



**Stamford American**  
INTERNATIONAL SCHOOL

# **HS Academic Handbook (2020-2021)**

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An inspiring world of education

Stamford American International School, Singapore  
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# Stamford Vision and Mission

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Vision: Inspiring students to create their unique future.

Mission: Together, we cultivate a culture of optimism, excellence, and empowerment for everyone by developing the mind-set and skills to thrive in a complex world.

## Stamford Values

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<p><b>Compassion</b></p> <p>We seek to empathize with and care for one another, especially in difficult circumstances. We know that the biggest challenges may be emotional rather than logistical, and we support each other as a community.</p>	<p><b>Integrity</b></p> <p>We believe it is important to communicate with students, parents and staff honestly and with transparency. At times when life is disrupted and people may be fearful, trust is essential.</p>
<p><b>Courage</b></p> <p>We recognize that difficult times require us all to be courageous through actions both big and small. This may simply be the act of restoring a sense of calm and normalcy throughout the community.</p>	<p><b>Ingenuity</b></p> <p>When faced with new challenges, we rely on our resilience, resourcefulness, and ingenuity to solve challenges. During crises we do not seek to try out the latest innovation, but we find ways to be adaptive.</p>

# Introduction

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Welcome to Stamford!

Our goal for high school students at Stamford is to have them challenge themselves to reach their full potential and become positive members of society. Stamford has a reputation for its academic pathways, inclusion, creativity, and sporting excellence to help students learn about themselves and the direction they will take for their future. The Stamford Faculty and staff will work alongside students as they are a talented team of passionate, dynamic educators ready to *inspire students to create their own unique future*.

This Academic Handbook includes the High School's Policies and Procedures to serve as a resource to assist students in mapping out academic programs to develop a four-year plan to graduate high school as well as for students to understand their rights and responsibilities when it comes to the academic policies and pathways at Stamford and the way the school operates.

We are pleased to have you as a part of our school family at SAIS and we are committed to supporting our students to meet with success and grow as a learner through our programmes. We are proud to offer our students rigorous and college preparatory classes to challenge them to think critically and guide them as they make decisions about their future.

As a High School we celebrate differences, commit to excellence, and work together building our strong community and a successful year for each of our students.

If you require further details, need additional assistance or have any questions, *please click here for our [Contact Information](#)*.

# Graduation Requirements

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Stamford American International School in Singapore is recognized by the Singaporean Ministry of Education (CPE and EduTrust), the Western Association of Schools and Colleges (WASC), the Council of International Schools (CIS), and is an International Baccalaureate (IB) World School. Stamford’s academic program is college-preparatory and designed to prepare students for entry into universities worldwide. All programs of study available lead to the Stamford US High School Diploma, equal in value to those issued by accredited high schools in the United States, and accepted at universities around the world. To read about individual courses, possible pathways, & sample university requirements, please see our [HS Course Handbook](#).

## The Stamford US High School Diploma

<b>Requirements for the Stamford Diploma</b>	<ul style="list-style-type: none"> <li>● Eight semesters [or the equivalent] of academic work beyond grade 8</li> <li>● Earning a minimum of 20 credits (24 credits for the Class of 2022 and beyond)</li> <li>● Completion of 2 semesters of Theory of Knowledge or Global Perspectives</li> <li>● Completion of all objectives for Creativity, Activity, and Service (CAS)</li> </ul>
<b>Specific credit requirements for the Stamford Diploma, earned in grades 9-12, include:</b>	<ul style="list-style-type: none"> <li>● English (4.0 credits)</li> <li>● Foreign Language (3.0 credits)</li> <li>● Humanities (3.0 credits)</li> <li>● Mathematics (3.0 credits)</li> <li>● Science (3.0 credits)</li> <li>● Arts (1.0 credit); (Class of 2022 and beyond - 2.0 credits)</li> <li>● Physical &amp; Health Education (1.0 credit); (Class of 2022 and beyond - 2.0 credits)</li> <li>● Electives/Other (2.0 credits); (Class of 2022 and beyond - 4.0 credits)</li> </ul>
<b>Course Credit</b>	Full-year courses earn 1.0 credit and semester courses earn 0.5 credit.

# Course/Level Change Process

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## Course Changes (Add/Drop)

Changes in a student's class schedule must be made in consultation with the Academic Dean and, where appropriate, with their College Counsellor or Program Coordinator. Returning students make course selections in the previous school year. Only necessary changes may be made after that: during the first three weeks of school in August through 4 September 2020 (**no changes during the week of 12 August**) and during the first two weeks of the second semester for new students. Students must meet with one of the following people before they can obtain the Course Change Request Form:

**Grade 12:** Ms Kim Cheah, Director of College Counseling (RCOW, DBES)

[Appointment Link](#)

Ms Shelley Marks, College Counsellor (STAN, ZYON, SGAR)

[Appointment Link](#)

Mr Gavin Fuller, College Counsellor (DLAM, TLEI, SCRA)

[Appointment Link](#)

**Grade 11:** Dr Amit Khanna, DP/AP Coordinator

[Appointment Link](#)

Ms Lauren Windle, Academic Dean

<http://laurenwindle.youcanbook.me>

**Grades 9 & 10:** Ms Rhonda Wiens, MYP Coordinator

[rhonda.wiens@sais.edu.sg](mailto:rhonda.wiens@sais.edu.sg)

Ms Lauren Windle, Academic Dean

<http://laurenwindle.youcanbook.me>

Ms Rin Kim, College Counsellor

<https://rinkim.youcanbook.me>

## Language Changes:

As per the Stamford Language Policy, students must remain in their language of choice for the remainder of the programme in which they are studying. Change in language can only occur when a student changes a programme. For example, if a student is enrolled in Mandarin in the MYP in Middle School, the student must remain in Mandarin through the end of the MYP or through Grade 10. The student would not be able to change to Spanish until the change of programme and entering Grade 11. To request an exception to this policy, please refer to Language Course Change Request Form (Policy Exemption) in Appendix A.

## Level Changes:

See the above Course Changes section for which person to contact to meet to start the process of a level change. Possible level changes are detailed below:

<b>IB MYP</b>	Students can have the opportunity to change their MYP Math levels (Standard to Extended) contingent on Fall MAP scores, semester grades, and/or teacher recommendation at any point in the school year. Any level change must be made in consultation with the teachers and the Academic Dean to ensure a smooth transition between units and curriculum.
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<b>IB DP</b>	Similarly, students can have the opportunity to change their DP course levels from Standard to Higher or Higher to Standard at any point in the school year. However, this is contingent on the pacing of the curriculum as most Science or Math courses become more difficult to move between as the school year progresses. Any level change must be made in consultation with the teachers, the Academic Dean, and, where appropriate, the Program Coordinator and College Counsellor. In some cases, changing levels (especially in Science or Math) can have a drastic impact on what programs students can remain eligible for in university.
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## Withdrawal Policy

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Withdrawal and additions will be made based on need, feasibility, and availability. Courses that are dropped after the three-week grace period (**after 4 September**) are noted as “W” (Withdrawn) on the student’s transcript, except if the student is moving from Higher Level (HL) to Standard Level (SL) or vice versa.

# International Baccalaureate Middle Years Programme (G6-10)

In the High School, all Grades 9 and 10 students are enrolled in the Middle Years Programme (MYP). Students in Grade 10 may choose to take up to two (2) AP courses. However, they are still required to complete the Personal Project - the culminating project of the MYP. The Personal Project is mandatory for all Grade 10 students at Stamford. Successful students will receive the Personal Project Certificate. Students in Grade 10 may opt to take the MYP Certificate or Courses Certificate to enhance their HS diploma.

<p><b>What is the MYP Certificate?</b> (Optional)</p>	<p>Includes:</p> <ul style="list-style-type: none"> <li>• Two (2) compulsory components: <u>Personal Project and Service as Action</u></li> <li>• On-screen examinations in Language and Literature, Individuals and Societies, Science, Mathematics and Interdisciplinary</li> <li>• In-school ePortfolios (Design, Arts (choice), PHE and Language Acquisition)</li> </ul> <p>May be required if returning to your home country (Europe and Commonwealth) Equivalent to an (I)GCSE</p>
<p><b>Why choose the MYP Certificate or Courses Certificate?</b></p>	<ul style="list-style-type: none"> <li>• Develops MYP through Global Contexts and Conceptual Understandings</li> <li>• Provides external results in line with IB expectations</li> <li>• Supports the decisions for further education (IBDP)</li> <li>• Develops:             <ul style="list-style-type: none"> <li>○ criterion achievement in all subjects in familiar and unfamiliar situations</li> <li>○ creative and critical thinking</li> <li>○ analysis and problem solving skills using multiple perspectives</li> </ul> </li> </ul>
<p><b>How are students prepared?</b></p>	<ul style="list-style-type: none"> <li>• SAIS Curriculum and in-class experiences including structured assessment practices (formative and summative)</li> <li>• On-screen Specimens will be provided for practice</li> <li>• Familiarity with the assessment platform will be provided in on-screen mock examinations.</li> </ul>
<p><b>Subject Areas include:</b></p>	<ul style="list-style-type: none"> <li>• Language and Literature</li> <li>• Mathematics</li> <li>• Individuals and Societies</li> <li>• Sciences</li> <li>• Language Acquisition (Spanish and Mandarin)</li> <li>• Choice of: Physical and Health Education, Design or the Arts (Music, Drama and Visual Arts)</li> <li>• Additional Interdisciplinary exam, encompassing two disciplines as part of the final evaluation for the IB MYP Certificate.</li> </ul>
<p><b>Receiving the MYP Certificate</b></p>	<p>In order to receive the MYP certificate students must meet all of the following criteria in the eAssessment and ePortfolio subjects; including the Personal Project:</p> <ul style="list-style-type: none"> <li>• Must have a 3 or more in each subject area</li> <li>• Must have an average point total of 28 or above</li> <li>• Must have successfully completed the Service as Action requirement of the MYP</li> <li>• <u>Must not</u> have any grade of a one (1) or two (2)</li> </ul>



## Advanced Placement Program (G10-12)

The Advanced Placement Program® (AP) enables willing and academically prepared students to pursue first-year US university studies while still in high school. The program consists of first-year US university courses developed by the College Board that high schools can choose to offer and corresponding exams that are administered once a year.

