



## Mont'Kiara International School

Dear Students,

Selamat Kembali! For our former Mont'Kiara International School (MKIS) students welcome back from your summer vacation. Hopefully, you all had a great break from school but also are re-energized for a new year of academic, athletic, cultural, and social growth at MKIS. If you are new to MKIS this year please know that we are very pleased you have chosen to join the Mont'Kiara family. This is a great community! You'll be welcomed by and enjoy your peers, and you'll be well supported for success by a very competent and caring staff.

Mont'Kiara International School is a beautiful facility that was very thoughtfully designed to provide our students and staff with high quality facilities for academic, athletic, and cultural arts events. Whether you are conducting a science experiment in one of our science labs, searching for references for a research paper in one of our computer labs, training for an upcoming sports competition in our gym, or rehearsing in the Performing Arts Center for an upcoming concert, MKIS is a great facility.

Please review this handbook so you that you understand the policies and procedures that support your school's daily operation. If there are any policies or procedures that are not clear to you please make sure you ask a question of any staff member for clarification. It is your responsibility to be informed of how things work and our expectations for you as an MKIS student. There are several documents in this handbook that you and your parents will need to sign and turn into your homeroom teacher. Please get these forms turned in as soon as possible so you can turn your focus to other matters. This year's handbook will continue last year's use of the following symbols to highlight especially important information.



Means that the information has been updated or is new

I am looking forward to joining you for the 2009-10 school year and I am confident that by working together we will achieve great goals, have great fun, and make this coming year a very positive experience for everyone.

Sincerely,

A handwritten signature in cursive script that reads 'Gary P. Melton'.

Gary P. Melton

Middle/High School Principal

Mont'Kiara International School

# Middle School/High School Student Handbook & Code of Conduct

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## School Calendar and Class Schedule

The school year is divided into two semesters which in turn are divided into two academic quarters of approximately 9 weeks each. The school calendar is given to all families at the start of the year. Each day's classes begin promptly at 8:20am, and the student academic day concludes at 3:00pm. Classes run on a rotating block schedule. Four of the student's eight classes, each one being between 80 – 85 minutes in length, are scheduled per day. Students in 6th through 10th grade are enrolled in eight classes, while those in 11th and 12th grade must take a minimum of seven classes per year, with one study hall allowed. If a student in grade 11 or 12 and taking an IB language class or another language class outside of school, then a second study hall is allowed.



### Rotating Block Schedule

M'KIS has a six-day rotating block schedule. Students' classes are scheduled into one of eight 'blocks', named by letter from A to H. The block changes time in the day, depending on which day in the six-day rotation it is (see school calendar to know which day it is). Please note variations of the schedule that we have for half-days, extended assemblies and special afternoon events.

### Middle School (MS) Timetable

Time	Duration	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:20 - 8:25	5	HR	HR	HR	HR	HR	HR
8:30 - 9:50	80	A	E	D	H	B	F
9:50 - 10:05	15	Break	Break	Break	Break	Break	Break
10:05 - 11:25	80	B	F	C	G	A	E
11:25 - 12:00	35	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
12:00 - 1:25	85	C	G	B	F	D	H
1:35 - 3:00	85	D	H	A	E	C	G

### High School (HS) Timetable

Time	Duration	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:20 - 8:25	5	HR	HR	HR	HR	HR	HR
8:30 - 9:50	80	A	E	D	H	B	F
9:50 - 10:05	15	Break	Break	Break	Break	Break	Break
10:05 - 11:25	80	B	F	C	G	A	E
11:30 - 12:55	85	C	G	B	F	D	H
12:55 - 1:35	40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:35 - 3:00	85	D	H	A	E	C	G

(HR = Homeroom)

**Special Schedule #1 – Afternoon Events Schedule (1/2 hour event)**

Middle School Schedule

Time	Period
8:20 – 8:25	Home room
8:30 – 9:45	1 <sup>st</sup> Block (75 min.)
9:45 – 9:55	Break
9:55 – 11:15	2 <sup>nd</sup> Block (80 min.)
11:15 – 11:45	MS Lunch
11:45 – 1:05	3 <sup>rd</sup> Block (80 min.)
1:10 – 2:30	4 <sup>th</sup> Block (80 min.)
2:30 – 3:00	<b>Event</b>

High School Schedule

Time	Period
8:20 – 8:25	Home room
8:30 – 9:45	1 <sup>st</sup> block (75 min.)
9:45 – 9:55	Break
9:55 – 11:15	2 <sup>nd</sup> Block (80 min.)
11:20 – 12:40	3 <sup>rd</sup> Block (80 min.)
12:40 – 1:10	HS Lunch
1:10 – 2:30	4 <sup>th</sup> Block (80 min.)
2:30 – 3:00	<b>Event</b>

**Special Schedule #2 – Afternoon Events Schedule (1 hour event)**

Middle School Schedule

Time	Period
8:20 – 8:25	Home room
8:30 – 9:35	1 <sup>st</sup> Block (65 min.)
9:35 – 9:50	Break
9:50 – 10:55	2 <sup>nd</sup> Block (65 min.)
11:00 – 11:25	1/3 of 3 <sup>rd</sup> Block (25 min.)
11:25 – 12:00	MS Lunch
12:00 – 12:40	2/3 of 3 <sup>rd</sup> Block (40 min.)
12:50 – 1:55	4 <sup>th</sup> Block (65 min.)
2:00 – 3:00	<b>Event</b>

High School Schedule

Time	Period
8:20 – 8:25	Home room
8:30 – 9:35	1 <sup>st</sup> block (65 min.)
9:35 – 9:50	Break
9:50 – 10:55	2 <sup>nd</sup> Block (65 min.)
11:00 – 12:05	3 <sup>rd</sup> Block (65 min.)
12:10 – 1:15	4 <sup>th</sup> Block (65 min.)
1:15 – 1:55	Lunch
2:00 – 3:00	<b>Event</b>

**Special Schedule #3 - ½ day schedule**

Middle and High Schools

Time	Period
8:20 – 8:25	Homeroom
8:30 – 9:10	Block 1
9:15 – 10:00	Block 2
10:00 – 10:15	Break
10:15 – 11:00	Block 3
11:05 – 11:50	Block 4

## **Mission Statement**

The Mont'Kiara International School community is committed to enhancing the creative, social, emotional, and academic talents of the individual child by providing a world-class education within a compassionate environment. As lifelong learners, our students will acquire the skills and attitudes necessary to be caring, independent, productive, and responsible citizens ready to meet the challenges of a rapidly changing world.

## **M'KIS Expected School-Wide Learning Results (ESLRs)**

### **We Believe that...**

- Learning is a life-long process.
- Lifelong learners recognize the benefits derived from the skills, information and knowledge they acquire.
- Learning best occurs in context and when connected to previous experiences.
- Individuals are responsible and accountable for their choices and actions.
- Individual and cultural diversity enriches life.
- Appreciation of diversity of ideas, culture, gender and age contributes to a strong society.
- Honesty, integrity and mutual respect are essential character traits.
- Open, honest and respectful communication is essential to mutual understanding.

### **M'KIS students will be:**

#### ***Critical thinkers who...***

- Identify, evaluate and use resources effectively for the purpose of problem solving.
- Build meaning and understanding for themselves using prior knowledge and new information.
- Apply problem-solving skills to facilitate learning.
- Gather, analyze and process information from a variety of sources.
- Solve problems using a variety of strategies.
- Select, monitor and adjust problem-solving strategies.

#### ***Academic Achievers who...***

- Demonstrate progress in all curricular areas.
- Continually assess, evaluate and adjust work to maintain high standards.
- Demonstrate the ability to work both independently and collaboratively.
- Access information from a variety of sources.
- Demonstrate technological literacy and then use of technology as a tool for the efficient and creative completion of a project.

#### ***Involved Citizens who...***

- See to improve the lives of others in their community.
- Demonstrate care and concern for their environment.
- Demonstrate responsibility in active decision-making.
- Interact respectfully with people of diverse cultures.
- Demonstrate awareness and respect for the rights of others.

#### ***Effective Communicators who...***

- Demonstrate their creative talents to convey ideas.
- Incorporate/utilize technology as a tool for communication.
- Listen respectfully and ask questions to facilitate understanding and achieve insight.
- Demonstrate the skills of effective collaboration.
- Collaborate with others in appropriate learning situations to achieve group goals.
- Understand and convey written, oral and visual information using appropriate media.
- Demonstrate awareness of the role of audience.

#### ***Self-Directed Learners who...***

- Accept responsibility for their own learning.
- Identify their needs and apply appropriate learning strategies.
- Participate in a wide variety of co-curricular programs and activities that develop social, emotional and physical talents.
- Take creative risks in developing untried ideas.
- Demonstrate competency in goal setting, time management and organizational skills.
- Monitor, adjust and document work in progress.
- Develop, prioritize and continually revise personal goals.
- Apply practices that promote and support the safety and health of self and others.

In conjunction, and not incompatible with these ESLRs, our International Baccalaureate descriptors of the Global Learner support and parallel the spirit of these ESLRs. The IB Global Learner Descriptors are as follows:

**Academic Achievement:**

- They acquire the skills necessary to conduct inquiry and research and show independence in learning.
- They actively enjoy learning and this love of learning will be sustained throughout their lives.
- They acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Critical Thinking:**

- They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions
- They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience

**Effective Communication:**

- They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication.
- They work effectively and willingly in collaboration with others.
- They are brave and articulate in defending their beliefs.

**Involved Citizenship:**

- They explore concepts, ideas and issues that have local and global significance.
- They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.
- They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.
- They show empathy, compassion and respect towards the needs and feelings of others.
- They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Self-directed Learning:**

- They develop their natural curiosity.
- They take responsibility for their own actions and the consequences that accompany them.
- They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.
- They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- They give thoughtful consideration to their own learning and experience.
- They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## **Mont'Kiara International School MS/HS Administration Resources**

With whom do you speak when you have questions concerning programs at Mont'Kiara? This listing should help you reach the person who can answer your questions.

### **Mrs. Linda Moran, Head of School:**

Questions related to overall school community and program, communications, public relations, safety and security, and management of building and grounds.

### **Mr. Gary Melton, MS/HS Principal:**

Student-related questions concerning the overall middle and high school programs and policies, high school discipline/student behavior and attendance issues, graduation

### **Mr. Ivan Velasco, MS/HS Assistant Principal:**

Questions related to the daily operations of the middle school, middle school student behavior, middle school house program, attendance, ITBS testing, and middle school special events.

### **Mrs. Danielle Rich, Curriculum Coordinator:**

Questions relating to the school curriculum, instructional program, and professional development.

### **Mr. Paul Brodie, Student Support Services Coordinator:**

Questions related to the M'KIS English Language Learner's program (ELL), Learning Assistance Program (LA) and guidance program, student placement in ELL and LA, educational testing, and referrals for the evaluation of individual students.

### **Mr. Michael Daly, IB Coordinator:**

Questions related to the International Baccalaureate program.

### **Ms. Lehar Shukor, CAS Coordinator and Director of Malaysian Studies:**

Questions related to community service and Malaysian studies trips.

### **Mr. Richard Hastings, Athletic Director:**

Questions related to school sports-related activities and after school activities (ASAs).

### **Mr. Alex Furstenburg, HS Counselor:**

HS counseling concerns, classroom placements, college information, assessment procedures, and high school awards ceremony.

### **Mrs. Elizabeth Daly, MS Counselor:**

Middle school counseling concerns, student behavior, classroom placements, middle school awards ceremonies and assessment procedures.

## **Academic Program**

### **High School Credit System**

Credits are awarded to signify that a semester course has been successfully completed. Credits are earned for grades D- and higher and for Pass ("P"). Credits are awarded at the end of each semester in each course (0.5 credits per semester per course) and each .50 unit of credit counts toward the M'KIS requirements for graduation. All students are working toward earning the M'KIS diploma.

There are no credits awarded in the middle school. **Minimum Graduation Credit Requirements (applies only to High School Students)**

If a student successfully completes a semester course, he/she is awarded .50 of a credit. To graduate from high school, students will need to complete a certain number of credits in each of the areas as outlined below:

<b>Academic Core Areas</b>	
English	4 credits
Social Studies	3 credits
Mathematics	3 credits
Science	3 credits
Foreign Language	2 credits (in same language)
Physical Education	2 credits (Grades 9 & 10)
Health	0.5 credits (Grade 9)
Computer Science	0.5 credits (Grade 9)
Fine and/or Performing Arts	1 credit (Grades 9 or 10)
Academic Electives	3 credits (specified courses from Academic Core Areas)
General Electives	2 credits
Minimum Total	<b>24 credits*</b>

It is essential that students in grades 9 and 10 complete the credits in the non-academic core areas. It can be very difficult for a student to take these courses if he/she plans to complete the International Baccalaureate diploma program in grades 11 and 12. Please consult with Mr. Alex v. Furstenberg when developing your 4-year course of study.

If a student finishing grade 12 has the minimum 24 credits, and has met the other requirements above, M'KIS will award its U.S. High School Diploma to the student. Some of our students are simultaneously working toward their 'IB' (International Baccalaureate) Diploma, but that has no impact on the decision of whether to award our high school diploma. M'KIS holds one graduation in June of each year. Unless approved by the principal, completion of the entire senior year (12th grade) on campus is mandatory for the awarding of an M'KIS diploma.

\* Consult the M'KIS middle and high school course description guides for details on courses and requirements.

