student;
- students should observe the bounds of the school. The only official entrance to the school campus is the main gate.

## ACADEMIC HONESTY

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

### A. Definition of dishonest behaviour

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

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

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

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

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

## PHYSICAL EDUCATION

Physical Education is a mandated curricular program for Grades 4-8 students. Therefore, it is compulsory for these students to take an active and participatory role in physical education. Students will not be excused from PE classes for reasons of religion, or fasting. Students who are temporarily unable to participate for medical reasons are required to bring a medical excuse signed by a doctor and given to the Head the School who with the teacher will determine alternate activities for the student in order to receive credit for PE. MICS has a PE kit which students must purchase and wear during PE classes. Students are expected to wear appropriate shoes.

## SCHOOL GOVERNANCE

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

## OPERATIONAL LEADERSHIP

The Morgan International Community School has delegated both executive and administrative authority and responsibility to the Head of School. The Head of School has direct responsibility to the Council and acts as an ex-officio member. Every member of the staff has a professional and contractual obligation to report to the Head of School. Similarly, the responsibility for the day-to-day administration of the school is assigned to the Head of School and the Senior Leadership Team.

Separate Documents are available on the following topics:

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