The AP Program is flexible and accessible for all students and schools as it supplies detailed expectations about the content of a first-year US university course in that subject. AP teachers may design their own syllabi with these standards or use existing, approved syllabi. Schools must be authorized by the AP Course Audit to offer approved AP courses and use the AP designation.

<p><b>AP at Stamford</b></p>	<p>Stamford offers 21 AP courses, some of which run every year, and others which alternate between years. Each course:</p> <ul style="list-style-type: none"> <li>• is modeled on a comparable first-year US university course in the subject.</li> <li>• culminates in a standardized university-level assessment, or AP Exam.</li> <li>• AP Exams are given in May each year at testing locations all over the world.</li> </ul>
<p><b>How taking an AP Course can benefit students</b></p>	<p><b>Used for admission to universities outside of North America</b> AP courses are the equivalent of 1 or 2 A-Levels in the UK system and as such, at least 3 and up to 5 AP exams can be used for entrance to UK, Australia, Hong Kong, and Singapore universities. Similarly, at least 4 AP exams can be used for entrance to Dutch universities. Subject specific requirements can be found on university websites.</p> <p><b>Stand out on US &amp; Canada university applications.</b> AP courses on a student’s transcript shows that they’ve challenged themselves with the most rigorous courses available to them. Success on an AP Exam shows that students are ready for university coursework.</p> <p><b>Earn first-year credit and/or skip introductory courses at US universities.</b> Most four-year colleges and universities in the United States grant students credit, placement, or both for qualifying AP Exam scores. Click <a href="#">here</a> to search for AP credits by college or university.</p>
<p><b>Student Accessibility</b></p>	<p>All students who are willing and academically prepared to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses.</p> <p>Prerequisites for AP courses: AP Physics 1 should have completed MYP Grade 10 Math Standard (through Geometry &amp; Algebra II) or an equivalent course. Check the individual course pages to see this information in the <a href="#">Stamford HS Course Catalogue</a></p>
<p><b>Exams</b></p>	<p>Each AP course concludes with an AP Exam in May. Exams are scored on a scale of 1 to 5 by university professors and experienced AP teachers. Many US universities offer first-year credit for AP Exam scores of 3 or higher. Many UK, European, and Commonwealth countries will only accept AP exams for direct entry with scores of 3 or higher.</p>

# International Baccalaureate Diploma Programme (G11-12)

The IB Diploma Programme (IBDP) and IB Diploma Course (IBDC) are two-year programs for students aged 16-19. Students share an educational experience that emphasizes critical thinking as well as intercultural understanding and respect for others in the global community. Both programs offer a broad and balanced curriculum in which students are encouraged to apply what they learn in the classroom to real world issues and problems. Wherever possible, subjects are taught from an international perspective.

The Diploma Programme (DP) is demanding in terms of time commitment and the development of effective time-management skills is essential. Students must therefore understand the expectations of time commitment for the duration of the DP. Year 1 and Year 2 students are enrolled in both Advisory and TOK classes to meet the Theory of Knowledge requirements, prepare for their Extended Essays, complete reflections on CAS, and receive college and career counseling. **Students not taking the IB Diploma Programme may take classes for two-years or one year and may change courses at the end of first year.**

<p><b>IB Diploma Application Process at Stamford</b></p>	<p>Throughout Grade 10, students will engage in grade-level assemblies, advisory sessions, and mandatory 1:1 counselling to discuss the pathways at Stamford &amp; which courses, subjects, and/or programs would be the best fit. For students who want to enroll in the IB Diploma Programme, the following steps need to be followed:</p> <ul style="list-style-type: none"> <li>• Completion of the IB Diploma Application Form (Appendix D) -- deadline: 25 March 2021</li> <li>• Participation in an interview with the IBDP Coordinator &amp; the Academic Dean: pre &amp; post April break</li> <li>• Completion of TOK &amp; CAS modules assigned: June 2021</li> <li>• Completion of pre-DP course if suggested: July 2021</li> <li>• Conditional acceptance with goal-setting meeting (if necessary): August 2021</li> </ul>
<p><b>IB MYP to IB DP Language Placement Policy</b></p>	<p>The IB has very strict guidelines for how to place students into Language A and Language B courses (including <i>ab initio</i>). The entire DP Placement policy can be found <a href="#">here</a>, but the following is a simplified guideline:</p> <p>MYP Language A → MYP 5 or above → DP Language A  MYP Language A x 2 → MYP 5 or above in both → DP Language A for both  MYP Language A x 2 → MYP 4 or below in English → DP Language B English HL</p> <p>MYP Spanish Phase 3A → MYP 4 and above → DP Spanish B SL or another language  MYP Mandarin Phase 3A → MYP 5 and above → DP Mandarin B SL or another language  MYP Mandarin Phase 3A → 4 → Cannot do Mandarin <i>ab initio</i> but could do Mandarin B SL by negotiation</p> <p>MYP Phase 3A → 3 → Cannot do <i>ab initio</i> but could do Language B SL by negotiation  MYP Phase 3A → less than 3 → Can do <i>ab initio</i> of any language  MYP Phase 2 → any grade → Can do <i>ab initio</i> of any language</p> <p>More than 2 years of Phase 2 → 3 and below → Not recommended to take that Language</p>

	<p>Students may be permitted to study a Language A independently to fulfill the world language requirement if that language is not available at school. If a tutor is contracted outside of school by the family, the family is responsible for the payment directly to the person contracted. That person needs to hold a valid IB certification in the subject area. Students need to complete the signup process and obtain the syllabus from the IB coordinator. It is highly recommended that the tutor is employed at an IB World School.</p>
<p><b>Requirements for Diploma Candidates</b></p>	<p>In order to earn the IB Diploma, students are required to study six subjects from the IB Curriculum:</p> <ul style="list-style-type: none"> <li>● Three subjects must be studied at Higher Level (HL)</li> <li>● Three subjects must be studied at Standard Level ( SL)</li> </ul> <p>A student will only be permitted to take four HL courses if needed for a specific university program, if Grade 10 results support such placement, and if approved by the Academic Dean, IB coordinator and/or Principal.</p> <p>Additionally, IB Diploma students are required to successfully complete:</p> <ul style="list-style-type: none"> <li>● Extended Essay</li> <li>● Theory of Knowledge</li> <li>● Creativity, Activity, and Service</li> <li>● all external IBDP examinations (including internal assessments) in all registered IB courses</li> <li>● a total of at least 24 points (a minimum of 12 on HL subjects and 9 on SL subjects)</li> </ul> <p>In order to earn the IB diploma, no candidate may be found to have committed academic misconduct by the International Baccalaureate Organisation (IBO).</p>
<p><b>The Extended Essay</b></p>	<p>The Extended Essay (EE) provides students with an opportunity to engage in personal research in a topic of their own choice under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing (4000 words) in which ideas and findings are communicated in a reasoned and coherent manner appropriate to the subject (ibo.org). The process begins in September of Grade 11 and reaches completion in December of Grade 12.</p>
<p><b>Theory of Knowledge</b></p>	<p>The Theory of Knowledge (TOK) course challenges students to question the basis of knowledge, to reflect critically on how they know what they believe, and to use their own experience as learners to support arguments. TOK consists of exploring questions about different ways of knowing (language, sense perception, emotion, reason, imagination, faith, intuition, and memory) and different areas of knowledge (mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems).</p>
<p><b>Creativity, Activity, and Service</b></p>	<p>Another important component of the IB Curriculum Model is Creativity, Activity, and Service (CAS). To fulfill this requirement, students must take part in creative activities, sports, expeditions, local or international projects, community or social-service projects, or other activities of their choosing outside the classroom that meet the requirements.</p> <p>Participation in CAS raises students’ awareness of community needs and gives them an opportunity to apply what they have learned in the classroom to address those needs. It also gives them confidence in their ability to bring about change. The projects must have</p>