### **Middle School Courses**

Middle school students take eight subjects with four core courses in English, social studies, math and science. All students take physical education, grade level exploratories and two electives. One of the electives must be a second language.

### **Timetable Changes**

Returning students receive a projected schedule for the next year prior to the end of the school year and an updated copy when they return at the start of the school year. There are two windows of opportunity for course changes during the school year and both are at the start of a new semester. Students are allowed to drop and add a course during the first 10 days of school in August and in January. Changes should be approved by the counselor, teachers, parents and principal. Drop/Add forms are available from the respective counselors.

Students wishing to drop a course may do so within the first 20 days of each semester. Changes after this time will be noted by a "W" (Withdrawal) being placed on a report card and transcript. Changes made at the end of the 1<sup>st</sup> semester and prior to the start of the second semester will not be noted with a "W".

### **Standardized Testing Program**

The Iowa Test of Basic Skills (ITBS). It is a basic, standardized, group administered assessment of reading, writing, mathematics and information literacy. Students in grades 6 through 8 take the ITBS annually during the first semester. The Iowa Test of Educational Development (ITED) is the high school version of the Iowa Test of Basic Skills (ITBS). It is a basic, standardized, group administered assessment of reading, writing, and mathematics. Students in grade 9 take the ITED annually during the first semester. Both ITBS and ITED results are returned for student and parental review. The PSAT or Preliminary SAT is the standardized test offered to all 11th graders in October of each year. It assesses skills in reading, writing and math. The counselor reviews scores with students and parents as requested. The PLAN, a 10<sup>th</sup> grade assessment of English, mathematics, science reasoning, as well as a being a career inventory, is given once a year, in the Fall semester.

The exact dates are listed below.

- August 17 – 21, 2009 – ITBS and ITED
- October 10<sup>th</sup>, 2009 – SAT
- October 14<sup>th</sup>, 2009 – PSAT (11<sup>th</sup> grade students)
- October 21<sup>st</sup>, 2009 – PLAN (10<sup>th</sup> grade students)
- about February 13<sup>th</sup>, 2010 - Step One testing - some students in grades 10-12
- March 5th, 2010 - National Spanish Exam
- about April 15th, 2010 - Euclid Math Contest - a few students in grade 12
- about April 16th, 2010 - Hypatia Math Contest - a few students in grade 11
- late April, 2010 - National Biology Contest - a few students in grades 11-12
- about April 29<sup>th</sup>, 2010 - Sir Isaac Newton Physics Contest - a few students in grades 11-12
- May 3<sup>rd</sup>, 2010 - IB exams begin
- May 20<sup>th</sup>, 2010 - IB exams end

## Assessment and Reporting

### Report Cards

Report cards containing both letter grades and teacher comments are issued at the end of each academic quarter. Letter grades are used to designate a pupil's progress. Letter grades and corresponding descriptions are:

<b>A</b>	The student demonstrates high understanding of virtually all concepts presented in class.
<b>B</b>	The student demonstrates a competent level of understanding of the course content, but possesses a few minor weaknesses regarding some concepts.
<b>C</b>	The student demonstrates an acceptable level of understanding, but exhibits some weaknesses where improvement is desired.
<b>D</b>	The student demonstrates an understanding of the basic concepts of the course, but has many significant weaknesses which need to be addressed.
<b>F</b>	The student has not met the minimum requirements for passing the course. Hence, no credit is earned for this quarter.
<b>INC</b>	The student has not completed the required work in the course. Note: In extreme situations, a student may be unable to complete the required work in a course; in that case, a grade of "INC" may be recorded on a report card.
<b>P</b>	Pass
<b>W</b>	Withdrawal

### Grading Scale for Report Cards

Percentage	Letter Grade
100 - 97%	A+
96 - 94	A
93 - 90	A-
89 - 87	B+
86 - 84	B
83 - 80	B-
79 - 77	C+
76 - 74	C
73 - 70	C-
69 - 67	D+
66 - 64	D
63 - 60	D-
59 - 49	F

### Letter and Grade Point Average (GPA) Equivalencies

A GPA is calculated by the office to determine an overall rating of where the student stands, and is used to determine eligibility for school trips, etc. It is based on the following chart:

Regular Courses	IB Standard Level	IB Higher Level
A+ = 4.33	A+ = 4.67	A+ = 5.00
A = 4.00	A = 4.33	A = 4.67
A- = 3.67	A- = 4.00	A- = 4.33
B+ = 3.33	B+ = 3.67	B+ = 4.00
B = 3.00	B = 3.33	B = 3.67
B- = 2.67	B- = 3.00	B- = 3.33
C+ = 2.33	C+ = 2.67	C+ = 3.00
C = 2.00	C = 2.33	C = 2.67
C- = 1.67	C- = 2.00	C- = 2.33
D+ = 1.33	D+ = 1.67	D+ = 2.00
D = 1.00	D = 1.33	D = 1.67
D- = 0.67	D- = 1.00	D- = 1.33
F = 0.00	F = 0.00	F = 0.00

- Only M'KIS classes appear on the transcript and only M'KIS classes are calculated into the GPA.
- A "P" or a "W" does not affect the GPA
- IB other languages taken with tutors for IB credit are not reported on the transcript.
- Grades from IB Theory of Knowledge, MS and HS Learning Assistance, Teacher, Office and Library Aide are not calculated into a student's GPA.

## International Baccalaureate Organization (IBO) Grading System

The IBO has an established grading scale of 1 (minimum) to 7 (maximum) for each subject that is examined and they award certificates based on this scale. M'KIS IB teachers frequently use this scale to provide students with feedback.

### Reporting Times

Students and parents are provided with ongoing feedback on academic performance in the following ways:

1. Informal feedback on homework and in class work. This feedback can be verbal or in writing, with comments or grades.
2. Periodic updates to grades on Edline. Grades are updated for each course mid-quarter and at the end of a quarter and posted on Edline. The dates for the Edline reports are posted on the calendar.
3. Quarterly report cards are distributed to students prior to parent-teacher conferences after quarter 1. In January, students receive the semester 1 report cards and semester 2 report cards are mailed in June after the school year ends. Parent conferences for 3rd quarter are held prior to the end of the quarter. Report cards for each semester include final grades and teacher comments for all courses
4. Individual contact with teachers via e-mail.
5. Student's in 10<sup>th</sup> grade present their best work for two years of high school on May 7<sup>th</sup>.
6. Portfolios for students in grades 6 – 8 are presented to parents at student led conferences on May 17<sup>th</sup>. The purpose of the portfolios is for students to show progress on the Schoolwide Expected Learning Results (ESLRs).

### Parent/Teacher/Student Conferences

We have two scheduled student/parent/teacher conference times during the year. The first will occur on October 28<sup>th</sup> after the first quarter report cards are issued. The second is scheduled for March 10<sup>th</sup>, which is prior to the end of third quarter. Parents may make appointments for additional conferences with staff members by telephoning the school. For serious matters, parents are encouraged to request conference appointments rather than an informal dialogue with the teacher in the hallway.

Middle school student led conferences are scheduled for May 17<sup>th</sup>. This opportunity provides each student an active and meaningful role in reviewing and reflecting on his or her progress on our Expected Schoolwide Learning Results (ESLRs) over the year. The conference is led by the student and will take place in the homeroom teacher's classroom.

The 10<sup>th</sup> grade students will make individual presentations which showcase their accomplishments on the five Expected Schoolwide Learning Results (ESLRs) on May 8<sup>th</sup>.

### IB Grade Descriptors

Grade 7	Excellent performance
Grade 6	Very good performance
Grade 5	Good performance
Grade 4	Satisfactory performance
Grade 3	Mediocre performance
Grade 2	Poor performance
Grade 1	Very poor performance

### How do M'KIS grades and IB grades compare?

Although there is no exact equivalence between MKIS grades and IB grades, this table gives some indication of what IB grade students might expect to get, based on their school grade. Although the IBO grade boundaries differ by subject matter, the M'KIS teachers use this as a guide.

M'KIS Grade	IB Grade
A+	7
A	
A-	6
B+	
B	5
B-	
C+	4
C	
C-	3
D+	
D	
D-	2
F	
F	1

### Grades and Semester Exams

While we will report quarter grades at the end of 1<sup>st</sup> and 3<sup>rd</sup> but the quarter grade will not be a final grade and grades for the semester will continue into the next quarter.

Semester 1 Grade = All grades earned during the semester

OR

Semester 1 Grade = Average of grades earned during the semester (80%) plus the exam (20%)

High School semester exams are administered at the end of the two semesters in December and June. Examinations in each subject area count for 20% of the student's grade for that semester. The semester grade is the only grade recorded on the official High School transcript.

Middle School semester grades are based on the all of the work that was completed during the semester. Middle school students only receive report cards, which show quarter grades and the semester grade. 8<sup>th</sup> graders take semester exams in core academic courses at the end of second semester, and the exams count for 10% of the semester grade.

### Homework Guidelines for MS/HS

The homework practices at M'KIS are consistent with recent research on best practices for homework. Each teacher uses this information to develop guidelines for his/her individual courses. The framework comes from Marzano, Pickering and Pollock's (2001) and addresses four areas:

1. Purpose of homework - There are different purposes for homework and teachers must consider these before assigning the work. This purpose should be communicated to students so that they understand why they are doing the work.
2. Teacher feedback of homework - Homework should be graded or commented on and students must receive these types of feedback.
3. Amount of homework per night - Research varies on the amount of homework that a student should have each evening but M'KIS uses the following guidelines.

<b>Middle School Students</b>	average of 60 – 120 minutes of homework per night (equates to 20-48 minutes per course per night)
<b>High School Students</b>	average 60 – 180 minutes* per night (equates to 20 – 70 minutes per course per night)

*\* International Baccalaureate students studying for the diploma and students in IB higher level courses may exceed the average range since they are taking the equivalent of college courses.*

4. Parent's role in homework - Studies show that there is a minimal and even somewhat negative effect when parents help students with homework. The greater positive effect occurs when parents provide students with a home environment that is conducive to students completing their homework.

### Grading to Standard Guidelines

In August of 2007 M'KIS adopted guidelines for grading. These guidelines were put in place as we continue to work on basing student grades on the knowledge and skills that are expected in each course.

- Limit percentage of grade that is based on student behavior (effort, participation, adherence to rules, attendance) to 5% of the total grade.
- Limit reductions for work submitted late to one grade. Meaning a piece of work submitted late that is equivalent to a B-, is recorded as a C-.
- Extra credit or bonus points may not be included in the grade to date.
- Only marks for individual student performance will be used in the grade. Teacher may provide students with feedback on group performance but not a grade in the grade to date.
- Zeros may not be assigned "when evidence is missing or as punishment"
- The numerical equivalent for "F" work is 59 – 49%. "F" grades must be recorded in this range.
- Teachers teaching the same course must use the same grading criteria. This does not mean that all of the assessments must be the same.

### Honor Roll System

We have a school honor roll system. It is based on semester grade point average (GPA), using the following levels:

Gold Honor Roll	GPA of 4.00 or higher
Silver Honor Roll	GPA of 3.60 to 3.99
Bronze Honor Roll	GPA of 3.30 to 3.59

The purpose of the honor roll is to reward student achievement and to motivate students to strive to perform at their best. The honor roll status is printed on the semester report cards for students and students are given a certificate. Students receive 1<sup>st</sup> semester certificates at schoolwide assemblies during third quarter and the 2<sup>nd</sup> semester certificates with report cards at the end of the school year.

### **Academic Progress Certificates**

Students who improve their quarterly grade point average .25 or greater are given certificates at the end of each semester.

### **Class Rank**

Based on our philosophy and small size, we do not provide students, parents or universities with a ranking for each student.

### **Passing Individual Courses / Passing the Year**

A grade of D- or better is considered a minimum "Pass" in an individual course, and will allow a student to receive credit for a particular course. Failing a required course will often, but not always, require a student to repeat that course. This decision is left to the discretion of the principal.

In order to be promoted overall, **a student in High School** needs to maintain a GPA of 1.50 and achieve 7.0 credits by the end of grade nine, 13.0 credits by the end of grade ten, and 18.0 credits by the end of grade eleven. Students who do not meet the grade level credit requirements are in danger of not meeting the minimum credits required for graduation by the end of grade 12. The principal will determine if a student will not be promoted to the next grade.

In order to be promoted, **a student in Middle School** needs to pass the equivalent of 7.0 credits. If the student does not have that many, or if the student has failed English or math, a committee of teachers, counselor and principal will meet to discuss a plan for the student. The principal will determine if a student will not be promoted to the next grade.

Although the school will always attempt to be proactive in its communication with home and parents, it is not the school's final responsibility to provide warning to parents on a pending failure beyond the feedback provided by the periodic Edline reports and quarterly report cards sent home during the year. If a student is ever receiving a score of "F" for one or more courses, the school advises the parent to make an appointment to meet with the teacher and counselor, due partially to the risk of possible failure for the year. A lack of early communication between parent and school, for whatever reason, cannot absolve the school of its ethical and professional responsibility to place students in the correct grade or class for the following year.

### **Denial of Readmission**

This is a possible step that the school has the right to take, meaning that the student will not be allowed to return to M'KIS the following year. This is an extreme step which may be taken when other remediation measures have failed or if it is determined that M'KIS does not have a program that can best meet the student's educational needs.

The following factors may contribute toward a denial of readmission:

- The student earns a low grade point average (below 1.5 GPA) for two consecutive semesters.
- The student fails two or more academic subject areas for two consecutive semesters.
- The student and / or parents fail to follow the guidelines established in an Academic Probation Contract.
- The student's social and emotional maturity and attitude.
- The student is absent more than 15% of the classes per semester.

The Principal will make a recommendation for denial of readmission. Appeals on this recommendation may be made to the Headmaster. **The Headmaster will make the final decision on a student's enrollment.**

### **Courses Repeated for Credit**

A student who fails a required course may be required to repeat that course, for the semester which they have failed. Required courses must be repeated for a student to graduate. When a student repeats a course both grades are noted on the transcript and the second grade is averaged with all other earned grades.

### **Incomplete Grades (INC)**

Incomplete grades are indicated on a report card and must be made up within the first 10 days of the next quarter. Incompletes are temporary and only given under unusual circumstances where a student has been disadvantaged by sickness or family emergency. Incompletes will be changed to a "grade to date" if the work is not made up within the 10 day time limit. No Incomplete grades will be given for the fourth quarter or second semester.

### **Pass/Fail Courses**

In most cases, a grade of Pass/Fail for a course must be arranged at the beginning of the course. The Office Aide, Library Aide and Elementary Aide elective courses are assigned a Pass/Fail grade. For all other courses, arrangements for Pass/Fail must be done on an individual basis as mentioned previously. A grade of C- or better must be earned in order to be awarded a pass (P). GPA is not affected by a Pass or Fail grade.

## **Extra and Co-curricular Activities**

Mont'Kiara International School students participate in a wide range of extra-curricular activities, including, but not limited to drama, dances, band, student council, Model United Nations, after school activities, and sports competitions. Details of each of these events or activities may be obtained from the advisor or coach sponsoring each activity.

The school's philosophy for athletics is to promote participation and sportsmanship to develop good citizens. Through interscholastic activities, which promote equitable opportunities, positive recognition and learning experiences to students, we can maximize the achievement of educational goals.

M'KIS is a member of the Southeast Asia Student Activity Conference (SEASAC). This conference also includes member schools in Thailand, Indonesia, Singapore, Myanmar, Hong Kong and Malaysia. Our athletic seasons correspond with the SEASAC conference seasons, but we will also compete with other local international schools in swimming, soccer, badminton, basketball, softball, badminton, track and field and volleyball. SEASAC also sponsors events related to the fine and performing arts in which M'KIS students have very successfully represented the school.

As noted earlier in the section regarding attendance, it is extremely important to note that the classroom environment cannot be duplicated. Academic success requires regular attendance in school. As a young and growing school we are striving to maintain a balance between academics and school related activities which take students away from the classroom but are also an important part of our students' overall education. See policies on fieldtrips related to missing classes for these events.

### **After-School Sports Expectations**

Parent permission must be given before participation is allowed.

- All participants must abide by the rules of the gym or facility.
- Students are expected to finish the sporting season they start.
- Good sportspersonship is expected by all: players, coaches, fans and parents.
- Students must dress appropriately for the activity.

### **Eligibility for Extracurricular Activities**

(This policy applies to athletics, drama performances, student council, Model United Nations, and other clubs.)

#### **Academic Ineligibility**

Middle and High School students are ineligible if any one of the following occurs during quarters 1, 2 or 3.

- Student has a quarter grade point average of less than 2.00
- Student has one or more Fs in a course(s)
- Student has 3 or more Ds in courses

The student and his/her parents will be notified and a meeting will be scheduled to discuss a plan of action. If the student wishes to participate in extra-curricular activities, he/she will have to write a letter of appeal to the principal. If the appeal is granted, the student will have to follow a plan of action and show improvement in courses. One component of the plan is for the student to turn in weekly reports that have been signed by each teacher.

Other cases where a student may not be able to participate can be due to inappropriate behavior or risk of failing courses due to excessive absences. For example, it may be determined that by missing classes for a SEASAC trip the student will be in jeopardy of failing a course.

#### **Academic Probation**

Middle and High School students are on probation if any one of the following occurs during quarters 1, 2 or 3

- Student has a quarter grade point average of less than 1.50
- Student has two or more Fs in courses

A student earning a GPA of less than 1.5 or failing two or more academic subjects for the quarter is placed on "Academic Probation". If a student is placed on Academic Probation, parents will be notified as soon as possible and a meeting comprised of the student, the student's parents, the counselor and the principal will be held. An Academic Probation contract will be jointly developed specifying what needs to be done to help the student be more successful. Students on academic probation are not eligible for extra-curricular activities. The student may appeal to the principal to be re-instated but re-instatement will only occur after mid-quarter progress reports show improvement. If grades do not improve, the student will continue to be ineligible to participate in extra-curricular activities.

Being placed on Academic Probation indicates that a student is seriously at risk of failing one or more classes. If a student fails a required class, s/he will need to repeat the class the following year and it may jeopardize the student meeting graduation requirements. *While this policy applies to all students, only those who participate in extra-curricular activities are affected by ineligibility.*

Also, please note that a school absence on a particular day makes a student temporarily ineligible for sports, clubs and activities: **No student will be allowed to participate in an after-school activity (including school sponsored social events) or sports event if he/she has been absent from school that day.**

### **Sports Travel Guidelines**

Students must have a permission slip signed by a parent or guardian in order to travel off campus with a sporting team. This permission slip should be included with the form granting permission for the student to participate in the activity and given to the coach or activity advisor. The athlete and coach must notify teachers of the trip in advance and seek their permission for the athlete to attend.

Students must exhibit good behavior and good sportspersonship while en route to, during, and en route home from off-campus events. Students are expected to wear the travel shirts while traveling with the team and the proper sporting uniform in order to participate in each designated sporting event. When competing in a SEASAC tournament, students must abide by the written SEASAC Code of Conduct.

Upon returning from an out of country trip students are expected to be in school the next day if it is a school day. Students who have traveled and are not in school will be marked as "unexcused" and may jeopardize their ability for any future travel with school teams or clubs.

### **Fieldtrips**

We recognize the value of students learning from experiences outside of the school and there are many resources in that KL area that we can take advantage of for fieldtrips. All school trips are optional and cannot be required by teachers. All school rules apply during fieldtrips and students may be sent home for severe behavioral offenses. The following practices apply.

1. Written parental permission is required for any student to attend a school trip.
2. Students not attending fieldtrips are expected to attend all classes and complete work that was assigned by the classroom teacher. If an entire grade level class attends the fieldtrip then the school will assign the student to a teacher for supervision.
3. Students violating school policies on the fieldtrip may be sent home, if feasible and they will receive disciplinary punishment for their behavior.
4. Attending fieldtrips is a privilege, not a right. Teachers who organize the trip, along with the principal, will establish criteria and guidelines that outline student expectations since the students represent M'KIS. The school undertakes a major responsibility by taking students on these trips and we must be assured that the students will behave properly.
5. Prior to going on a trip, students must consult with her/his parents and other teachers about current grades and the impact that the trip may have on her/his academic performance. Students are required to have teachers sign a pre-approved absence form before going on the trip. If a teacher does not think that the student can afford to miss class, there should be a discussion between student, teachers and parents to discuss alternatives.
6. Students are expected to attend school the day after a fieldtrip.

### **M'KIS Student Council**

The middle and high schools have separate Student Councils, each with their own set of by-laws. Each council has a President, Vice-President, Secretary, Treasurer and representatives from each homeroom. The grade level representatives are elected by their grade level peers. Each group is guided by a teacher advisor who is responsible for supervising the council. The officers for the high school were selected in May for this coming year. The middle school officers will be selected in August.

Student activity funds are earned through fund-raising projects and donations by school-sponsored clubs or grade levels. Fund-raising activities must be approved by the advisor and the Student Council. Student activity funds are for the benefit of the school and community. Advisors monitor each club.

### **High School Student Council Preamble**

"We, the students of Mont' Kiara International School, envision opportunities for the promotion of a democratic Student Council by recognizing student needs and acting appropriately. Through an exchange of ideas in a variety of forums, we want to enhance cooperation and communication between students, faculty and administration. We strive to improve the quality of student life by augmenting participation in student activities. By doing so, we solidify loyalty and spirit to the school. This furthers scholastic achievement while promoting and supporting the school's Mission Statement and Expected School-wide Learning Results:

M'KIS Students will be:  
*Critical Thinkers*  
*Academic Achievers*  
*Involved Citizens*  
*Effective Communicators*  
*Self-Directed Learners*

## **Purpose of MS Student Council**

The purpose of the MS Student Council is to:

- A. Involve all students in sharing ideas to make our school the best it can be.
- B. Help all students work together in our school.
- C. Provide input to the Principal to help create and maintain an optimal learning environment at Mont'Kiara International School.
- D. Give all middle school students practice in democracy and civics.
- E. Promote our Expected School-Wide Learning results (ESLRs)  
Academic Achievers  
Critical Thinkers  
Effective Communicators  
Involved Citizens  
Self-Directed Learners

## **Safety and Emergency Procedures**

Mont'Kiara has developed clear procedures to be followed in the case of an emergency. Since emergencies usually strike without warning, students, parents, and teachers are asked to become familiar with these procedures. Evacuation drills are conducted periodically throughout the year.

### **Fire**

A fire alarm is sounded in the case of a fire or fire drill. Any time the siren sounds, all students must immediately leave the building in an orderly fashion.

- Students should line up single file and quickly walk outside to their assembly point following the exit directions found in each classroom. Teachers will turn off lights and close classroom windows and doors.
- File outside quietly. Talking is discouraged, as announcements may be made.
- After the class arrives at its assembly point, teachers will take roll to make certain all students have safely exited the building. If a student who was in the class is missing, the teacher will notify one of the administrators immediately.
- Students in the library are to accompany the librarian.
- Students who are in other areas of the building should leave the building through the most direct route and join other students in the assembly area.
- Only an administrator should give the signal to re-enter the building.
- No one is to use the elevator during an emergency procedure.

### **Bomb Threats**

In the event of a bomb threat at M'KIS, the procedure is similar to a fire drill.

- Evacuate the buildings as soon as possible.
- Roll is taken in your assembly area.
- The principal or established designee will then direct everyone to a safe location.
- Once you exit the building you do not re-enter the building for any reason until told by the principal or his designee to do so.
- On the way to your assembly point, please look in the hallway for bags that should not be there. If one is seen, report this to the administration. Do not touch anything!

## **Student Services**

### **Guidance and Counseling**

The Guidance Department's goals are to assist students with developing and implementing educational plans, to promote student mental health and to intervene in crises. In the high school these goals are accomplished through a variety of services. New students first meet the middle school or high school when the student is ready to develop a class schedule. The counselor reviews the student's previous school record, answers questions about M'KIS, and assists students with decisions regarding his or her academic plan and schedule.

During their years at M'KIS students continue to see the counselor for many reasons including individual counseling, academic planning, and college/career counseling. The counselor helps provide information regarding an appropriate academic program for all students, assists with course placement and overall middle and high School planning, and meets with students to discuss academic requirements for graduation and for specific college programs.

## **College Counseling**

At M'KIS there are numerous opportunities to explore educational alternatives beyond High School. Information regarding numerous college fairs from Canada, the UK, the US and Australia, is given to students in a timely manner so that they and their parents can attend. An evening presentation is held regarding the different university systems and the admissions process to give information and answer questions. Throughout the year, the counselor meets with each grade level to discuss the four-year plan, make suggestions, and answer questions regarding long term planning. A career inventory will be given each year to students in grade 10 to help them know themselves and their interests better. Throughout the year, students are encouraged to use the ever-expanding guidance office library that includes college and university guidebooks, examples of admissions applications, college entrance exam preparation resources, career informational books, and a wide variety of other materials related to college selection.

The counselor meets individually with all 11th graders and their parents for a Junior Conference that assists them in becoming familiar with the application process. Senior (12th grade) conferences focus on the final selection and requirements of colleges to which application will be made, and assistance continues throughout the entire application and decision period. Assistance is available for application to universities and colleges in the U.S., the U.K., Canada, Malaysia, Singapore, Japan and Australia. Assistance in preparing documents for applications to schools in other countries is also available. In addition to these services, the counselor is also a source of information regarding registration for college entrance exams like SAT I and SAT II, ACT, as well as the TOEFL (Test of English as a Foreign Language) exam.

## **Personal Counseling**

The counselor is available for individual counseling of personal problems such as adjustment to life in Malaysia, conflicts with friends, family concerns, academic difficulties, behavior problems and for concerns about friends experiencing problems. All counseling matters are handled in confidence, however, if a student's problem requires more intensive help from an outside source, students (with consent) and parents may be referred to one of several mental health professionals who work with the expatriate community in Kuala Lumpur.

While the counselor will make every attempt to meet individually with each student during the year, students are encouraged not to wait to be contacted, but rather to come in and set up an appointment as needed. The Guidance Office is there to serve students, whatever the needs.

### **NOTE TO PARENTS:**

Please do not hesitate to contact the Guidance Office if you have any questions or concerns about current or future education, or personal or academic problems. There are many informational meetings concerning higher education throughout the school year. Parents of any Middle or High School student are welcome to attend regardless of your child's grade level. As well, information about mental health resources and tutoring services is available to parents as needed.

## **External Testing**

It should be noted that external exams like the SAT and SAT II and the ACT Assessment are required by most colleges and universities in the United States, and many in Canada and Singapore. Metropolitan College is the test center for the SAT and SAT II exams. The counseling office will provide registration forms and dates for when these exams are offered. They are free on request. As well, we will also provide information regarding the ACT test, and the TOEFL exam. Other external exams, notably the IB (International Baccalaureate), are also offered through the school with registration information available through the MS/HS office. As these exams are externally scored, the fee for these exams is the responsibility of the student.