	<p>tangible results and offer real benefit to the student and to others. The holistic development supported by the CAS program prepares students for fulfilling lives beyond their education. Stamford and colleges recommend students select two or three activities and get involved in those activities in depth.</p>
<p><b>Stamford offers the following IB courses:</b></p>	<p><b>Studies in Language and Literature: Group 1:</b></p> <ul style="list-style-type: none"> <li>• Language and Literature, HL/SL English, Spanish and Chinese.</li> <li>• Literature, HL/SL English A; and other native languages through independent self-study - SL Only - (must be approved by DP coordinator).</li> </ul> <p><b>Language Acquisition: Group 2:</b></p> <ul style="list-style-type: none"> <li>• English B; Spanish B; Mandarin B (SL/HL); <i>ab initio</i> Mandarin or Spanish SL; a second A Language would fulfill this requirement.</li> </ul> <p><b>Individuals and Societies: Group 3:</b></p> <ul style="list-style-type: none"> <li>• Business Management, Economics, History, Psychology (HL/SL).</li> </ul> <p><b>Sciences: Group 4:</b></p> <ul style="list-style-type: none"> <li>• Biology, Chemistry, Design Technology, Physics, and Sports Exercise &amp; Health Science (HL/SL)</li> </ul> <p><b>Mathematics: Group 5:</b></p> <ul style="list-style-type: none"> <li>• Mathematics: Applications and Interpretation HL/SL</li> <li>• Mathematics: Analysis and Approaches HL/SL</li> </ul> <p><b>The Arts: Group 6:</b></p> <ul style="list-style-type: none"> <li>• Music, Theatre and Visual Arts HL and SL, or a second subject from Groups 1 to 4</li> </ul>
<p><b>Internal Assessments</b></p>	<p>Internal assessment tasks are marked by the teachers at Stamford and then moderated by the IBO at the International Baccalaureate Curriculum and Assessment Centre (IBCA). "Final examinations at the end of the two-year course are set and marked externally by IBCA." They are taken in May of the last year of the course.</p>
<p><b>Bilingual Diploma</b></p>	<p>There are two ways in which students can successfully earn the IB Bilingual Diploma:</p> <ul style="list-style-type: none"> <li>• Successful completion of two Language A courses</li> <li>• Successful completion of Language A in a language that is different from the language of the exam for the subjects in Groups 3 &amp; 4. For example, if a student studies Mandarin A but sits their Business Management exam in English, the IB recognizes this as bilingual proficiency as well, even without taking English A.</li> </ul>

## Pearson BTEC International Level 3 (G11-12)

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<b>What is the BTEC Diploma?</b>	The <a href="#">Business &amp; Technical Education Council (BTEC) International Level 3</a> is a vocational program of education for students in grades 11-12. It prepares students for <a href="#">success post secondary</a> whether at university, work, or life beyond through a career related program that develops practical skills as well as the theoretical knowledge of the chosen field. The program is acknowledged and respected by thousands of universities worldwide. Students taking the full BTEC Diploma must take the classes for two years. BTEC Diplomas come in different sizes depending on the coursework and hours of study: Subsidiary, Foundation, Diploma, and Extended. <b>Students not taking the full BTEC Diploma may take classes for two-years or one year and may change courses at the end of first year.</b>
<b>Why choose the BTEC Diploma?</b>	The BTEC Diploma is a careers-related study that allows students to focus explicitly on a career or specialized area early on to prepare them for either a technical university or to enter directly into the workforce. Because BTEC is an external qualification and can take the place of an AP exam, it allows students to earn a professional qualification that is more relevant to them as it is 60% practical work and 40% theoretical.
<b>How are students prepared?</b>	The BTEC Diploma is taught through a series of modules and assessed entirely coursework. Some modules include the creation and assessment of portfolios that show proficiency in specific skills and other modules have Pearson-Set Assignments that are released 2 times a year that must be completed.
<b>Subject Areas include:</b>	Art & Design Performing Arts: Acting Engineering (2021-2022)
<b>Receiving the BTEC Diploma</b>	Students must complete the modules and coursework required for their chosen BTEC Diploma size. Students must also meet the requirements for each module to earn their desired grade: Pass, Merit, or Distinction. Most universities require Merits or Distinctions.

## Stamford Courses (G11-12)

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<b>What are Stamford courses?</b>	These are most similar to what US high schools call “On-Level” or “College Prep” courses. While there are no external exams, the curriculum for these courses are developed through subject standards established by the Common Core or AERO in the United States.
<b>Subject Areas include:</b>	Contemporary English 11 Contemporary English 12 DELE A1, A2, B1 Global Perspectives Real World Science Outdoor Education & Sports Management Precalculus (PreAP) Art Foundation Independent Art Study
<b>Stamford credit</b>	Stamford courses are internally evaluated against assessments that ensure students have met the Common Core or AERO standards for that subject. Students earn a Stamford grade from 1-7 that will appear on their report card & transcript. However, since it is not an externally assessed subject, there is no ability to earn US university credit or use these classes for entrance to university outside of North America. These courses are purely for students to accumulate the credits required for the Stamford US High School Diploma.

# Academic Honesty Policy

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Academic Integrity at Stamford aims to develop “engaged ethical citizens” who use information ethically and value the work of others. Academic honesty means to be trustworthy (display integrity) and responsibility in all academic work, creating and expressing one’s own ideas, and acknowledging the intellectual contributions of others. Stamford believes that the well-being of our community depends on creating a trusting, caring, and kind environment that values each individual’s honest contributions. Academic honesty is a fundamental aspect of integrity, which is part of our core values.

Communicating clearly about assignments and expectations is the responsibility of all students and faculty members. Communicating clearly about deadlines and approved aid/support (e.g. the use of tutors or group work) can help students make good choices. It is also the responsibility of students to ensure clarity of expectations (e.g. asking before acting).

To access more support regarding the Academic Honesty Policy, including the roles & responsibilities of students, parents, teachers, and Stamford as well as a general guideline to MLA format and citations, please access the [HS Academic Integrity Handbook](#).

Teachers must give students clear guidelines for each assessment, and students must follow protocols for Academic Honesty. Students should inquire further with their teachers if there is any confusion regarding the guidelines for the assessment. However, should a student fail to exhibit proper academic behaviours, teachers will either:

- Discuss the suspected offense with the student to understand the occurrence as a process of learning for the student (if the suspected dishonesty was unintentional - such as ignorance, carelessness, misunderstanding or cultural difference.) and/or
- Report incident of academic dishonesty to Head of Department, Academic Dean and Programme Coordinator

If the incident impacts any work within externally moderated programs (MYP Personal Project, MYP eAssessment/ePortfolio work, AP exams, extended essays for DP, BTEC portfolios, etc.), the incident must be reported to the appropriate agencies by the Programme Coordinators.

<p><b>Academic dishonesty (includes but is not limited to):</b></p>	<p><b>Cheating:</b></p> <ul style="list-style-type: none"><li>● giving unauthorized assistance to another student (collaborating when it’s not authorized) without acknowledging their assistance</li><li>● receiving unauthorized assistance from another student or an adult (such as a tutor or family member) without acknowledging their assistance</li><li>● copying and/or offering parts of or an entire assignment or assessment (both formative and summative)</li><li>● passing off collaborative (group) work as individual work or individual work as collaborative (group) work (no one student should bear sole responsibility for a group assessment)</li><li>● bringing &amp; using unauthorized information during class (i.e., stored data on a calculator)</li><li>● use of internet translators as a substitute for a student’s own work in language study</li></ul>
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	<ul style="list-style-type: none"> <li>● fabrication (making things up, lying): intentionally making up data, information, documents, research, or forging signatures</li> </ul> <p><b>Collusion:</b></p> <ul style="list-style-type: none"> <li>● intentionally or knowingly helping or attempting to help another engage in academic dishonesty including telling peers what will appear on tests and quizzes in advance</li> </ul> <p><b>Plagiarism:</b> normally defined as direct copying, but it also includes more than verbatim copying:</p> <ul style="list-style-type: none"> <li>● A student, in preparing an assessment, will have plagiarized if he/she has taken information from sources without citing what sources were used. This can appear in an assessment (both formative and summative) as word-for-word copying, a summation, or a paraphrase of another’s ideas. By not naming the source, the student is claiming the work of another as his/hers.</li> <li>● Submitting images and/or documents in whole or in part from the Internet without citation of the source(s).</li> <li>● Copying another’s work.</li> <li>● Using another’s ideas without proper citations.</li> <li>● Incorporating portions of another’s writing within the context of your own work.</li> <li>● Copying or drawing a piece of art directly as is from the source without any personal interpretation and without proper citations.</li> <li>● Failing to acknowledge a source of information.</li> <li>● Using “unique” phrases without citations.</li> <li>● Using graphics, charts, diagrams, illustrations without citations.</li> </ul>
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**Consequences of Academic dishonesty:**