## **English Language Learners (ELL)**

The M'KIS ELL program offers language instruction to non-native speakers of English beginning at grade 6, and is designed to accommodate students with an intermediate skill level through advanced proficiency. Upon application to M'KIS, a prospective ELL student is given an English proficiency test for both admissions and placement purposes.

The ELL program is comprised of an 85-minute period of reading / writing or listening / speaking instruction. ELL students maintain a regular schedule, but receive ELL instruction instead of an elective. Those with a greater need attend two ELL classes, while those students at a higher level attend one ELL class.

ELL classes center on the development of listening, speaking, reading, and writing skills. Special emphasis is placed on vocabulary building. More advanced classes expand the students' aural and oral skills and further stress reading and writing skills. Whenever possible, the ELL teacher works in collaboration with the regular classroom teachers. There are several evaluation methods used throughout the ELL program. Exiting criteria for leaving the ELL program include standardized test results, regular class results, teacher recommendations, and an assessment of study skills and motivation.

**GOAL:** The student will be able to read, take exams, write, and do all homework in English at a level deemed acceptable by the student's teachers. The student will gain a functional command of the language and an understanding of the cultures that use the English language in order to permit him or her to socialize and participate in all activities. The student should be proficient enough to exit the ELL program before 11th grade so that he/she can graduate in a timely fashion with all necessary credits.

## **Health Office**

The Health Office is located in the main Administration block, next to the Administration Office. It is open from 8.00 a.m. to 4.45 p.m. Monday to Friday. A professional school nurse is available to offer first aid and medical assistance to students, health guidance and referrals to parents.

The school nurse monitors the administration of medication to students through the Health office. If your child requires medication during school hours, please inform the school nurse personally or by letter. This should note the students name and grade, name of medication, time to give the medication and dosage. This ensures that your child will receive the medication as per your request. The nurse also keeps track of prescription medicine that students are taking outside of school. Please notify the nurse if your son/daughter is taking medication on an ongoing basis for a special condition.

If your child is asthmatic or has allergic reactions requiring medication, it is requested that you provide spare medication to be stored in the clinic for emergencies. Be reassured that their medication will be kept specifically for them and administered only by the school nurse as necessary. Students are not allowed to carry medication on them or in school bags during the day: harmful consequences could result.

Students who fall ill during school hours should report to the nurse for assistance prior to contacting parents. If the school nurse/teacher feels that the student should return home to recover and rest from illness or, is suffering from some condition that poses a health problem to others, parents will then be notified to collect their child. In instances when parents/emergency contacts cannot be reached, M'KIS will take all necessary and appropriate medical action on behalf of the student.

If your child needs to leave campus before 3.00 pm, an Early Dismissal slip is to be completed at the MS/HS Office (parents are advised to provide the student with a note to confirm this). If your child is sick during the school day and needs to go home, this slip will be issued from the Health Office. We request to students/parents that the slip in turn is passed on to the Guards at the Security Station when departing from school grounds.

If your child is absent from school, please inform the MS/HS office.

In consideration of others, please do not send your student to school if they have been exposed to a contagious disease. Examples include: Viral infections, Measles, Mumps, Chicken Pox, Conjunctivitis/'Pink Eye'. Please notify the school nurse if your child has HEAD LICE. Appropriate action is required before your child returns to classes.

## **Medical Health Forms**

Physical examinations are required of all students new to M'KIS. In your Admissions Brochure you will find the school Health File which includes 'Consent for Treatment' This form is part of the admission process of your child to M'KIS, and the process is not complete until the health forms have been signed by the parent, and returned to school.

Please complete the health file, back and front, along with your signature and return to the Main Office /Health Office prior to your child's commencement of classes. In the event of a medical emergency this file will be used as a reference should both parents and emergency contacts be absent or, are unable to be contacted at the time. Your authorization for medical treatment is deemed necessary in this instance.

Health Files are to be updated complete with report of physical exam, every 2 years for returning students.

Please Note (Parent Outstation Forms): If for any reason either or both parents will be out of the country, it is requested that you make prior arrangements with the MS/HS Office and provide alternative names and contact numbers of people whom the school can call in case of illness or emergency.

Also:

Grade 12 students may go home unescorted if sick, provided parents have been informed and consent to same. Grade 6-11 students require a parent(s) escort for early dismissal medical leave.

## **Library Media Center**

The M'KIS Library Media Center (LMC) is located on the top floor of the elementary building and is open to parents and students from 7:30 AM to 4:45 PM. We encourage active use of our LMC facility by students and parents.

The LMC offers opportunities to locate information through use of computers and traditional resources, as well as to read and relax with magazines, newspapers or books. The library subscribes to a variety of educational databases that students and parents may access at school or from home; please see the library for access information. Patrons may use the colour printer, and a photocopier is available for a small charge per page.

Patrons may check out books for two weeks at a time with an opportunity to renew; the number of items allowed varies by grade level. Overdue notices are sent home every two weeks. Student with overdue books are not able to check out any other books until the overdue books are paid for or returned. Students (parents) are responsible for lost or damaged books and final report cards and transcripts will be withheld until payment has been received.

Parents are welcome to spend time in the library and to use our many resources.

Parents may request a personal account for borrowing library books. We also have an adult fiction section that operates on a "give and take" basis and we welcome all new donations.

The LMC at M'KIS supports reading for pleasure as well as the acquisition of authentic information literacy skills that will enable our students to be ethical, life-long learners. The "Information Age" of the 21<sup>st</sup> Century overwhelms all of us with the vast quantity and quality of information available; the library staff works with faculty to help our student to acquire the essential skills that they require to handle this information with integrity, dexterity and discrimination.

### **Canteen and Student Store**

The canteen is open from 7:00am till 4:00 pm depending on after school activities. Students may purchase a variety of hot and cold lunch items, milk, juice, sodas, fruits, and desserts on a cash basis in the canteen. Students may bring their own lunches.

The student store, located next to the canteen, sells school supplies, school uniforms and other M'KIS items. The store is open from 8:00am to 4:00pm. Apart from the standard school uniform, the student store also sells the house T-shirts for each of the four houses.

### **Transportation: School Busing**

Busing service is provided in the morning to school and in the afternoon back to home. A service is provided in the afternoon for students who remain after school until 4:00 p.m. and/or 5:00 p.m. for special activities daily subject to request.

Busing agreements are contracted between parents and the bus contractor. The school serves as a coordinator of the program for the parents and the bus company. The bus contractor is responsible for providing licensed buses and drivers for maintaining a pickup/delivery schedule that best meets the needs of all parties concerned. Seat belts are installed in all buses. It is recommended that parents stress the importance of always wearing a seat belt to their children.

### **Bus Regulations**

For insurance reasons, only M'KIS students who have contracted for M'KIS busing service are permitted to ride the bus. No other "guests" or parents will be allowed. Students must go directly to the bus assigned at the end of the school day as buses depart promptly at 3:10 p.m. Students missing the bus should go to the administration office so that the parent may be contacted.

All students must sit in their assigned seats. All buses are equipped with seat belts. It is recommended that parents instruct their children to use seat belts. It is not the responsibility of the school or bus company to demand their use. Backpacks should be held on the lap. Students will be dropped off only at their designated drop-off points. A written request from a parent, handed to their regular bus driver, will be required for any change in drop-off point. Students wishing to ride on a different bus than assigned must have a note from a parent or guardian, and the ride is subject to space availability on the requested bus. It is the student's or parent's responsibility to ensure that the student is on the proper bus, not the bus driver, teacher, or school.

Students will be held responsible for any damage they cause to the bus. Instructions given by the bus driver must be followed. Students must keep arms and head inside the bus at all times. Responsible and courteous behavior is expected from all students at all times. No items may be thrown from the bus. Students may not consume food, drink (other than water), or chew gum. Use of MP3 players, CD's, or radios without headset or earphones is prohibited.

### **M'KIS Directory**

A Mont'Kiara Student Directory is printed and distributed to all M'KIS families. Students who have a change of address, phone number, or parents' work information are asked to notify the receptionist in the Administration Office.

### **School Policies and Procedures**

#### **Lockers/Attention to Risk of Theft**

Each secondary school student is assigned a locker with combination lock by his/her homeroom teacher at the beginning of the school year. Students taking physical education are responsible for purchasing a lock to use in the locker room. Students are encouraged not to bring expensive or valuable items to school. Although the school does everything in its power to reduce the risk of theft, each student is ultimately responsible for the items s/he brings to school. Important items should ALWAYS be kept in the lockers. Please report any incidents where items go missing to the MS/HS office immediately. At the end of the year, students are expected to clean out and leave their lockers empty. If the lock is removed or broken, there is a replacement charge of RM70. Students should not share their locker combinations with anyone. No locks other than school locks should be placed on school lockers.

#### **Lost and Found**

All inexpensive items which are found on campus should be placed in the schoolwide lost and found cabinet near the breezeway. The cabinet is open 24/7 for students, parents, and teachers to check for lost items. The honor system is in place where we expect that claimed items are done so by the actual owner.

Students who find expensive items such as jewelry, iPods, calculators, wallets, etc. are asked to give them to the Administration Office receptionist who will keep them safe until the owner claims them. We will advertise these items in the daily announcements. Students are cautioned about bringing valuable items to school. The school will not compensate students for lost items. Items not claimed by the end of each semester will be given to an organization for the needy.

## **Textbooks**

The school provides students with textbooks for classes and, once assigned to a student, the student is responsible for the book. Students will be charged for lost or damaged books and the cost is the actual replacement cost for the book.

If the books are out of print and the current price cannot be determined, a fixed price of RM100 for paperback books and RM400 hardcover books is applicable.

School records and reports will be withheld if textbook charges for loss and damage are not paid.

## **Parking and Driving on Campus**

Any vehicle to be driven or parked on campus must have an M'KIS parking sticker on the front window. Applications for parking stickers may be obtained from the receptionist in the administration office. Parents and drivers must never leave the car running unattended while on school property and drivers are not allowed to park on campus and wait for students. Please do not park in any *Reserved* parking areas, as these areas are reserved for staff. Students driving to school must park on the public street unless he/she has been granted special permission (See section on "Senior Privileges").

## **Adults Smoking on Campus**

Please note that M'KIS is a smoke-free campus. Parents, too, must please refrain from smoking while on campus. If you have a driver waiting, remind him not to smoke as well.

## **Attendance**

### **Responsibility for Attending Courses**

Success at school requires an excellent attendance record. Absences are occasionally necessary, but the school strongly discourages unnecessary absences. Under certain circumstances (see below), we will consider an absence to be "excused". However, please note that even excused absences still count against the "Minimum Attendance Rate" on the next page. Teachers, likewise, may alert parents (either formally on the report card, or informally) that a student's low attendance is hurting his/her performance. They may do so even if the absences have been excused.

In the case of absences OF ANY TYPE, the onus ALWAYS falls on the student to make the effort to catch up on what is missed. When class time has been missed, it is to be expected that academic performance will be temporarily lowered -- we expect our teachers to be responsive to students who are trying to catch up on what they missed, but the school and its teachers do not accept responsibility for a drop in student performance due to absenteeism. Sanctioned school trips of any type do not count as absences from school; however, the onus for making up work still falls on the student, and in cases where such trips are hurting a student's performance, may still be perceived by teachers as 'absenteeism'.

The faculty at M'KIS understands that in international schools parents and students sometimes find it necessary to travel during school days for valid reasons; however, classroom instruction must continue and therefore, it is detrimental for the student to miss too many days. Please consult the respective counselor if you have questions regarding taking your son/daughter out for an extended absence.

### **Excused Absences**

Absences are excused for the following circumstances.

- Personal illness or illness in family,
- Family emergency,
- Death in family or close friend,
- Parental approved business activities (e.g. visa, doctor, etc.),
- School sponsored trips,
- Activities approved by the principal in advance

All other absences, including extended vacations, will be classified as unexcused.

In any such circumstances, a note of explanation should be sent to the appropriate secretary in the MS/HS office, who will consult with the principal to determine if the absence should be considered excused. If a parent or student wishes to know the outcome of the request for an absence being excused, they should contact the secretary 2-3 days following the note being delivered. Due to the volume of requests, we do not reply to each individually.

### **Short-Term Absences**

If a student has missed 3 days or less of school (including a part of a day), the student must bring a **signed note from their parent/guardian** requesting that the absence be excused to the MS/HS office upon his/her return to school. The guidance secretary will then record the absence as "excused". If no note is received, the absence is considered unexcused.

If a student has an emergency or if he/she is sick during exams there must be proof of the reason for the absence. Please consult the principal directly in these circumstances.

### **Long-Term Absences**

When students will be out of school for more than 3 days it is recommended that the parent contact the respective counselor and teachers to discuss the reason and a plan for the student to make up work. A doctor's note is necessary for absences due to medical reasons.

### **Pre-Approved Absence Notification Form**

If a student knows in advance that she/he will miss 2 or more days of school for any reason, he/she should get an **absence notification form** from the office to take to all their teachers. The teachers will record any assignments that can be done by the student while away, and will sign the form. The student must bring the form back to the MS/HS office to show that the teachers have all signed. It is also common for teachers to e-mail students the assignments while they are out of school. These assignments should be completed while the student is away. The absence notification form is not used for a one day absence. Students who are away on school field trips will also use the absence notification form to gather the work they will need to do, even though such trips do not count as school absences.