<p><b>First Occasion:</b></p>	<p><b>If the occurrence is unintentional:</b></p> <ul style="list-style-type: none"> <li>● <u>The teacher will</u> advise the student on the misconduct and be informed any subsequent offenses will be deemed as intentional and reported to the Head of Department, Academic Dean, Program Coordinator and EAL/SSD Director if appropriate.</li> <li>● A note with details of the incident (stating it was unintentional) will be placed in the student’s official file on PowerSchool. This will allow the school to track repeated offenses.</li> </ul> <p><b>If the infraction is intentional:</b></p> <ul style="list-style-type: none"> <li>● The occurrence will be reported by the teacher to the Head of Grade, Academic Dean and Programme Coordinator and the EAL/SSD Director if appropriate.</li> <li>● A note with details of the incident will be placed in the student’s official file on PowerSchool. This will allow the school to track repeated offenses.</li> <li>● The teacher will inform the parents via email.</li> <li>● The teacher and the Program Coordinator will meet with the student to discuss the Academic Honesty Policy and the importance of Academic Integrity.</li> <li>● <b>If it is a formative assessment:</b> the student may be required to repeat the assignment or complete another assignment under supervised conditions within a new timeline set by the teacher. This assignment will only earn formative feedback from the teacher.</li> <li>● <b>If it is a summative assessment:</b> The student will be required to complete another assignment under supervised conditions within a new timeline set by the teacher.</li> </ul>
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	<ul style="list-style-type: none"> <li>● <b><u>If it is an external required assessment:</u></b> The Program Coordinator will follow the Practices and Procedures of the specific programme.</li> </ul>
<p><b>Second Occasion:</b></p>	<p>The occurrence will be reported by the teacher to the Head of Department, Academic Dean and Program Coordinator.</p> <ul style="list-style-type: none"> <li>● A note with details of the incident will be placed in the student’s official file on PowerSchool. This will allow the school to track repeated offenses.</li> <li>● The teacher will inform the parents via email.</li> <li>● The student may be referred to “Students of Concern” (counselling)</li> <li>● The Academic Dean will inform the parents if this second occasion is in a different class.</li> <li>● All extracurricular involvement may be suspended until the assignment is completed.</li> <li>● <b><u>If it is a formative assessment:</u></b> the student may be required to repeat the assignment or complete another assignment under supervised conditions within a new timeline set by the teacher. This assignment will only earn formative feedback from the teacher.</li> <li>● <b><u>If it is a summative assessment:</u></b> The student will be required to complete another assignment under supervised conditions within a new timeline set by the teacher. A meeting between the parents/guardians and the Program Coordinator and/or College Counsellor will take place with consequences deemed appropriate.</li> <li>● <b><u>If it is an external required assessment:</u></b> The Program Coordinator will follow the Practices and Procedures of the specific program and report to the appropriate agencies.</li> </ul>
<p><b>Third Occasion:</b></p>	<p>The case will be referred to the “Students of Concerns Committee” and the Principal.</p> <ul style="list-style-type: none"> <li>● The High School Pedagogical Leadership team (Principals, Academic Dean, Program Coordinator, College Counsellor where appropriate) in conjunction with the parents/guardians and students will consider a recommendation for additional disciplinary sanctions which may include expulsion of the student.</li> <li>● A note with details of the incident will be placed in the student’s official file on PowerSchool. Once the third occasion is committed, Stamford is required to disclose Academic Honesty violations on university applications or when a student transfers to a new school.</li> </ul> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>● serve an in-school suspension and/or be suspended from school (not to exceed two days).</li> </ul>

## Late Work and Extension Policy

<p><b>Summative Assessments</b></p>	<ul style="list-style-type: none"> <li>• Tasks must be discussed with students prior to posting on unified classroom (UC)</li> <li>• Must be posted on Unified Classroom at least <b>one calendar</b> week in advance of due date to allow students adequate preparation time</li> <li>• Students cannot have more than two (2) summative assessments on a given day.</li> <li>• Standardization and Moderation within the subject team is a requirement.</li> <li>• Communicate via email to parents and administration about students who are turning in late summative assessments</li> <li>• Return summative assessments to students <u>with feedback</u> no later than three calendar weeks after the due date.</li> </ul>
<p><b>Late Summative Assessment Procedures:</b></p>	<p>If a deadline cannot be met students must:</p> <ul style="list-style-type: none"> <li>• submit an extension <a href="#">request form</a> (Appendix F) for an internal (Stamford) deadline teacher or <a href="#">extenuating circumstances form</a> (Appendix G - MYP, Appendix H, Post-MYP) to the Coordinator.</li> </ul> <p><b>Academic Study Hall (ASH) (Supervised by High School Administrative Team))</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuesday, Wednesday, Thursday, Friday (12:00pm - 1:00pm)</li> <li><input type="checkbox"/> Available rooms will be posted each week (teacher will notify student)</li> <li><input type="checkbox"/> GOOGLE MEET: HSACAD (for TTC students)</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Teacher</b> informs students when they have incomplete assignments (email) and assigns students to <b>Academic Study Hall (ASH)</b> (Time and Date) by using the <a href="#">Googleform</a>.</li> <li>2. <b>Student</b> checks in with teacher to ensure learning is understood for completion in assigned Academic Study Hall</li> <li>3. <b>Student</b> attends ASH (via Google Meet if on TTC) to complete missed work demonstrating learning:             <ul style="list-style-type: none"> <li>• Amit and Rhonda (+HS team) supervise work and ensure upload of the missing assignment.</li> <li>• Students who do not “drop-in” to ASH are called via GoogleHangouts or emailed by members of the Academic Team in ASH.</li> </ul> </li> </ol>

Please note that all graded work is posted on Unified Classroom as an Assignment at least 5 school days in advance and tests for all classes are shared on the public Google Calendar

<p><b>Missed classroom assignment deadline (not in-class timed task)</b></p> <p>When: at least one day <b>before</b> the assignment deadline or task date</p> <p>What Needed: Application For Extension - Internal Soft Deadline Form to teacher cc to MYP or AP Coordinator</p>	<p><b>Missed in-class test due to planned absence</b></p> <p>When: at least three days <b>before</b> the assignment deadline or task date</p> <p>What Needed: Planned absence form signed by teacher submitted to MYP or AP coordinator mailbox</p>	<p><b>Missed in-class timed task (test) due to medical reasons</b></p> <p>When: by 9 a.m. on the first full day back in school</p> <p>What Needed: Extenuating circumstances request form + medical certificate to MYP or AP coordinator, cc teacher</p>	<p><b>Missed in-class timed task (test) due to 3 or more tests in a day</b></p> <p>When: at least three days <b>before</b> test date</p> <p>What Needed: Extenuating circumstances + evidence from UC or Google calendar</p>	<p><b>Missed internal assessment initial or final submission</b></p> <p>What Needed: Extenuating circumstances request only for initial submission. Missed final submission results in initial submission being uploaded on IBIS</p>
<ul style="list-style-type: none"> <li>• May be granted for up to 5 class days by the teacher.</li> <li>• <b>Absence of approval → academic study hall</b></li> <li>• Used for planned absences (with planned absence form)</li> </ul>	<ul style="list-style-type: none"> <li>• Students are permitted the same number of days as their planned absence to make up the test <b>when on school activities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Details can be found in <a href="#">guide</a>.</li> <li>• <b>Tests will be made up during next class meeting, or academic study hall</b></li> </ul>	<ul style="list-style-type: none"> <li>• sole responsibility of student.</li> <li>• Which test is rescheduled decided by coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students missing initial submission will be assigned after school detentions until task submitted (unable to attend other scheduled activities)</b></li> </ul>

# High School Grading and Reporting Policy

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The purpose of grading is to communicate student progress within a set of clearly defined criteria, objectives, and/or standards. For Stamford students to achieve more than they believe they can, we promote the following as it pertains to grading:

- Grades are progress on a continuum based on several data points, not an average. These data points are shared with students and explained in advance.
- MYP grading is based on the most sustained level of achievement (“best fit” professional judgement) cumulative from the beginning of the year. Averages are not used to calculate final grades.
- Progress reports for AP courses use the “highest sustained level” principle and include elements of course-specific question-type frameworks. AP teachers do not average grades, but instead incorporate a holistic approach to arrive at a professional judgement of current performance level.
- Quarter progress reports and student-led conferences inform students, parents and guardians of current achievement levels.
- Students receiving a “3” or below in MYP/DP courses or a “2” or below in AP courses will be sent an email informing the parents/guardians. *Note: Teachers may opt to use their own method to inform home and students of their progress between reporting periods.*
- Reporting for MYP & BTEC use criteria, DP & Stamford use grade descriptors, and AP uses course objectives.

Please note: MYP eAssessment/ePortfolio, DP final exams, BTEC portfolios, and AP final exams have specific sections within the frameworks that are weighted, moderated and graded using specific percentages and use grade boundaries that fluctuate each year, to maintain statistical integrity. The external assessments are different from the Stamford grading policy outlined above.

<p><b>How are grades determined?</b></p>	<p>Grading and assessment is based on achievement and progress over time in both summative and formative assessment.</p> <ul style="list-style-type: none"><li>● MYP &amp; Stamford assessments gives a snapshot of the student's skills and understanding, and is an accumulation of scores collected over the course of the year.</li><li>● BTEC assessment demonstrates student readiness for the required career-related skills &amp; content over the two-year course.</li><li>● DP assessment is cumulative over the span of a two-year course.</li><li>● AP courses are similarly cumulative to the DP (over a one year course).<ul style="list-style-type: none"><li>○ Grades are based on summative assessments (formative assessments for the analysis for the best fit judgement)</li><li>○ Data for grading comes from various forms of assessments, not one sole assessment will have a significant impact on a final grade student's grade. <i>Note: DP mock exams and predicted grades are an exception.</i></li></ul></li></ul> <p>Grades are not determined by the following:</p> <ul style="list-style-type: none"><li>● Group scores – Stamford teachers report only individual achievement evidence marked according to his/her performance within the group context.</li><li>● Extra credit or bonus points – only evidence on moderated assessment is used</li><li>● Effort and attendance</li></ul> <p>Academic dishonesty – SAIS does not reduce grades as a form of punishment. Please see the <a href="#">Late Procedures policy</a> and <a href="#">Academic Integrity Policy</a>.</p>
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	<p><b>What is included in the grading process?</b></p> <p>Quarter 1 and 3 are considered “progress reports”. Quarter 4/Semester 2 is a representation of the student’s final achievement level. Percentages are not used for reporting, report cards or transcripts.</p> <p><i>Note: Each department will publish its grading expectations in each course syllabi. (See <a href="#">Stamford HS Course Catalogue</a>)</i></p> <ul style="list-style-type: none"> <li>● <u>MYP teachers</u> use criterion level of achievement (0-8) to determine an overall IB 1-7 score.</li> <li>● <u>DP &amp; Stamford teachers</u> input a 1-7 score for discipline courses; inputting an A-E for TOK.</li> <li>● <u>BTEC teachers</u> input a U-D score.</li> <li>● <u>AP teachers</u> input a 1-5 score.</li> </ul>
<p><b>Satisfactory and Failing Grades</b></p>	<p>For MYP, DP, and Stamford courses, descriptors provide general feedback for students and parents for overall performance in a course. See description of the meaning of IB 1-7 grading:</p> <p><b>7</b> = Excellent  <b>6</b> = Very Good  <b>5</b> = Good  <b>4</b> = Meeting Expectations  <b>3</b> = Approaching Expectations  <b>2</b> = Below Expectations  <b>1</b> = Intervention Required</p> <p><i>Note: Teachers are expected to contact the home when a student’s grade is at a “3” or below during the quarter.</i></p> <p>For AP courses, descriptors provide general feedback for students and parents for overall performance in a course. See description of the meaning of 1-5 grading. Note: “qualified” refers to a student completing work at an introductory-level course in a particular subject at college. Many colleges and universities grant credit and placement for scores of 3, 4 or 5; however, each college decides which scores it will accept.</p> <p><b>5</b> = extremely well qualified  <b>4</b> = well qualified  <b>3</b> = qualified  <b>2</b> = possibly qualified  <b>1</b> = no recommendation</p> <p>It should be noted that although a “2” is technically a passing grade, it is an indication of borderline achievement and a cause for concern. <i>Note: Teachers are expected to contact the home when a student’s grade is at a “2” or below during the quarter.</i></p> <p>For BTEC courses, descriptors are used to demonstrate proficiency in required coursework. Students can earn their BTEC Diploma with 1-3 grades, depending on the level.</p> <p><b>D</b> = Distinction  <b>M</b> = Merit  <b>P</b> = Pass  <b>U</b> = Ungraded</p>