### **Making Up Work After Absence**

It is the student's responsibility to obtain all make-up work from teachers immediately upon returning to school and to arrange a schedule for the completion of the missed work. **Failure to obtain make-up work is no excuse for not doing work missed.**

If requested by the parents, it is possible to gather a list of assignments for students who are absent from school. Requests for homework should be made by contacting the MS/HS office before 9:00 a.m. on the day of an absence. A sibling, friend, or parent may collect the materials at the end of the day from the secretary. Make-up work comes before other activities, so students may be expected to meet with teachers before or after school or after eating lunch to complete missed work. If the student fails to complete assignments or tests within the time frame set by the teacher, credit will not be given for the missing work.

### **Consequences for Unexcused Absences**

As written above, students are responsible to find out about and make up work missed during an absence. In the case of excused absences, the student will then receive credit for the work. The natural consequence is that the student misses out on work that is done in class. There are two types of unexcused absences and they both have different consequences.

1. **Absences that are approved by the parent but do not meet the school's criteria for an excused absence** - credit will be given for work missed during this type of unexcused absence.
2. **Absences where the student is truant** – no credit will be given for work missed during this type of unexcused absence.

### **Absences from Tests or Exams**

If an absence causes a student to miss a test or an exam, and the school determines the absence to be excused, missing the test or exam will not be counted against the student. The student will EITHER re-sit the test or exam, OR the test/exam will be excused from the student's record. The choice of which option to use will be at the teacher's discretion. **Due to exam security reasons, we cannot promise such students will always be able to re-sit the test/exam**, but a student's grade will not be lowered due to an excused absence during a test or exam.

We ask that parents contact the school immediately when a student is sick or has an emergency which keeps them from attending an end of semester exam. These absences must be approved by the principal.

### **Minimum Attendance Rate**

Students who are absent more than 7 class periods per course/semester may be in jeopardy of failing ("F") the course. Absences may be excused or unexcused, but absences for school trips are not included. This may jeopardize a student's promotion to the next course or grade level. Each case will be reviewed by the respective teachers, counselor and principal and the school administration is responsible for making the final decision on whether to grant credit or not.

### **Leaving Before the End of the Semester**

To receive credit and earn a grade for each course, a student must remain in school through the end of the semester. Students who transfer mid-quarter will receive a "grade to date" report. Middle school students must complete all required work and high school students must sit for their final exams in order to receive credit in the course. High school exams are administered in the last week of the semester. If unusual or emergency circumstances require that a student must leave before the last day of the semester, an application to leave must be approved by the principal—as early as possible. While such requests may be necessary, they are strongly discouraged. If the request is approved, arrangements must be made through the counselor and each teacher for work and/or tests. If the student is returning to Mont'Kiara, the courses may be considered incomplete until the work and/or tests are completed upon the student's return to school. A student leaving Mont'Kiara International School permanently needs to bring a letter stating this fact to the high school office at least **two weeks** before departure so the office personnel can compile the student's record.

### **Late to Homeroom**

Attendance is taken in homeroom class each morning, and this information is used for our daily attendance records. **Students who arrive after 8:20am must report to the MS/HS office for a late slip before reporting to class.** They need to show this to their homeroom teacher and first block teacher (if they were late also to first block). Students who are repeatedly tardy will be referred to the principal for disciplinary action.

### **Participation in Activities when Absent**

No student will be allowed to participate in an after-school activity (including school sponsored social events) or sports event if he/she has been absent from school that day. Students must be in attendance for at least half of the school day. Absences for school related functions (fieldtrips, community service, MUN) are not considered absences and students are allowed to participate in after school activities after being out of school for one of these activities.

### **Late to Classes during the Day**

If students are late to class during the day, the teacher will be responsible for administering disciplinary measures. The principal will be consulted for disciplinary measures in cases of repeated tardiness. Any student who is more than 5 minutes late to class without a valid excuse will be considered to have been truant ('cutting class').

### **Truancy**

**Class cuts:** A student is present at school but absent from class without authorization. A student who is excessively late or who takes on unusually long time for out of class business **may** be reported as a class cut at the teacher's discretion.

**Consequences:** no credit for the missed class plus:

1<sup>st</sup> offense: Two days detention, parents notified.

2<sup>nd</sup> offense: Four days of detention, parents notified

Subsequent offenses: Out of school suspension; parent conference required; disciplinary probation, possible recommendation for expulsion.

**Truancy:** A student is absent from school for a full day without permission.

**Consequences:** no credit for the missed classes plus:

1<sup>st</sup> offense: One week of detention; parent notification.

2<sup>nd</sup> offense: One day of in-school suspension; parent conference required.

Subsequent offenses: Out of school suspension; parent conference required; possible recommendation for expulsion.

**Tardiness:** A student arrives late to school or a class.

1. To School: Students who arrive at school after 8:20 A.M. must first report to the secondary school office for a late slip. Tardiness will only be excused for the same reasons that absences are excused.

2. To Class: tardies are handled according to the individual teacher's classroom rules. If tardies to class become habitual in any class, the student will be sent to see the principal.

Consequences: 1<sup>st</sup> time sent - One day of detention/notify parents.

2<sup>nd</sup> time sent – One day of detention and parent notification.

3<sup>rd</sup> time sent – Parent conference and in school suspension.

Thereafter: Parent conference; additional suspensions.

### **Seniors**

April 30, 2010 is the last day of classes for seniors with four or more IB classes. Seniors with no IB classes or tests, or one, two or three IB classes are to continue attending all of their classes through May 21<sup>st</sup>, 2010. You do not come to classes on the day that you have your IB test.

## **General Campus Rules**

**Appropriate Behavior** - Students are expected to display appropriate behavior while in the classroom. Unwarranted and/or persistent disruptions during a class, or behavior that embarrasses, offends, or otherwise detracts from a productive learning environment will not be tolerated.

**Public Display of Affection** - Students are not to engage in public displays of affection on or near the campus.

**Dangerous Articles** - We DO NOT permit students to bring dangerous articles such as laser light pens, knives, fire crackers, lighters, air or toy guns of any kind. Potentially harmful objects and devices are prohibited on campus or at any school-sponsored activity.

**Bicycles, skateboards and roller blades** - Students are to refrain from riding bicycles, skateboards, roller skates or roller blades on campus.

**Personal music and/or video players** - We expect that the presence of MP3 Players or iPods on campus will not negatively affect the learning environment at school. Students will be allowed to use these devices on campus during the school day. Classroom teachers have the authority to determine policies for their classroom and they may temporarily confiscate the item if a student or students are disrupted by the music/video. The school assumes no responsibility for the loss, theft or damage of electronic equipment. These devices should never be worn during fire and evacuation events.

**Handphones** - We expect students to switch OFF their hand phones while in the classroom, library or other instructional areas. Outside of class, they should always be on silent mode. Hand phones will be confiscated if they are being used in instructional areas. Repeated offenses will result in disciplinary consequences.

**Food and drinks** - MUST be consumed in the canteen or lower courtyard, except in the following cases:

1. You may consume food and drinks in a classroom under special circumstances with the permission of a teacher.
2. Drinks are permitted after school ONLY in the front breezeway and bleachers beside the main field, provided drink containers are properly disposed of.
3. During some evening events, food and drinks are sold in the areas outside the theater and gymnasium, and they may be consumed in those areas only, but not inside those rooms.

Food or drinks may never be consumed in any of the hallways or stairwells (except #3 above), or inside of the gymnasium, theater, library, in the bus breezeway and in the computer labs.

**Personal Appearance/School Uniform** - Students are expected to demonstrate pride in their appearance. Students are required to wear the school uniform each day. Female students may wear a tudong (head scarf) but it has to be white to match the uniform. **Shorts should not be rolled down at the waist or up from the leg so that more skin is revealed. No underwear may be displayed.**

Students change into the proper uniform for physical education at the time of the class. The two uniforms should not be mixed. Uniforms, make-up and hair styles shall be neat and in good taste. Sunglasses, caps, or hats must be removed upon entering classrooms, the canteen, or an assembly. Students not wearing the school uniform will be required to wear a uniform provided by the school for the day. House T-shirts and Service Clubs shirts are part of the uniform and may be worn only on designated days. All students will be assigned to one of the four houses. House t-shirts may be purchased in the school store.

A student's appearance should not cause distractions or disruptions to the school's educational program. Proper footwear needs to be worn to school. Students must wear footwear with a closed back or strap at the back. No flip-flops are allowed unless permission is obtained from the nurse for health reasons. Sneakers or tennis shoes are required for physical education, recreation, and athletic activities.

Information about the cost and outlets for purchase of school uniforms is available in the administration office and the school store which is located next to the canteen.

**Guidelines for Alternate Dress Days and Dances** - In general, dress and appearance should not detract from the instructional setting and shall be neat and clean and in good taste.

Tops

- straps must be two to three fingers wide at the shoulder
- no skin should be showing in the stomach and lower back areas
- no see-through tops
- no halter tops
- no slogans with swearing or suggestive pictures
- drug, alcohol or sexual slogans are prohibited

#### Shorts / Skirts

- length must be at least half way to the knee
- no underwear may be displayed

#### Footwear

- no flip flops or open backed shoes
- no high heeled shoes are allowed in the gymnasium

If a student does not comply with the above dress code the student will be asked once to either change into something acceptable or to see the nurse for a school uniform.

**Campus Boundaries** - We expect students to recognize and abide by the rules pertaining to school boundaries. M'KIS is a "closed campus". Students are expected to remain on the school grounds for the duration of the school day. Those who have a legitimate reason for leaving the school campus must have a signed note from a parent or guardian, must be collected in the office by a parent or guardian, and must sign-out in the office. The guards will request the office pass when students exit the campus during the regular school day.

**Leaving School During the Day** - A student needing to leave school for part of a day should bring a note written by his/her parent to the high school secretary in the High School Office requesting permission to leave campus. The student needs to have a parent, guardian, or designee come to the Administration Office to sign out the student before the student is allowed to leave. Permission given by telephone IS NOT SUFFICIENT.

Leaving the school grounds without permission is considered truancy. Disciplinary procedures will be administered to students who leave the school without an adult. A student who becomes ill at school should obtain a pass from the Health Office and check out through the High School Office.



#### Senior Privileges

Seniors with a free period have the privilege of studying in the library, guidance office, the canteen or an individual teacher's classroom. Those seniors who have parental permission may leave campus during the free period. There are not assigned study halls for seniors starting the 2009-10 school year.

- **Off Campus Lunch Privilege**

Seniors may, with parental permission, leave campus during the lunch hour. Seniors may also report after first period if they have first period study hall and they may leave campus early if they have last period study hall. A signed parental permission form is required. Students who report to school during/after 1<sup>st</sup> period must sign in at the office. Failure to do so will result in the loss of privilege. Seniors must present their school identification card to the guards before signing out. The guards will not allow students to leave without the ID card.

- **Parking on Campus**

Arrangements have been made to allow students to park at the Mont'Kiara Plaza parking lot. Seniors may apply to receive a parking sticker to park in this lot during the school day. Interested students should contact the MS/HS office. Parental permission and documentation on the automobile and driver's license must be on file in the office.

All privileges can be revoked if a student is on academic probation or is ineligible, loses parental permission, reports late to class after lunch and/or has disciplinary incidents.

#### Junior Privilege

Juniors, second semester, with parental permission, may leave campus during lunch. Juniors do not have permission to leave campus during study halls. A signed parental permission form is required.

All privileges can be revoked if a student is on academic probation or is ineligible, loses parental permission, reports late to class after lunch and/or has disciplinary incidents.

**After School Hours** - It is expected that all students will be off campus at 5:00 pm, Monday through Friday. Acceptable reasons for students to remain on campus are:

- Students who are participating in a supervised late afternoon school activity on the fields, in the gym, in the theater, or in the pool.
- Students who are watching a school activity that extends beyond 5:00 pm. These students must only be in the area where the activity is taking place. They are not to be in any other part of the school.
- Students under the direct supervision of a faculty member.

**Daytime Student Visitors** - A student visiting from out-of-town, with permission from the Principal, may visit M'KIS for up to two days. Visitors must check-in at the office to receive a student visitor's pass. The student visitor must remain with the host student throughout the day. If a visiting student is disrupting a class, the visitor will be asked to leave campus immediately, and the host student will not be allowed any more visitors for the duration of the year. Visitors may not be allowed during times when they may disrupt the school day (i.e. exams, special events)

### **Rules for School-Sponsored Functions** (e.g. - Mid-Nights, Dances, M'KIS Idol)

Dress Code - Students are expected to exercise appropriate discretion in choosing their attire for these events. Provocative clothing, such as see-through items and overly-high skirt lengths are considered inappropriate. The dress guidelines for alternate dress days are used for these events. We expect students to be respectful of the diversity of cultures in our school by taking care in this matter.

Out-of-Bounds Areas - Every event is clearly understood to be taking place in a certain area of the school. Although barriers or tape is sometimes put up to designate that area, other times it may not be. In either case, it is the students' responsibility to make sure they never leave the designated area for an event unless they have the clear and specific permission of a supervising teacher. For example, a student may not go to their locker when they arrive at a dance unless they have a teacher's direct permission.

Arriving and Leaving - When you come to an event, your parent understands that you are meant to be at the event for the entire duration of the event. Students may not come and go from campus during an event. Once you arrive on campus, you need to report to the area where the event is taking place, and remain there for the entire time. Students may not leave before the final 15 minutes of the event, unless a supervising teacher has called the parent/guardian of the student to verify that the parent/guardian will pick the student up. The arriving/leaving rules apply equally to events held off-campus, such as SEASAC dances.

Guests – Please consult with the teacher advisor for the organizing group if you wish to bring guests to the event. There may be restrictions placed on guests for certain events. As their host the M'KIS student is responsible for the guest's behavior. All guests are expected to follow M'KIS rules.

Students who do not observe the guidelines above may be asked by a supervising teacher to call their parent to pick them up immediately to leave the event. They may also not be invited to attend one or more future events, at the discretion of school administration.

### **Technology**

#### **Student Acceptable Use Policy (AUP)**

**June 2006**

MKISnet, MKIS's school-wide computer network, connects computers to the school Intranet and to the Internet. Network connectivity has many advantages that you will discover as you explore the MKISnet and the Internet beyond. But being able to use the internet also requires that users of the network understand their responsibilities in order to protect the integrity of the system and the privacy of other users.

MKISnet and other computing resources at MKIS are shared among MKIS community members. The MKISnet Rules of Use are intended to help members of the MKIS community use MKIS's computing and network facilities responsibly, safely, and efficiently, thereby making these facilities to community members. Complying with these rules will help maximise access to these facilities, and assure that all use of them is responsible, legal, and respectful of privacy.

#### **The following are MKISnet's SIX GOLDEN RULES:**

- 1. Use the MKISnet ONLY for the intended purpose.**
- 2. Keep your password safe and SECRET.**
- 3. Respect the privacy of other users.**
- 4. Do not copy or misuse copyrighted material (including software, printed material, audio and visual material or any material taken from the World Wide Web).**
- 5. Do not use the MKISnet to harass anyone in any way or send abusive messages or inappropriate material.**
- 6. Any unauthorised, deliberate action that damages or disrupts a computing system, alters its normal performance or causes it to malfunction is a violation regardless of where or when it occurs.**

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#### **1. Use the MKISnet ONLY for the intended purpose.**

The purpose of MKISnet is to support academic research, learning activities, professional development, and administrative communication, by providing access to computing resources and network services. All use of the MKIS network must be consistent with this purpose. For example:

Do not try to find, access, download or retrieve non-academic or non-educational materials.

Do not try to interfere with or alter the integrity of the system at large, by doing any of the following:

- Permitting another individual to use your account
- Pretending to be someone else in communication (particularly via forged email)
- Attempting to capture or crack passwords or encryption
- Destroying or altering data or programs belonging to other users

Do not transmit threatening or harassing materials.

Do not use MKISnet for private financial gain.

Along with the many opportunities that MKISnet provides for members of the MKIS community to share information comes the responsibility to use the system in accordance with MKIS standards of honesty and personal conduct. Those standards call for all members of the community to act in a responsible way.

Appropriate use of MKISnet resources includes maintaining the security of the system, protecting privacy, and conforming to applicable laws, particularly copyright and harassment laws.

## **2. Keep your password safe and SECRET**

While you should feel free to let others know your username (this is the name by which you are known to the whole Internet user community), you should never let anyone know your account passwords.

Giving someone else your password is like giving them a signed blank cheque, or your charge card. You should never do this, even to "lend" your account to them temporarily. Anyone who has your password can use your account, and whatever they do that affects the system will be traced back to your username - if your username or account is used in an abusive or otherwise inappropriate manner, you can be held responsible.

## **3. Respect the privacy of other users.**

Security measures at MKIS, by themselves, are not sufficient for a large community in which protection of individual privacy is as important as sharing. Users must therefore show responsibility by using the system in a manner that preserves the privacy of themselves and others.

### **Some specific areas to watch for include the following:**

Do not try to access the files or directories of another user without clear authorisation from that user; typically, the other user's setting file-access permissions to allow public or group reading of the files signals this authorisation. If you are in doubt, ask the user.

Do not try to intercept or otherwise monitor any network communications not explicitly intended for you. These include logins, e-mail, user-to-user dialog, and any other network traffic not explicitly intended for you.

Unless you understand how to protect private information on a computer system, do not use the system to store personal information about others that they would not normally share about themselves (e.g., grades, address information, etc.)

Do not make any personal information about individuals publicly available without their permission. This includes both text and number data about the person (biographical information, phone numbers, etc.), as well as representations of the person (graphical images, video segments, sound bites, etc.) For instance, it is not appropriate to include a picture of someone on a World Wide Web page without that person's permission. (Depending on the source of the information or image, there may also be copyright issues involved; cf. Rule 4).

Do not remotely log into (or otherwise use) any computer not designated explicitly for public logins over the network - even if the configuration of the computer permits remote access -- unless you have explicit permission from the owner and the current user of that computer to log into that machine.

## **4. Do not copy or misuse copyrighted material (including software).**

Copyright and other laws, together with licenses and other contractual agreements, protect most computer applications, and related materials such as documentation. You must abide by these legal and contractual restrictions, because to do otherwise may subject you to civil or criminal prosecution. If you're unsure, ask the owner.

Copyright-related restrictions may include (but are not necessarily limited to) prohibitions against:

- Copying applications or data
- Using programs or data for non-educational purposes

The above prohibitions focus on computer software, but copyright laws apply to all material on the MKISnet. For example, it is inappropriate to copy any material owned by others from any source (e.g., cartoons, photographs, articles, poems, graphics scanned from a magazine, etc.) without permission of the owner. You should assume that all materials are copyrighted unless a disclaimer or waiver is explicitly provided. (This is particularly true on the World Wide Web - to include information from some other source on a Web page, link to it, and do not copy it. In some cases, even this action may violate copyright or licensing agreements by enabling illegal redistribution of programs or data).

## **5. Do not use MKISnet to harass anyone in any way or send abusive or inappropriate messages.**

For example, sending email messages that unreasonably interfere with anyone's education or work at MKIS is in violation of the intended use of the system.

**6. Any unauthorised, deliberate action that damages or disrupts a computing system, alters its normal performance or causes it to malfunction is a violation regardless of system location or time duration.**

Moving equipment will often cause damage, or may cause it to be reported as stolen. Permanent damage may result from even unplugging a keyboard.

Similarly, altering a workstation's file system in any way may render the machine unusable, or threaten its use in other ways. **For example, you should not reconfigure any workstation or attempt to install software.** Even an apparently "harmless" change such as this (i.e., changing the access configuration of a workstation or installing software) may create major system security problems, and may jeopardise MKIS's ability to license software for users in the future.

If you believe the configuration of a workstation needs to be changed, you can contact the IT Services department.

**Violation of MKISnet rules:**

All users are expected to follow these rules. Violations of the rules can subject the offender to a loss of network privileges and in some cases disciplinary actions being taken.

A violation of the MKISnet rules may result in the following action being taken:

1. A warning, followed by re-clarification of the appropriate use guidelines.
2. Notification of parents and or MKIS administrators e.g. Dr.Peterson or Mrs.Petracek.
3. A loss of computer/MKISnet access privileges.
4. Suspension/exclusion.

**Additional Guidance for MKISnet use:**

1. Do not eat, drink, or bring food within the vicinity of any MKISnet workstation.
2. Do not turn the power off on any MKISnet equipment unless instructed by a member of MKIS staff.
3. Do not leave your workstation before logging off.
4. Do not make a lot of noise in the various MKISnet IT learning centres.
5. Do not violate the official priorities for the use of printers; in particular, do not be a printer hog or use the MKIS's printers as copy machines.
6. Users shall not waste or take supplies. Printers should not be used for personal items.
7. Do not overload the communication servers; in particular, do not abuse your electronic mail (email).
8. Do not subscribe to mail servers or list servers unless the system administrator has granted permission.
9. Do not set bookmarks when using a browser unless instructed to by a member of the MKIS faculty. Should you find a useful resource please send an email or see the librarian.
10. Do not expect to use a workstation when a class is in session; in particular do not interrupt a teacher during a lesson or students who are involved in a class activity. Access to free workstations needs to be arranged in advance with the teacher concerned.
11. Do not save any work onto the workstation hard drive; this will clutter up the hard drive and will be erased on regular basis. Save all work on the personal drive i.e. home directory, should you need to take work home, save to a thumb drive or appropriate media i.e. CD ROM.
12. Do not attempt to repair a printer, workstation or other component of the MKISnet. In order to help other users please report the problem by sending an email to [itsupport@mkis.edu.my](mailto:itsupport@mkis.edu.my), calling ext. 340 or contacting a member of the IT Services department.
13. Do not access, transmit or download pornographic, obscene or threatening materials; materials for the primary purpose of which are to incite violence or advocate harm to people, including hate mail.
14. Do not install software onto any MKIS workstation; all software even CD ROM reference software may only be installed by the IT Services Department.
15. Please be reminded that each user has a **disk quota** i.e. disk storage space is limited. Should you require additional storage capacity please see the IT department.

**PLEASE NOTE:**

Laws that apply in "the real world" also apply in the "virtual" networked computer world (including MKISnet). Laws about libel, harassment, privacy, copyright, stealing, threats, etc. are not suspended for computer users, but apply to all members of society whatever medium they happen to be using: face-to-face, phone, or computer. Furthermore, law-enforcement officials are more computer-aware than ever, and violations of the law in "Cyberspace" are prosecuted.

## Definitions

**"Internet"** means the network of agreements and applications, which rely on the agreement TCP/IP. The principal services of internet are Telnet, FTP (file transfer), SMTP (e-mail), NNTP and Web/HTTP (the consultation of multimedia databases).

**"MKISnet"** means the schoolwide student and staff computer network and infrastructure.

**"Network"** means the School's computer network, which provides access to the internal intranet of the School and the global World Wide Web through the Internet.

**"Internet"** means the collection of networks, which use TCP/IP (transmission control protocol / internet protocol), the principal services of which are Telnet (network terminal protocol), FTP (file transfer protocol), SMTP (simple mail transfer protocol – email application), NNTP (network news transport protocol – subject forums) and Web/HTTP (hypertext transport protocol - consultation of multimedia databases).

**"School"** means the Mont' Kiara International School.

**"User"** means a person authorised to use the Network and who has signed an undertaking to comply with the rules in this User Policy.

**"User Policy"** means the rules and standards set out in this document, which regulate the use of the Network.

## **Expected Student Behavior**

With a community of over 400 students and 50 teachers it's important that the learning environment be conducive to student success. For this to happen each student has to assume responsibility for appropriate behavior. The policies and consequences in this handbook provide students, parents and teachers with clear descriptions of unacceptable behavior and consequences for this behavior. Our school is honored by the fact that the pages of this handbook will never need to be applied to the vast majority of the students on our campus and the expectations are high because M'KIS students deserve to have the a first class learning environment.

All students must review these policies and sign a contract stating that he/she understands the school rules and regulations and that he/she will adhere to the school's expectations.

## **Where the School Rules Apply**

The definition for "on campus" means within school walls, on the street immediately outside school walls, and also includes on school trips or at school-sponsored events.

However, in most cases, this document does not regulate the conduct of students who are off-campus and NOT in the school uniform. An exception to this is made for issues of safety. Students threatening other students, using violence against others, or using illegal drugs, are in violation no matter where they are. If the school is given compelling evidence that these serious actions have taken place, the school may apply consequences to these actions, regardless of where they took place, or when. This will usually be done when a student's safety has been put at risk.

These student behavioral expectations also apply to school-sponsored trips and activities. Students who misbehave on trips may not be allowed to attend other such trips for as long as one school year and will receive appropriate discipline spelled out in the guidelines above. In the case of a serious incident, the parents will be called, and the student will be sent home from the trip at the parent's expense.

## **Consequences for Actions**

Students who violate the school rules and regulations face the following consequences.

**Behavioral Essay:** One of the best ways for secondary students to monitor and take responsibility for their own behavior is to have to analyze that behavior. Student behavioral essays are given overnight, during detentions or suspensions for students to analyze the causes and consequences of their behavior. Essays have three main parts:

1. Description of the event and what led up to its occurrence, including what the student was thinking.
2. An analysis of "What could I have done better in this situation if I were in it again so as not to end up in a disciplinary situation."
3. A conclusion and explanation of what type of consequences will be expected if the situation occurs again, including what the parents think of them having a disciplinary problem.

The essay will be turned in before the student leaves detention or suspension.

**Detention:** Detention is used as a means to help students understand that their behavior has been unacceptable and will hopefully give the student an opportunity to consider the impact of their behavior on others.

After school detention takes place from 3:15 p.m. - 4:45 p.m. Students must make arrangements to be picked up after the detention is served. The principal will give students advance notice of a detention in order to arrange with their parents for transportation home if needed. Detentions not served will be doubled or replaced with a suspension.

**Community Service:** Some instances warrant a serious consequence but it may be important for the student to remain in school. In these cases the student can be assigned hours of community service. The student will work with a staff member during non-school hours (after school and Saturdays) on projects at school or in the local community.

**Suspension:** When a disciplinary problem is sufficiently serious, students may be suspended from their classes. This may take two forms:

1. In-School Suspension – students are allowed to come to school but they do not attend classes. Work is completed in the office during the day.
2. Out of School Suspension – students are not allowed to attend school.

Students will be allowed to make up the work missed during suspension, except in cases of academic dishonesty, but it is the student's responsibility to find out what work will be missed and to complete the assignments. They may contact students and/or the classroom teachers. In both forms of suspension, the student will not be allowed to attend any school activities on or off campus on the day of their suspension. A parent conference is required prior to the student returning to school after any suspension.