## Grades in Progress Grades 9-12

The Grades in Progress on Unified Classroom are a reflective and formative account, which provides evidence of student progress since the beginning of this year. This information indicates how each student is doing in all subject areas and presents an opportunity for students to reflect on their progress and determine areas of focus for the remainder of the academic year.

### Accessing Reports on Unified Classroom:

Each student's Grades in Progress are visible on Unified Classroom through <http://classroom.powerschool.com>.

**Quick Links**  
Parents can access PDF Reports under the Quick Links menu.

Quick Links > Reports

**Teacher Comments**  
My Schedule  
Attendance History  
School Bulletin  
**Reports**  
Class Registration

**Reports**  
Inside the PowerSchool portal, under Reports, parents will be able to locate a PDR of the Student Report Card.

**Student Selector**  
A parent can switch between students here.

Navigation  
Grades and Attendance  
Grade History  
Attendance History  
Email Notification  
Teacher Comments  
**Reports**  
School Bulletin  
Class Registration  
My Schedule  
School Information  
Account Preferences

**PDF Reports: Lee, Dayeon**  
Welcome to the PDF Reports Download Page.  
Please click on the link to download the PDF Report.

	Progress 1	Semester 1
EY 3		
EY 4		
KG		
Grade 1		
Grade 2		
Grade 3	Report Card	Report Card
Grade 4	Report Card	
Grade 5		
	Mid Semester 1	Semester 1
	Mid Semester 2	Semester 2
Grade 6		

**Report Card PDF**  
Click on the Report Card PDF to open the file.  
Parents can choose to print a copy of the report if desired.

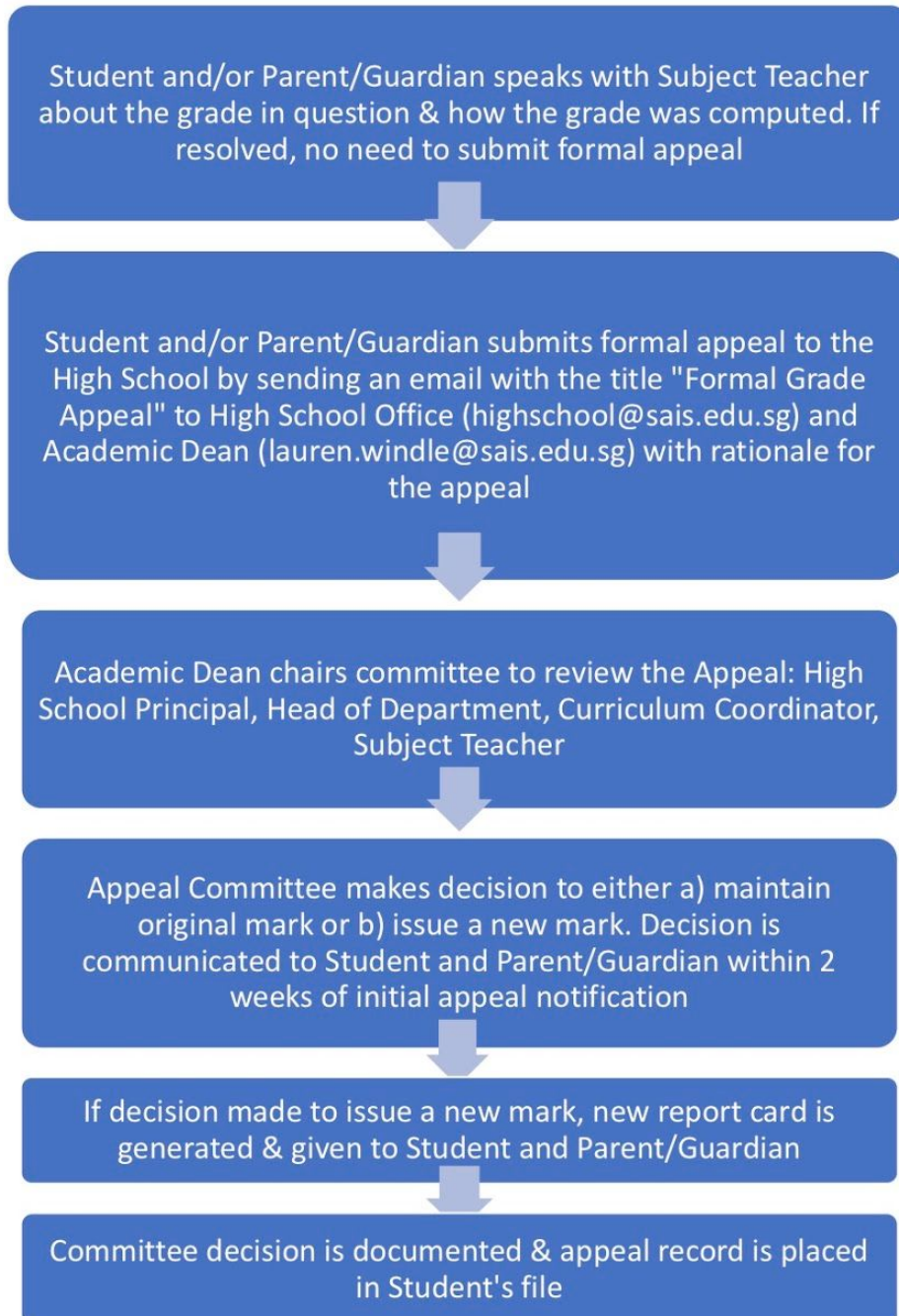
### Understanding Student Progress:

Grades in Progress indicate each student's achievement in relation to the subject standards and criteria. Middle Years Programme (MYP), Advanced Placement (AP), Diploma Programme (DP), BTEC, and Stamford courses:

- The use of NA (Not Applicable) indicates that this criterion has not yet been assessed. If your child has received an IE (Insufficient Evidence), this means that your child has not submitted enough evidence for a teacher to give them a mark. This is usually due to a late start in the school year, work not turned in, or chronic absenteeism.
- Academic distinction (Honor Roll, Dean's List) will be announced in January and June (See Academic Distinction section)

## Grade Appeal Process

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## Guidelines for External Certifications (Grades 10-12)

IB MYP Examinations: (G10)	
<b>MYP Registration</b>	Students will have an opportunity to learn about the MYP Certificate options in their Grade 9 year, before June. In Grade 10, students will be given the opportunity to complete their registration for the MYP Certificate by <b>October 20th</b> . The MYP Coordinator will register those students and confirm via email with the families.
<b>Credit and Exams</b>	Students who opt in to the MYP eAssessments or ePortfolios will have the opportunity to earn a MYP Certificate or Courses Certificate as per their registration. This Certification enhances the High School Diploma and has IGCSE equivalency.
<b>Fees for IB courses</b>	<p>All fees for the IB exams and registration will be paid for by parents. The fees, depending on the certificate chosen, are between \$100 (SGD) and \$600 (SGD) payable to the school in <b>November</b> prior to the May IB examination session. For further details, please consult the HS IB MYP coordinator.</p> <p>Families are responsible for any extra IB fees incurred due to student delays in registration or changes to course levels after October 20th. The optional legalization of results and “enquiry upon results” will also incur an additional fee.</p>
<b>Student Expectations:</b>	Students are responsible for verifying with the IB coordinator that they have registered for the correct exams at the correct levels. The registration deadline is October 20th of each school year for exams to be taken the following May.

IB DP Examinations: (G11-12)	
<b>DP Registration</b>	Students will have an opportunity to learn about the IB Diploma Programme options in Grade 10, before the end of March. At the beginning of Grade 12, or during Year 2 of the course, students will be given the opportunity to complete their registration for the IB Diploma Programme for the Course Certificate by <b>October 20th</b> . The DP Coordinator will register those students and confirm via email with the families.
<b>Credit and Exams</b>	Credit towards the <b>IB Diploma</b> is based on results of both internal coursework and external examinations provided by the IBO. Students complete all IB coursework during the final two years of High School. All coursework must be completed to be awarded credit for a course. The IB Diploma is awarded to students whose total marks for the six subjects (plus possible bonus points for TOK and Extended Essay) range from a minimum of 24 to 45 with successful completion of all other program requirements: CAS, TOK, Extended Essay. Please consult the <a href="#">Diploma Award Regulations</a> for explicit details. For students who only wish to register for individual <b>Course Certificates</b> , the internal assessment/coursework must also be completed in order to be eligible to register & sit the exam in that course.



<b>Fees for IB courses</b>	<p>All fees for the IB exams and registration will be paid for by parents. The fees range from US\$620 to U\$1250, payable to the school in November prior to the May IB examination session. For further details, please consult the IB DP coordinator.</p> <p>Families are responsible for any extra IB fees incurred due to student delays in registration or changes to course levels after November 1 of Grade 12. The optional legalization of results and “enquiry upon results” will also incur an additional fee.</p>
<b>Student Expectations:</b>	<p>Students enrolled in IB courses are expected to take the IB exams.</p> <p>Students are responsible for verifying with the IB DP coordinator that they have registered for the correct exams at the correct levels. The registration deadline is November 1 of each school year for exams to be taken the following May.</p>

<b>AP Examinations: (G10-12)</b>	
<b>AP Registration</b>	<p>Students will have an opportunity to learn about the AP course options towards the end of Grade 9 and again in Grade 10. Students can only register for exams in which they are currently enrolled at the school for that academic year.</p> <ul style="list-style-type: none"> <li>● All students will be liable for the <a href="#">full exam fee</a> (with accompanying GST), unless they withdraw from the exam, in which case they will incur the withdrawal fee of USD 40.</li> <li>● Students new to the school may enrol late for the exam but will incur a late registration fee.</li> <li>● Students register for their exams through AP Classroom in the beginning of the school year (usually by November)</li> <li>● Students do not have to take the exams in May but, unless they withdraw and incur the withdrawal fee, are eligible for the full exam fee regardless.</li> </ul> <p>Teachers and students will receive free course and exam preparation resources, including question banks, personal progress checks, and performance feedback.</p>

<b>BTEC Examinations: (G11-12)</b>	
<b>BTEC Registration</b>	<p>Students register &amp; pay for their BTEC Diploma in the beginning of the 2-year course, usually in September of Grade 11. As 2020-2021 is the first year we are running the BTEC Diploma, this will be revised &amp; updated as we complete the first cycle of the programme.</p>

## Internal and External Exam Policy

Internal Mock Exams for the IB Middle Years Programme, IB Diploma Programme, and Advanced Placement courses:

<p><b>The purpose of MOCK exams are to:</b></p> <ul style="list-style-type: none"> <li>inform teacher for final predicted grade</li> <li>inform teacher and student for potential review</li> <li>practice exams under IB conditions using Approaches to Learning skills</li> </ul>	
<p><b>IB MYP Mock Exams:</b></p>	<p><b>Mock exams serve both formative and summative functions. Therefore the mock exam:</b></p> <ul style="list-style-type: none"> <li>is used to inform teachers and students of the on-screen exam and provide valuable data for the students predicted grade for the IB.</li> <li>include content and skills that have been previously taught (may include content from the previous school year).</li> <li>may include information or content not previously assessed</li> <li>will be taken under exam conditions as the eAssessment is an on-screen exam</li> </ul>
	<p><b>Guidelines for MYP MOCK Exams:</b></p> <p>Codes will be provided to all students registered for eAssessments and the exam and will be taken at school in a common area to simulate the testing environment. Students will attend the examination for the first 2 hours of the school day and return to regular classes. Additional study time or release time is not provided for the MOCKS.</p>
<p><b>IB DP Mock Exams</b></p>	<p><b>Mock exams serve both formative and summative functions. Therefore the mock exam:</b></p> <ul style="list-style-type: none"> <li>counts as a summative grade and is used to inform teachers and students of the final IBDP external exam.</li> <li>include content and skills that have been previously summatively assessed.</li> <li>may include information or content not previously assessed</li> <li>may include portions of the exam which are eligible for reassessment</li> <li>will be uniform across all classes, not by teacher</li> </ul> <p>During the mock exam week, candidates do not report to classes and do not need to attend school if they do not have an exam. The reassessment policy guidelines are applicable to the portions of the mock exam which are eligible for reassessment.</p>
	<p><b>Guidelines for IB Mock Exams:</b></p> <p>Full Diploma students complete all IB coursework by the day before IB study week begins. Once IB exams begin, Full Diploma seniors only have to attend school on the days of a registered subject exam.</p> <ul style="list-style-type: none"> <li>For those senior students taking IB Year 1 and/or non-IB courses that have not been completed, they will complete coursework and assessments as required but will miss class if taking an IB exam.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers may meet with the class at least once following the final exam in order to review the content of the exam with the students.</li> </ul>
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External Exams for the IB Middle Years Programme, IB Diploma Programme, and Advanced Placement Courses:

<b>Registration of MYP Certificate/MYP Course/DP/AP</b>	<p>Information sessions:</p> <ul style="list-style-type: none"> <li>Grade 9 Advisories - May/June</li> <li>Grade 10 Advisories - September</li> <li>Grade 11 and 12 advisories - September</li> </ul> <p>Registration Period: October 1-15th. Registration Deadline: October 20th (2020)</p>
<b>Results of MYP Certificate</b>	<p>First Week of August (2020)</p> <ul style="list-style-type: none"> <li>IB Report Card</li> </ul> <p>Mid-September</p> <ul style="list-style-type: none"> <li>IB Certificates for MYP Certificate or Courses</li> </ul>
	<p>MYP Coordinator sends IB Report Card sent <u>via email</u> to students and in September the MYP Certificate or Courses Certificates are <u>presented in assembly</u> to students</p>

# Academic Distinction

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We recognize two forms of academic distinction in the High School: Honor Roll and Dean’s List. The criteria for the two types of distinction are as follows:

- Grade Point Average (GPA) for Grade 12 (Class of 2021 only);
- **Starting with Class of 2022:** IB Diploma or Stamford High School Diploma point total (Grades 11 & 12);
- MYP cumulative criterion-point total (out of 256) for Grades 9 and 10
  - For Grade 10 students taking an AP course, the grade given (out of 5) is multiplied by 7 for a maximum total of 35, which would give a slight weight for a student’s overall criterion-point total

Distinction Type	Grades 9-10	Grades 11-12	Grade 12 (Class of 2021)
Dean’s List	Top 5% of the class	IB Diploma: 40+ Stamford Diploma: 34+	4.2+ GPA (out of 5.0)
Honor Roll	Next 10% of the class	IB Diploma: 35+ Stamford Diploma: 28+	3.9-4.1 GPA

Examples of Grades 11-12 Dean’s List:

IB Diploma: 777766, 777775, 777777

Stamford Diploma: 555577, 555777, 557777

Grades 11-12 Honor Roll Semester Report Card:

IB Diploma: 666666, 666665, 766664

Stamford Diploma: 444466, 444666, 446666

## Athletic Eligibility

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In order to be eligible for any local ACSIS league competition or SEASAC event during the school year, students must meet the following academic requirements:

### Semester 1: 12 August to 17 December

Academic Requirement	Grade 9	Grade 10	Grade 11	Grade 12
Credits Earned	N/A	8	16	24
Grade Total	N/A	Stamford Diploma (MYP/AP): 24+	IB Diploma: 24+; No HL at 3 Stamford Diploma: 18+; No HL at 3	IB Diploma: 24+; No HL at 3 Stamford Diploma: 18+; No HL at 3

### Semester 2: 12 January to 10 June

Academic Requirement	Grade 9	Grade 10	Grade 11	Grade 12
Credits Earned	4	12	20	28
Grade Total	Stamford Diploma (MYP): 24+	Stamford Diploma (MYP/AP): 24+	IB Diploma: 24+; No HL at 3 Stamford Diploma: 18+; No HL at 3	IB Diploma: 24+; No HL at 3 Stamford Diploma: 18+; No HL at 3

Students who do not meet the eligibility requirements may not be allowed to participate in SEASAC events or local ACSIS league competitions. Students who are eligible at the beginning of the semester/sports season shall be allowed to finish that season.

### Attendance Requirements

Students must be present for the entire school day before an afternoon game or a weekend competition.

### Disciplinary Requirements

Any student who receives more than 1 in-school suspension may be ineligible to continue participation in any SEASAC event or local ACSIS league competition.

## Credit Recovery

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Students that earn a 1 in any subject do not earn credit for either the year or the semester, depending on whether the 1 was earned throughout the year or only during one semester. Additionally, some students who wish to partake in 2 AP courses in Grade 10 and elect out of an MYP subject like PHE or Arts will find themselves short of a PHE or Arts credit going into Grades 11 & 12. Because students must earn a minimum number of credits in specific subjects in order to graduate from SAIS with our US High School Diploma, some students will need to enroll in credit recovery to make up these credits and ensure they can graduate on time. This credit can be earned in the following ways:

1. Continuing & passing the subject in Grades 11 or 12. This can become critical for Rising Grade 12 students and apply unnecessary pressure during the final year of high school, so we encourage students to complete all credit requirements through the end of Grade 11;
2. Enrolling into an online course (at own cost) through The Keystone School or University of Nebraska High School. Credit will only be awarded if this course is completed & a transcript is sent to [guidance@sais.edu.sg](mailto:guidance@sais.edu.sg);
3. Participation in a team sport, theatre or musical production that equals 50-100 hours (either a semester or year credit equivalency) in addition to completing the reflection form found in Appendix B.