**Disciplinary Probation:** If a student's behavior has become continuous and/or a serious problem, the student may be placed on disciplinary probation. A contract will be drawn up and discussed with the parents as to the behaviors that must be changed and the time period for this change to occur. Parents will be notified of all office referrals during this time. During this time, the student's general behavior will be monitored, and if not changed significantly, then a recommendation for expulsion will be made.

**Expulsion:** The Headmaster may dismiss a student from M'KIS for very serious and/or chronic offenses. This action shall only be taken after due consideration and consultation between the Principal of the school involved, the Headmaster, the students and the parents or legal guardian. The Headmaster will make the final decision to expel or not to expel and communicate the decision in writing to the parents.

### **Major Disciplinary Offenses and Consequences**

#### **Academic Honesty and Integrity**

Academic rights and responsibilities go hand in hand with honesty and integrity. As middle and high school students mature, the school recognizes their growing need to become more independent thinkers, and we encourage them to begin making some of their own choices. At the same time, we expect our students to respect the rights and ideas of others—both fellow students and adults. One goal of the school is to create a sense of honesty and integrity in all aspects of student life at M'KIS.

Plagiarism - is the act of presenting another's words, ideas or images as one's own without crediting the source. All students are responsible for documenting the use of work that is not their own. Plagiarism includes more than the intentional misuse of reference sources. Students are equally guilty of plagiarism when they allow assignments to be copied and submitted as the work of another. While an obvious form of plagiarism is copying a direct quotation without providing quotation marks or crediting the source, a more subtle form of plagiarism includes paraphrasing material or using an original idea that is not properly introduced, rephrased, or documented. By documenting sources, students safeguard their integrity and also allow the interested reader or viewer to learn about a particular subject in greater detail by tracing ideas to their sources.

Cheating - Defined as breaking test procedures or copying on tests, quizzes, papers or homework. Aiding someone else in cheating is also cheating. Teachers will explain testing procedures and assignment expectations to their students and describe what they consider to be appropriate cooperative class work versus copying. Teachers will also explain the proper procedures for citing references in research papers done in classes. Teachers and students also have access to turnitin.com, which screens papers for plagiarism.

#### **Consequences**

1<sup>st</sup> offense – The student will receive a zero on that particular assignment or test, principal and parents will be notified.

2<sup>nd</sup> offense – The student will receive a zero on that particular assignment or test, principal and parents notified, student becomes ineligible for honor roll status for the remainder of the school year, student serves two after school detentions.

3<sup>rd</sup> offense – Same consequences as above and the student will be suspended from school.

Serious offenses, such as, stealing and/or distributing test materials prior to an exam may lead to suspension or a recommendation for expulsion.

#### **Theft**

All students are to respect the property of other people and of the school at all times. Students are expected to treat all school and personal property respectfully and will be held financially accountable for any damage to books, desks, tables, lockers, or any other school property. An act of theft (the taking away of another person's property without his consent and with the intention of depriving him of it) will require restitution. The school has a right to search a student, his possessions, and locker if there is a reasonable suspicion that he/she has committed theft.

### Consequences

1<sup>st</sup> offense – 1 - 3 days of suspension/parent notification and replacement or return of stolen property.

2<sup>nd</sup> offense – 5 days of suspension and possible recommendation for expulsion and replacement or return of stolen property.

### **Vandalism and Graffiti**

M'KIS believes that respect for personal property should naturally extend to the school facility and equipment.

Vandalism and graffiti are considered serious offenses. Consequences for vandalism or graffiti will be:

### Consequences

1<sup>st</sup> offense – 5 – 10 community service hours to repair the damage and payment for repair or replacement

2<sup>nd</sup> offense – 10 – 30 community service hours to repair the damage and payment for repair or replacement

3<sup>rd</sup> offense – 5 days of out of school suspension and recommendation for expulsion

### **Fighting**

Fighting, hazing, initiations, or “birthday spankings” and any type of physical aggression will not be tolerated. Taking any action or making comments or writing messages that might reasonably be expected to result in a fight or physical aggression may also be grounds for punishment. Any student who returns physical aggression when provoked will also be subject to these same consequences. The correct response when provoked is to walk away and find a teacher to help resolve the conflict.

Examples of physical abuse and harassment include hitting, slapping, shoving, scratching, biting, blocking the passage of, or throwing objects at another person in an aggressive or confrontational manner.

### Consequences:

1<sup>st</sup> offense – 1 – 3 days of detention/parent notification and referral to the counselor.

2<sup>nd</sup> offense – 1 – 3 days of suspension/parent notification and referral to the counselor

3<sup>rd</sup> offense – 5 day suspension and possible recommendation for expulsion

Severe incidents of fighting will result in out of school suspension and may result in a recommendation for expulsion from school.

### **Respect for Students, Faculty and Staff**

**Abusive Language and Profanity:** Students must be tolerant of each other and respect the culture and customs of fellow students. Abusive language or profanity will not be tolerated. Students who engage in these behaviors are subject to detention and/or suspension.

**Insubordination:** It is essential that students always show respect and comply with instructions given by any staff members of the school (administrators, teachers, secretaries, bus aids, guards, etc.). This applies to behavior during school, on school buses or at any school sponsored event. The staff will not tolerate insubordination, defiance, verbal or physical abuse.

**Harassment and Intimidation:** Verbal, non-verbal or physical harassment on the basis of race, national origin, religion, gender, sexual orientation, age, and disability in any form will not be tolerated. Bullying behavior is also a form of harassment and it will not be tolerated. M'KIS uses Tattum and Tattum's (1992) definition of bullying. “Bullying is the willful, conscious desire to hurt another and put him or her under stress.” Examples of harassment include remarks, gestures, physical contact, repeated teasing or taunting, display or circulation of written or electronic materials or pictures derogatory to gender, race, ethnicity, religion, age, or disability.

Sexual Harassment is any unwanted sexual attention from peers, subordinates or supervisors. Examples of this type of behavior include: verbal comments, leering, pinching, gestures any form of unwanted touching, as well as sexually aggressive behaviors.

Students who believe they are the subjects of sexual or other kinds of harassment should report the conduct to any teacher, counselor or administrator. Procedures to resolve the problem will then begin as soon as possible. Any form of intimidation, retaliation, or discrimination for reporting any harassment will be punished. Consequences for engaging in harassment or intimidation will include any combination of the following: detention, parent conference, external therapy/counseling and suspension, conference sessions with the counselor, expulsion.

### Consequences:

1<sup>st</sup> offense – 1 - 3 days of detention, behavioral essay and parent notification, referral to the middle or high school counselor

2<sup>nd</sup> offense – 1 - 5 days of suspension/parent notification

3<sup>rd</sup> offense – 5 days of suspension and possible recommendation for expulsion

Severe incidents will result in a five-day suspension and may result in a recommendation for expulsion from school.

*Severe behavior may result in immediate suspension and parent notification. Threatening remarks including the use of force are strictly prohibited. These infractions will result in an immediate 5-day suspension and possible recommendation for expulsion.*

## **Use or Possession of Tobacco, Alcohol and Illegal Drugs**

M'KIS is proud to have a dedicated and honest student body that has established a tradition of outstanding behavior and personal conduct since the school's founding. While the school recognizes the need in today's society to adopt a policy of appropriate drug testing, the school has elected to embrace a "probable cause" policy, rather than one of random mandatory testing. This policy commenced in August, 2005.

There are two sections to this policy.

1. Procedures for addressing students who have tested positive for drugs but have not been caught consuming, possessing, being under the influence or selling on campus.
2. Procedures for students who have been caught consuming, possessing, being under the influence or selling on campus on campus.

Any M'KIS student who is suspected by school administration of having used illegal drugs (narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, or marijuana) is subject to taking a urine test to determine if s/he has used such drugs. The parent/guardian will be contacted to request permission to administer the test. The parent and/or student may refuse permission for the test, but such refusal may jeopardize the student's continued enrolment at the school.

In the case of a positive result from testing, the following response from the school will be taken:

- 1<sup>st</sup> Offense - Mandatory counseling, parents informed, possible suspension and personal contract with school.
- 2<sup>nd</sup> Offense - Suspension and recommendation for expulsion.

Please note that these consequences apply only to a positive drug test, not to possession of drugs on campus. Any M'KIS student who is found to be in possession of illegal drugs while on the school campus is subject to immediate expulsion from M'KIS on the *first* offense.

## **Tobacco, Alcohol and Illegal Drugs**

M'KIS students must not consume, possess, sell or be under the influence of these substances on campus, on school trips or at school-sponsored events. If a student is found to have used or to possess illegal drugs, they will be expelled from the school. In cases where the school has clear reason to suspect drug, alcohol or tobacco possession, students may be subject to a search of their person, possessions or locker. 'Drugs' refers to any form of narcotics, stimulants, barbiturates, suppressants, hallucinogenic drugs, or marijuana.

The consequences for substance abuse in school are:

- **Drug use; possession of drugs or drug paraphernalia; sale or distribution of drugs** - Suspension and recommendation for expulsion from school.
- **Alcohol use or possession** - Suspension and possible recommendation for expulsion from school.
- **Tobacco use or possession** - Suspension and possible recommendation for expulsion from school.
- **Abuse of prescription drugs** - Suspension and possible recommendation for expulsion from school.

When a teacher or staff member has a reasonable suspicion that a particular student is under the influence of drugs or alcohol, it is his/her responsibility to bring the student to the principal, who will then determine the appropriate course of action, including notification of parents.

## **Searches of Student and School Property**

The school has the obligation to take reasonable steps to protect students from possible harm or to determine involvement of students in inappropriate activities. When any teacher or administrator has reasonable suspicion that a particular student is concealing an object or substance which is prohibited under school policy (drugs, alcohol, tobacco, weapons, stolen property, etc.) the teacher or administrator may ask the student to empty his/her pockets or to search backpacks, book bags, or lockers. Failure to cooperate with such a search will be considered insubordination.

## **Additional Discipline Information**

Depending on the severity of any given action, the school may need to adjust the severity of the first, second or third consequences. For example, theft of a pencil from a table in the canteen is not the same as breaking into a locker to steal a handphone. The penalty for the pencil might be 'downgraded' (less serious), while the penalty for the handphone would be 'upgraded' (more serious).

## **Repeat Offenses**

The consequences for repeat offenders become progressively more severe even if the infractions are in different categories. For example, a student who has been caught smoking and skipping class on separate occasions may be suspended for vandalism, instead of being assigned community service hours.

## **Supervision**

The school attempts to provide appropriate supervision of students at all times on campus and on school trips. However, it is inevitable that there will be situations where students are by themselves for a period of time. It is the responsibility of students to conduct themselves in an appropriate manner at these times. If an offense is committed during such situations, the school will not reduce or alter the consequence due to a "lack of supervision" defense. Each student is responsible for his/her own actions, no matter the circumstances.

**Appealing Decisions**

Decisions in discipline matters are made by the Principal. Any decision may be appealed to the Headmaster. The Headmaster's decision is final and no further appeals are possible.

**Clearing a Record**

Serious offences result in a letter being placed in a student's permanent file. If a student maintains a clean record for three full semesters following an offense, the student/parent may request that administration consider removing the letter. Administration reserves the right to do so or not, depending on the student's record since the offense.

**Amendments to the Student Handbook**

Student proposals to amend the Student Handbook should be first passed to one of the student councils for consideration. Any proposal that is passed by student council will be CONSIDERED (no guarantees on acceptance) by school administration for the following year. These proposals should be submitted by the end of March in the previous year.

# M'KIS MLA STYLE GUIDE (Revised Aug. 2006 by L. Collins)

## Documenting Sources for Essays and Research Papers

This section explains the styles recommended by the Modern Language Association (MLA) for documenting sources in essays and research papers. This style is also acceptable for students in IB courses. The other commonly accepted method of citation is the American Psychological Association (APA) format. All sources cited in a paper are listed in a section entitled Works Cited (bibliography) that is at the end of the paper. Material borrowed directly from another source is documented **within the text** (in-text citation) by a brief parenthetical reference that directs readers to the full citation in the works cited. (See the section entitled "Handling Quotations in Your Text".) This guide is not exhaustive: for more detailed explanations or for other types of sources please see Ms. Collins in the MS/HS library or check the OWL website cited at the end of this document.

### When preparing a list of Works Cited, follow these general guidelines:

1. Give your Works Cited a page number as a continuation of your text and center your title 1 inch from top of page; don't underline title.
2. Double space between successive lines of an entry and between entries.
3. The first line of each citation begins at the left margin, while additional lines within each citation are indented; you can create a "hanging indent" using Format/Paragraph/Indentation/Special/Hanging.
4. List entries in alphabetical order according to the last name of the author; if no author, use title, ignoring *A, An & The*.
5. Underline or italicize consistently the titles of works except for those of articles (italicizing is preferable if using a computer to create list).
6. Use quotation marks to indicate titles of articles or short works that appear in larger works. Use quotation marks for song titles and for titles of unpublished works such as speeches.
7. Note and use specific punctuation as shown in examples; use only one space after a period.

### BASIC FORMAT FOR BOOKS:

**Author (last name first, first name(s)). Title. City of publication: Publisher's name, year of publication.**

#### A BOOK WITH ONE AUTHOR:

Henley, Patricia. *The Hummingbird House*. Denver: MacMurray and Beck, 1999.

#### A BOOK WITH MORE THAN ONE AUTHOR:

**If there are more than three authors, you may list only the first author followed by the phrase *et al.* in place of the other authors' names, or you may list all the authors in the order in which their names appear on the title page.**

Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn and Bacon, 2000.

Gilman, Sander, et al. *Hysteria Beyond Freud*. Berkeley: U of California P, 1993.