## Academic Supports

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At Stamford, we believe that academics & social-emotional learning should not be done in isolation. As a result, we have revised the advisory curriculum this year to create more structured academic support. For returning students, you might remember “Structured Study Hall” from last year. We are continuing with this model on Tuesdays & Thursdays and following up with 1:1 meetings with your advisors on Fridays. As part of this, students will be taught how to work on their self-management & organizational skills, specifically how to balance their academics & life outside of school. Students will work on building their own portfolio to showcase their academics and manage their coursework.

### Tuesdays/Thursdays in Advisory

Starting in September, Tuesdays & Thursdays will be dedicated to self-management skills. We do encourage students to have a physical planner, also sometimes called a diary (Academic Year, Northern Hemisphere, August 2020-June 2021). You can find them in Singapore at [Typo](#), [kikki.k](#), Popular, [Kinokuniya](#), [Lazada](#), [Amazon](#), etc. You can also use printable templates to create your own here: [Monthly](#), [Weekly](#), [Daily](#). We also encourage the use of Excel templates like this [Student Monthly/Weekly Planner](#) with Assignments.

### Academic Study Hall

Held every Tuesday, Wednesday, Thursday, and Friday 12pm-1pm where students can make-up assignments as referred by their teachers. Official policy regarding when you will be assigned (authorized vs unauthorized absences) can be found in the [Late Work Policy](#)

### Online Portfolio

Students in the High School will build an online website portfolio for grades 9-12. These portfolios will be developed in classrooms to highlight strengths and weaknesses, areas of celebration and growth, and are used for academic one - to - one monitoring in advisory class. Students will be able to house significant pieces of work in a unique way as they set up the online portfolios, with the intent on supporting students as they prepare for their college and career options in the future.

## Internships & Request to Enroll in Alternative Courses (G10-12)

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**Internships:** For students who would like to work or intern during school breaks, they will need to provide their employer with a letter from the school in support of the position & an outline of school holidays. Please email the Academic Dean, Ms Windle ([lauren.windle@sais.edu.sg](mailto:lauren.windle@sais.edu.sg)) with the following information:

- Full name
- Date of Birth
- Passport or FIN number
- Name of Employer

**Request to Enroll in Alternative Courses:** For students who would like to partake in additional accredited online courses or enroll in an accredited language school here in Singapore, students must complete the form found in Appendix C.



## Appendix of Academic Forms

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A	<a href="#"><u>Language Change Request Form</u></a>
B	<a href="#"><u>PHE &amp; Arts Credit Recovery Reflection</u></a>
C	<a href="#"><u>Request to Enroll in Alternative Courses</u></a>
D	<a href="#"><u>IBDP Application Form</u></a>
E	<a href="#"><u>Planned Absence Form</u></a>
F	<a href="#"><u>Extension Form (Internal Deadline)</u></a>
G	<a href="#"><u>MYP Extenuating Circumstances</u></a>
H	<a href="#"><u>Post-MYP Extenuating Circumstances</u></a>

# Appendix A: Language Change Request Form

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**Stamford American**  
INTERNATIONAL SCHOOL

## HS MYP Language Acquisition Change Request Form (Policy Exception)

### Request Details and Approvals (Student and Parent/Guardian)

Name of Student: \_\_\_\_\_ Advisory Code (e.g. 9DLAM): \_\_\_\_\_

Current language placement: \_\_\_\_\_

Requested language placement: \_\_\_\_\_

Requesting based on the following exceptions outlined in the policy statement:

- Move into a Language and Literature course in their mother tongue that is offered by SAIS
- Phase 4 proficiency in the current language of study has been achieved
- Unable to join preferred language on enrolment (no capacity)
- Extenuating circumstances as approved by the Pedagogical Leadership Team.

If approved, the timing of the change of language acquisition class is at the discretion of the school (with factors such as scheduling, assessment, reporting, etc. taken into consideration).

Signature of Student: \_\_\_\_\_

\*I agree that I would like to change my language class as outlined above and, in doing so, will study that language for the rest of my time in the MYP at SAIS.

Signature of Parent/Guardian: \_\_\_\_\_

OR email in lieu of signature (to be attached to form)  *Email received and attached*

\*By signing the above, parents are giving their child permission to change their language class as outlined above. This indicates that they have met with the HS Academic Dean and understand the potential impact of this change on the

child's future language acquisition studies.

**High School Academic Team - Process Records and Decision**

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**PROCESS RECORDS**

**Action/s Taken:**

- Parents/guardians have met with HS Academic Dean & HS MYP Coordinator. Date: \_\_\_\_\_
- HS Academic Dean & HS MYP Coordinator has met with student, teachers, HODs as required to gather relevant feedback.
- HS Academic Dean and/or HS MYP Coordinator has reviewed case with HS Principal and/or Deputy Principal.
- Student and parents/guardian have been notified that change has/has not been approved, and reasons why.
- If approved, language change has recorded for scheduling to be adjusted at the appropriate time.

-----  
**DECISION (Date - \_\_\_\_\_ )**

- Approved*                       *Not Approved*

Reasons/Notes:

Signature of Academic Dean: \_\_\_\_\_

Signature of HS MYP Coordinator: \_\_\_\_\_

Signature of High School Principal or Deputy Principal: \_\_\_\_\_

## Appendix B: PHE & Arts Credit Recovery Reflection

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**Stamford American**  
INTERNATIONAL SCHOOL

### MYP PHE & Arts Credit Recovery Reflection

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Learning Outcomes	
Please check all that apply to your team, CCA, or performance experience:	✓
Become more aware of their own strengths and areas for growth	
Undertake challenges that develop new skills	
Discuss, evaluate and plan student-initiated activities	
Persevere in action	
Work collaboratively with others	
Develop awareness and understanding of culture, intercultural understanding, and international-mindedness	
Consider the ethical implications of their actions	

Evidence	
Name of Experience:	
Dates of Experience:	
Supervisor:	
Pictures/ evidence:	Descriptions of pictures included in the space beside each frame.
<div style="border: 1px solid black; width: 300px; height: 100px; margin-left: 10px;"></div>	

## Reflection

<p><b>What</b> learning have you gained from this experience?</p> <p>Consider the learning outcomes you have connected with (see chart at the top of the page). How has this experience developed you as a learner and global citizen?</p>	
<p><b>How</b> has the learning changed how you view the world in which you live?</p> <p>As an IB learner we are developing skills necessary to make the world a “better and more peaceful place”. How has this been achieved through your experience?</p>	

## Signatures:

Please include signatures of the following:

Supervisor Signature (Who supported you in the experience)	
Academic Dean	
MYP Coordinator	

# Appendix C: Request to Enroll in Alternative Courses

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**Stamford American**  
INTERNATIONAL SCHOOL

## Request to Enroll in Alternative Courses

- ★ Requesting to enroll in an alternative course does not guarantee that it will be approved. There are many factors that must be considered including graduation credits, cost, and future academic goals.
- ★ An alternative course includes enrolling in an online course through Keystone School: <https://www.keystoneschoolonline.com/> or the University of Nebraska High School: <https://highschool.nebraska.edu/> and/or taking mother tongue or language classes through approved schools in Singapore (i.e., Goethe Institut; Russian Language Center; LanguageOne)
- ★ Before submitting your request, you must talk with the Academic Dean and arrange a meeting with your parents: <http://laurenwindle.youcanbook.me>

Name of Student: \_\_\_\_\_ Date submitted: \_\_\_\_\_

Advisor code (ie. LWIN): \_\_\_\_\_

Grade Level: (circle one)                      9            10            11            12

Course you would like to take through which school (i.e., Intro to Film Studies):

\_\_\_\_\_

SAIS course this would replace: \_\_\_\_\_

Period/Day of above course (ie. 2A): \_\_\_\_\_

Have you and/or your parents met with the Academic Dean?

Yes

Schedule a meeting with Ms Windle <http://laurenwindle.youcanbook.me>

Date & Signature of Meeting Attendant:

\_\_\_\_\_

No

Rationale for why you want to enroll in this alternative course:

Please fill in your name and sign and date below in order to proceed with the alternative course request and ask a parent to do so as well.

(a) I understand by enrolling in an alternative class that I am responsible for completing my work on time according to the deadlines given by the external provider. I will also check in with Ms Windle or another assigned supervisor every 2 weeks to ensure progress is being made. If I fail to enroll or progress, I will be placed back into the SAIS course equivalent.

Student Name: .....

Date:.....

Signature: .....

(b) I consent to enroll my child in an alternative class at my own cost. I understand that my child is responsible for completing his or her work on time according to the deadlines given by the external provider. I will also ensure my child checks in with Ms Windle or another assigned supervisor every 2 weeks to ensure progress is being made. If my child fails to enroll or progress, I agree he or she will be placed back into the SAIS course equivalent without any guaranteed refund from the external provider.

Parent/Guardian name: .....

Date:.....

Signature: .....

**\*\*Submit to Ms Gibbons or in Ms Windle’s mailbox in the High School Office in F6-01\*\***

Office Use:

Signature of Supervisor: \_\_\_\_\_

Signature of Academic Dean: \_\_\_\_\_

Signature of High School Principal: \_\_\_\_\_

## Appendix D: IB Diploma Programme Application Form

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**Stamford American**  
INTERNATIONAL SCHOOL

### IB Diploma Programme Student Application Form

#### Academic Plan:

Please describe your academic goals and how the IB program will help you achieve these goals. Give specific information on where you would like to go to college and what are your current career interests.

#### Self Evaluation:

Please describe what skills and abilities you have that will help you handle the increased academic and time management demands of IB courses and other core elements

Please list some of the activities you are involved in that you believe could be categorized as **Creativity, Activity, or Service (CAS)**

Look at the attached **IB Learner Profile**. Choose any three characteristics from the list and provide some evidence to show how these words can be used to describe you (please use additional paper for this)





## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

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

### KNOWLEDGEABLE

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

### THINKERS

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

### COMMUNICATORS

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

### PRINCIPLED

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

### OPEN-MINDED

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

### CARING

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

### RISK-TAKERS

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

### BALANCED

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

### REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

During the course of the DP program, students are expected to maintain a positive standing in the program. While the school employs a variety of strategies to support student learning, it is the student's responsibility to maintain their standing in the program. Following is a list of student expectations that are monitored on an ongoing basis.

- maintain 90 percent attendance (in line with EduTrust requirements)
- on any quarterly progress report, the student has earned no 2s and no more than three 3s
- on any quarterly progress report, maintain a minimum of 24 points in the six courses (not including 'core')
- all internal assessment deadlines are met, without exception.
- all Stamford set due dates are met for 'core' elements, without exception.
- maintain satisfactory standing in 'core' elements on a quarterly basis (TOK, EE, CAS)
- no incidents of academic misconduct or issues or social/behavioral infractions.

If any of the above conditions are not satisfactorily met at any time, the respective teacher or coordinator informs the DPC, providing proper documentation if necessary. The parents are then alerted through email and, if necessary, are met in person to discuss support strategies.

If any of the above conditions persist for two or more quarters, then the parents are called to come in and advised that their student is being transitioned to one of the alternative pathways, with no option to remain a diploma candidate.

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Student Signature

Committee Recommendations and Comments:

# Appendix E: Planned Absence Form



**Stamford American**  
INTERNATIONAL SCHOOL

## Student Planned Absence Form

For all absences associated with school trips, activities, or other travel the following form must be completed in advance of an absence. This form is the basis for a conversation with a student's teacher about creating a make-up schedule. The form is to be completed at least 48 hours before departure. The assistant principal and the activities and athletic director will oversee the process in coordination with coaches, advisers and teachers.

We realize that students are typically immersed in activities while attending these events and that there may be little time for students to complete homework. While we encourage students to complete the work prior to leaving for the trip, we understand that much of the work will be turned in afterwards. Students and teachers will both benefit when assignments, quizzes, and tests that can be completed before the trip. The Student Handbook outlines the timelines that are in place for those assessments that are completed upon returning from a school-related absence. It is the student's responsibility to communicate directly with the teacher to define the due date. Not knowing the due date is not an acceptable excuse for extensions.

- If the plan below is not met by the student, the student may be placed in After-School Student Support until the assessment/s are completed.
- When the form is filled out make sure it is shared with all concerned
- Students who do not complete the form by the due date may be prohibited from participating in the school activity or trip

Name: \_\_\_\_\_

Activity: \_\_\_\_\_

Dates absent: \_\_\_\_\_

Activity/Trip Advisor: \_\_\_\_\_

Form to be submitted to the HS office by: \_\_\_\_\_

Class	Assignment/Test details	Due date	Teacher Name
A1			
A2			
A3			
A4			
B1			
B2			
B3			
B4			

## Appendix F: Extension Request (Internal Deadline)

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**Stamford American**  
INTERNATIONAL SCHOOL

### Application For Extension - Before Deadline - Internal Soft Deadline Or Assessment (Submitted to classroom teacher)

Any student may apply for an extension to an internal deadline, or to an internally set assessment task. This includes students who already have modified deadlines through an SSD Accommodation Plan.

**IMPORTANT:** Extension requests must be submitted at least one day **before** the assignment deadline or task date. In extenuating circumstances that fall beyond a student's control, an extension may be granted retroactively if the teacher is notified on the day of the assessment or deadline and sufficient evidence is provided to support the request. This must be granted on the student's request using the Extenuating Circumstances Application for Extension.

#### **INSTRUCTIONS:**

Complete this form, submit it **by hand to your teacher and email a copy to your DP/AP Coordinator at [amit.khanna@cognita.com](mailto:amit.khanna@cognita.com), MYP Coordinator at [rhonda.wiens@sais.edu.sg](mailto:rhonda.wiens@sais.edu.sg), or BTEC Coordinator & Academic Dean (Stamford courses) at [lauren.windle@sais.edu.sg](mailto:lauren.windle@sais.edu.sg)** at least one day before the assignment deadline or task date.

An extension may be granted for up to 5 class days by the teacher.

If you need more than 5 days, you should consider submitting an Application for Extension due to extenuating circumstances.

You will be advised in person by your teacher whether your extension request has been approved. Since the extension may not be approved, it is important that you continue with the work while awaiting the outcome of your request.

## Application For Extension - Before Deadline - Internal Soft Deadline

Name		Date of request	
Subject & Task			
Signature			

**I am requesting an extension of** ..... **working day(s)** (enter a number between 1 and 5)

**For the assignment which is due for submission on** ..... (enter original submission date)

**Reason for Requesting Extension:** Provide full details of why you are applying

THE FOLLOWING SECTION TO BE COMPLETED BY THE TEACHER

Approval Status:

Yes

New submission date: .....

No

Reason for refusal: Please attach

# Appendix G: Extension - MYP Extenuating Circumstances



**Stamford American**  
INTERNATIONAL SCHOOL

## MYP Application for EXTENUATING CIRCUMSTANCES

### INSTRUCTIONS:

Please complete the form and forward it to the MYP Coordinator ([rhonda.wiens@sais.edu.sg](mailto:rhonda.wiens@sais.edu.sg)). The Coordinator will assess and inform the outcome of the request.

- The signature of the subject teacher is required on this form. If the form is submitted due to unexpected absence from school for more than 3 days, please submit this digitally to the teacher and to the MYP Coordinator ([rhonda.wiens@sais.edu.sg](mailto:rhonda.wiens@sais.edu.sg)).

<b>Student Name:</b>	
<b>Subject and Task:</b>	

### Reason for Application for Extenuating Circumstances:

Attach supporting documents - application will **not** be considered without supporting evidence.

<b>I am applying for:</b>	<input type="checkbox"/> an extension after the date of the task <input type="checkbox"/> an extension before the date of the task (this would be for a planned absence) <ul style="list-style-type: none"> <li><input type="checkbox"/> If you have a planned absence, please propose a new deadline/date for you to make up the missed task/assessment.</li> </ul> <input type="checkbox"/> rescheduling of a test (due to absence - must provide documentation)
<b>Provide details of why you are submitting this application in the box beside:</b>	<b>Provide full details of why you are applying for an extension:</b>

<b>Student Signature:</b>		<b>Date:</b>
<b>Teacher Signature:</b>		<b>Date:</b>

THE FOLLOWING SECTION TO BE COMPLETED BY THE MYP COORDINATOR

Approval Status:

Yes                      New submission date: .....

No                         Reason for refusal: Please attach

## Appendix H: Extension - Post-MYP Extenuating Circumstances

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**Stamford American**  
INTERNATIONAL SCHOOL

### Application for Extension - Internal Hard Deadline/rescheduled tests/ and/or Extenuating Circumstances

#### INSTRUCTIONS:

Please complete the form below and forward it to the AP/DP Coordinator. The contents of this form will be assessed by the Coordinator who will then inform you of the outcome of the request.

Name		Date of request	
Subject & Task			
Signature			
Signature of subject teacher			

#### Reason for Application for Extenuating Circumstances:

(Attach with supporting documentation)

Provide full details of why you are applying for (i) an extension after the date of the task (ii) an extension before the date of the task (this would be for a planned absence) (iii) rescheduling of a test, and/or (iv) for an extension of a hard internal deadline, and how this has affected your studies. If you have a planned absence, please propose a new deadline/date for you to make up the missed task/assessment.

Your application will **not** be considered without supporting evidence. Please refer to the [Extenuating Circumstances Application Guide](#) for information and guidance. Lodge this application with the AP/DP Coordinator ([dpc@saisstudent.sg](mailto:dpc@saisstudent.sg)) for up to three days past the original task date.

Please note that the signature of the subject teacher is also required on this form. If the form is submitted due to unexpected absence from school for more than 3 days, please submit this digitally to the teacher and to the AP/DP Coordinator ([dpc@saisstudent.sg](mailto:dpc@saisstudent.sg))

I am applying for:

- an extension after the date of the task
- an extension before the date of the task (this would be for a planned absence)
- rescheduling of a test (due to absence - must provide documentation)
- an extension of a hard internal deadline, and how this has affected your studies.

In the space below, provide full details of why you are submitting this application (Please refer to the [ExtenuatingCircumstances Application Guide](#) for information and guidance). *Ensure you have proposed a new deadline/date for you to make up the missed task/assessment.*

Student signature: .....

Date: .....

---

THE FOLLOWING SECTION TO BE COMPLETED BY THE AP/DP COORDINATOR

Approval Status:

Yes                      New submission date: .....

No                         Reason for refusal: Please attach