#### TWO OR MORE BOOKS BY THE SAME AUTHOR:

**After the first listing of the author's name, use three hyphens and a period for the author's name. List books alphabetically, excluding a, an, and the.**

Palmer, William J. *Dickens and New Historicism*. New York: St. Martin's, 1997.

---. *The Films of the Eighties: A Social History*. Carbondale: Southern Illinois UP, 1993.

#### A BOOK WITH NO AUTHOR:

*Encyclopedia of Virginia*. New York: Somerset, 1993.

#### A BOOK WITH A CORPORATE AUTHOR:

American Allergy Association. *Allergies in Children*. New York: Random, 1998.

#### **A BOOK WITH AN EDITOR:**

Jones, Edward B., ed. *Folklore from West Africa*. New York: Ethnic Press, 2001.

#### **AN ANTHOLOGY OR COLLECTION:**

Peterson, Nancy J., ed. *Toni Morrison: Critical and Theoretical Approaches*. Baltimore: Johns Hopkins UP, 1997.

#### **A PART OF A BOOK (SUCH AS AN ESSAY FROM A COLLECTION):**

**Author(s). "Title of Article or Selection." *Title of Book*. Ed., Trans. Or Comp. Editor's, Translator's, or Compiler's Name(s). Place of Publication: Publisher, Year. Pages.**

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann-Boynton/Cook, 2000. 24-34.

#### **AN ARTICLE FROM A REFERENCE BOOK:**

**Show author's name, if found. Give number of volumes, if appropriate. If reference book is well known don't give the full publication information; only give edition and year.**

"Jamaica." *Encyclopedia Britannica*. 1994 ed.

Allen, Anita L. "Privacy in Health Care." *Encyclopedia of Bioethics*. Ed. Warren T. Reich, Rev. Ed. 5 vols. New York: Macmillan-Simon, 1995.

#### **MAGAZINES, JOURNALS AND NEWSPAPERS:**

##### **AN ARTICLE FROM A MAGAZINE:**

**Author, "Title of Article." *Title of Magazine* Date: Pages.**

***Do not punctuate after the title of the newspaper or magazine. When citing the date, list day before month; use a three-letter abbreviation of the month (e.g. Jan., Mar., Aug.). If the magazine is published every one or two weeks, give the complete date including day and abbreviated month, except May, June & July. If the article is not printed on consecutive pages give the first page followed by a + sign.***

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71.

Trembacki, Paul. "Brees Hopes to Win Heisman for Te1an." *Purdue Exponent* 5 Dec. 2000: 20.

Kates, Robert W. "Population and Consumption: What We Know, What We Need to Know." *Environment* Apr. 2000: 10+.

##### **AN ARTICLE IN A SCHOLARLY JOURNAL:**

**Author(s). "Title of Article." *Title of Journal* Volume.Issue (Year): pages.**

##### ***Essay in a journal with continuous pagination:***

Allen, Emily. "Staging Identity: Frances Burey's Allegory of Genre." *Eighteenth-Century Studies* 31 (1998): 433-51.

##### ***Essay in a journal that pages each issue separately:***

Duvall, John N. "The (Super) Marketplace of Images: Television as Unmediated Mediation in DeLillo's *White Noise*." *Arizona Quarterly* 50.3 (1994): 127-53.

##### **AN ARTICLE FROM A NEWSPAPER:**

***Give the title as it appears on the masthead without any introductory articles. If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g. 17 May 1987, late ed).***

**Author, "Title of Article." Title of Newspaper. [square brackets around city.] Complete date, edition (if given): Page(s).**

Chang, Kenneth. "The Melting (Freezing) of Antarctica." *New York Times* 2 Apr 2000, late ed.: F1+.

Alaton, Salem. "So Did They Live Happily Ever After?" *Globe and Mail [Toronto]* 27 Dec. 1997: D1+.

## ELECTRONIC SOURCES:

### ONLINE OR ELECTRONIC SOURCES:

You will need the following:

1. Author (if given)
2. "Title of document."
3. *Information about Print Publication* (if originally presented in print form and if given. Include the same information required for books or periodicals).
4. Information about electronic publication. Include the *Title of Site*, date of electronic publication, name of institution or organization that sponsors the site. (You can often find this at the bottom of the page, or in the "About" link).
5. Access information (last date you accessed site); this is important in case the site has been updated.
6. URL Give the complete URL including access-mode identifier (http, etc.). Use <angled brackets > around the URL (select Insert/symbol). If the URL must be divided between two lines, break it only after a slash; do not introduce a hyphen at the break or allow your word-processing program to do so. If the URL is extremely long, give the URL of the site's search or home page. If the reader can follow a sequence of links from the home page to the document follow the URL with the word "Path:" and specify the sequence, separating each link with a comma.

### AN ENTIRE WEBSITE:

**Title of site. Name of Editor (if given). Date of electronic publishing. Sponsoring institution. Date of access and <URL>.**

*CNN.com*. 2002. Cable News Network. 15 September 2005 <<http://www.cnn.com/>>.

Felluga, Dino. *Undergraduate Guide to Literary Theory*. 17 Dec. 1999. Purdue University. 15 November 2000 <<http://omni.cc.purdue.edu/%7Efelluga/theory2.html>>.

### AN ARTICLE ON A WEBSITE:

**Author's last name, first name (if a name is provided). "Article title as mentioned in the title bar at the top of the browser window." Title of Website where page is found. Date of electronic publication. Name of institution or organization sponsoring the web site. Date of access to the source <electronic address or URL>.**

Poland, Dave. "The Hot Button." *Roughcut*. 26 Oct. 1998. Turner Network Television. 28 Oct. 1998 <<http://www.roughcut.com>>.

"City Profile: San Francisco." *CNN.com*. 2002. Cable News Network. 14 May 2002. <<http://www.cnn.com/TRAVEL/atevo/city/SanFrancisco/intro.html>>.

### AN ARTICLE IN AN ONLINE MAGAZINE:

**Author, "Title of Article." Title of Magazine. Date of publication. Date of access. <URL>.**

Bernstein, Mark. "10 Tips on Writing The Living Web." *A List Apart: For People Who Make Websites*. No. 149 (16 Aug. 2002). 4 May 2006 <URL>.

### AN ARTICLE IN AN ONLINE SCHOLARLY JOURNAL:

**Provide paragraph or page numbers if available.**

**Author. "Title of Article." Title of Periodical or Journal. Volume Number, issue number, or other number. Date of Publication. Number or range of pages, paragraphs, or sections. Date of access <URL>**

Wheelis, Mark. "Investigating Disease Outbreaks Under a Protocol of the Biological and Toxin Weapons Convention." *Emerging Infectious Diseases* 6.6 (2000): 33 pars. 5 Dec. 2000 <<http://www.cdc.gov/ncidod/eid/vol6no6/wheelis.htm>>.

**AN ARTICLE IN A REFERENCE DATABASE (such as online encyclopedia, Newsbank or SIRS) INCLUDING ARTICLES THAT WERE ORIGINALLY PRINTED IN PRINT FORM:**

When citing material accessed via an electronic subscription service (e.g., a database or online collection your library subscribes to), cite the relevant publication information as you would for a periodical (author, article title, periodical title, and volume, date, and page number information) followed by the name of the database or subscription collection, the name of the library through which you accessed the content, including the library's city and country, plus date of access. If a URL is available for the home page of the service, include it. Do not include a URL to the article itself, because it is not openly accessible. For example:

Samuelson, Robert. "Terror's Economics." *Newsweek* Aug 21 (2006): 57. Global Newsbank. MKIS Lib., Kuala Lumpur, Malaysia. 23 Aug 2006. <<http://infoweb.newsbank.com>>.

Grabe, Mark. "Voluntary Use of Online Lecture Notes: Correlates of Note Use and Note Use as an Alternative to Class Attendance." *Computers and Education* 44 (2005): 409-21. *ScienceDirect*. Purdue U Lib., West Lafayette, IN. 28 May 2006 <URL of database>.

**IMAGE FROM AN ELECTRONIC SOURCE:**

For works housed outside of an online home, include the artist's name, the year the work was created, and the institution (e.g., a gallery or museum) that houses it (if applicable), followed by the city where it is located. Include the complete information for the site where you found the image, including the date of access. In this first example, the image was found on the Web site belonging to the work's home museum:

**Artist (if known). "Description or title of image." Date of image (if given). Online image. Title of Larger Site. Date of Download. <URL>.**

Goya, Francisco. "The Family of Charles IV." 1800. Museo del Prado, Madrid. 22 May 2006 . <<http://museoprado.mcu.es/ihistoria.html>>.

Smith, Greg. "Rhesus Monkeys in the Zoo." No date. Online image. *Monkey Picture Gallery*. 3 May 2003. <<http://monkeys.online.org/rhesus.jpg>>.

**INFORMATION FROM A CD ROM:**

"World War II". Encarta. CD-ROM. Seattle: Microsoft, 1999.

**E-MAIL:**

**The same format may be used for personal interviews or personal letters. These do not have titles, and the description should be appropriate. Instead of "E-mail to the author," you would have "Personal interview."**

**E-mail to you:**

Kunka, Andrew. "Re: Modernist Literature." E-mail to the author. 15 Nov. 2000.

**E-mail communication between two parties, not including the author:**

Neyhart, David. "Re: Online Tutoring." E-mail to Joe Barbato. 1 Dec. 2000.

**OTHER SOURCES:**

**A PAMPHLET:**

Office of the Dean of Students. Resources for Success: Learning Disabilities and Attention Deficit Disorders. West Lafayette, IN: Purdue University, 2000.

**AN INTERVIEW THAT YOU CONDUCTED:**

Purdue, Pete. Personal Interview. 1 Dec. 2000.

**SPEECH OR CLASS LECTURE:**

O'Day, Shane. Class Lecture. IB English IA. Mont Kiara International School, Kuala Lumpur, Malaysia, 24 Aug 2006.

**AN ADVERTISEMENT OR CARTOON:**

Lufthansa. Advertisement. Time 20 Nov. 2000: 151.

**A TELEVISION OR RADIO PROGRAM:**

"The Blessing Way." The X-Files. Fox. WXIA, Atlanta. 19 Jul. 1998.

**SOUND RECORDING (CD/CASSETTE):**

U2. All That You Can't Leave Behind. Interscope, 2000.

**FILM:**

The Usual Suspects. Dir. Bryan Singer. Perf. Kevin Spacey, Gabriel Byrne, Chazz Palminteri, Stephen Baldwin, and del Toro. Polygram, 1995.

**Handling Quotations in your Text (In-text citations)**

**Parenthetical Reference:** within the text of your work identify any quotations or paraphrased information or ideas or opinions or images with the author's last name and a page reference enclosed within parentheses () before the final punctuation.

**Examples:**

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

**SHORT QUOTATIONS:**

To indicate short quotation (fewer than four typed lines of prose or three lines of verse) in your text, enclose the quotation within double quotation marks and incorporate it into your text. Provide the author and specific page citation (in the case of verse, provide line numbers) in the text, and include complete reference in the works-cited list. Punctuation marks such as periods, commas, and semicolons should appear after the parenthetical citation. Question marks and exclamation points should appear within the quotation marks if they are a part of the quoted passage but after the parenthetical citation if they are a part of your text. If you use the author's name in your sentence then you do not need to include it within the parentheses.

**Examples:**

According to some, dreams express "profound aspects of personality" (Foulkes 184), though others disagree.

According to Foulkes' study, they may express "profound aspects of personality" (184).

It is possible that dreams may express "profound aspects of personality" (Foulkes 184)?

Cullen concludes, "Of all the things that happened there/ That's all I remember" (11-12).

**LONG QUOTATIONS:**

Place quotations longer than four typed lines in a free-standing block of typewritten lines, and omit quotation marks. Start the quotation on a new line, indented one inch from the left margin, and maintain double-spacing. Your parenthetical citation should come after the closing punctuation mark. When quoting verse, maintain original line breaks. (You should maintain double-spacing throughout your essay.)

**Examples:**

Nelly Dean treats Heathcliff poorly and dehumanizes him throughout her narration:

They entirely refused to have it in bed with them, or even in their room, and I had no more sense, so, I put it on the landing of the stairs, hoping it would be gone on the morrow. By chance, or else attracted by hearing his voice, it crept to Mr. Earnshaw's door, and there he found it on quitting his chamber. Inquiries were made as to how it got there; I was obliged to confess, and in recompense for my cowardice and inhumanity was sent out of the house. (Bronte 78)

In "Sources," Adrienne Rich explores the roles of women in shaping their world:

The faithful drudging child  
the child of the oak desk whose penmanship,  
hard work, style will win her prizes  
becomes the woman with a mission, not to win prizes  
but to change the laws of history. (23)

### **ADDING AND OMITTING WORDS IN QUOTATIONS:**

**If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.**

Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumor or tale" (78).

**If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks surrounded by brackets.**

In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumor or tale [...] and in a short time a lively exchange of details occurs" (78).

**If there are ellipsis marks in the quoted author's work, do not put the brackets around them; only use brackets around ellipsis marks to distinguish them from ellipsis marks in the quoted author's work.**

Adapted from:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6<sup>th</sup> ed. New York: MLA, 2003.

Trimmer, Joseph F. *A Guide to MLA Documentation*. 5<sup>th</sup> ed. New York: Houghton, 1999.

"Using Modern Language Association (MLA) Format." 1995-2002. OWL at Purdue University. 14 Aug. 2006.  
<http://owl.english.purdue.edu/>.