



# **International School of Kigali-Rwanda**

**Engaging Individuals | Encouraging Success | Enriching Global Citizens**

## **Secondary School Parent-Student Handbook**

**2016 – 2017**

## Welcome to ISKR Secondary School

Welcome to the ISKR Secondary School! The following handbook has been prepared to help acquaint you with our policies, procedures, and objectives as a community. Please carefully review the following information and keep it handy for future reference.

Our Middle and High School teachers promote student centered learning, critical thinking, and creativity while guiding our students toward global citizenship. Through varied teaching methods, students gain the skills needed to solve problems through inquiry and leave our school ready to take on their next academic challenge – be it in a secondary school in another corner of the globe or in higher education. Because of the diversity of our student body, we believe that preparing students to excel beyond the walls of ISKR is one of our most important duties.

As a school, we cannot achieve our goal of providing a top-quality education to all of our students without active collaboration between home and school. It is for this reason that our doors are always open – we encourage parents to get involved at school!

The ISKR Secondary School is a place where no idea is out of reach, where teachers develop close connections with students, and where rich cultural experiences in and outside the classroom help students become agents for change in our global community.

Warmest regards,

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*See last page for teacher and other administrative contacts.*

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## GENERAL INFORMATION

### ISKR GUIDING STATEMENTS & EDUCATIONAL OBJECTIVES

#### *Mission*

The International School of Kigali, Rwanda is a child-centered community of learners which offers a university preparatory program from Pre-school through grade 12. Rooted in intercultural understanding, ISKR encourages critical thinking and promotes curiosity while offering transformative experiences within Rwanda.

#### *Vision*

The International School of Kigali, Rwanda aspires to be an innovative school that positively encourages individual growth. Our students will achieve their full potential and become lifelong learners ready to make a difference within their respective communities.

#### *Educational Objectives*

Students at ISK Rwanda will:

- have an international perspective that encourages them to celebrate the cultural diversity of our community of learners.
- demonstrate 21<sup>st</sup> Century skills and competencies characterizing global learners committed to social justice.
- have a firm foundation and demonstrate proficiency in science, mathematics, and technology.
- develop proficiency in the English language and at least one other language.
- be clear communicators, proficient in reading, writing, speaking and listening.
- demonstrate creativity and critical thinking skills that will enable them to be problem solvers.
- will develop awareness and respect for the environment, both globally and within Rwanda.
- involve themselves in a variety of extra-curricular activities including the arts, sports, and community service.
- acquire a knowledge of, and respect for, the Rwandan people, their history and culture.
- be fully prepared to successfully meet their next academic challenge.

## ISKR LEARNER PROFILE

ISKR learners are:

<b>Internationally-minded</b>	Our students are encouraged to develop knowledge of and cultural sensitivity toward their own cultures, the local Rwandan context, and the global community. As a community, we proactively recognize and celebrate human diversity.
<b>Principled</b>	Our students are expected to act with integrity, honesty, and with a strong sense of fairness, justice, and respect for themselves and others.
<b>Responsible</b>	Our students are expected to take ownership of their actions and the consequences that accompany them.
<b>Caring</b>	Our students are expected to be open-minded, empathetic, compassionate and respectful towards the needs and feelings of others. They are also expected to make a personal commitment to service and act to make a positive difference in their school and their broader communities.
<b>Creative</b>	Our students demonstrate originality and inventiveness in their work and are open and responsive to new and diverse perspectives. They act on creative ideas to make tangible and useful contributions to their community and peers in a range of contexts.
<b>Inquirers</b>	Our students learn to ask and think about searching questions related to their learning and plan and carry out investigations related to these questions. They collect and examine evidence and use a range of thinking skills to solve problems and evaluate their own and alternative points of view.
<b>Communicators</b>	Our students learn to share their ideas, points of view, and learning in a range of situations with different audiences. They use writing, speaking, and a variety of tools to communicate and embrace multilingualism as they expand their ability to communicate in English and other languages.
<b>Collaborators</b>	Our students understand that all members of a team have an important role to play, and they learn to adopt different roles as they work with others in a variety of contexts. They are able to work toward goals alongside and in cooperation with others to accomplish diverse tasks.
<b>Knowledgeable</b>	Our students learn through a range of themes and subjects and develop proficiency in the sciences, mathematics, technology, English, world languages, Rwandan history and culture, global and local environmental awareness, and the arts.
<b>Resilient</b>	Our students discover that success is a process that requires hard work and endurance. They learn to see their tasks through to completion and cope with disappointment when success does not come at the first try. They are encouraged to view failure as a learning tool and not to give up until they have accomplished a goal or task.

## **SCHOOL PHILOSOPHY**

As a school community, we believe that:

- Diversity enriches our educational experience.
- All students must be given the opportunity to reach their full potential, to become responsible for their own learning, and to develop into lifelong learners.
- Teachers guide students to construct meaning from their existing knowledge and personal experience through active and concept driven inquiry.
- The learning process should have a clearly stated purpose, be enjoyable, meaningful, active, and dynamic and have lifelong value.
- Multilingualism helps to develop respect and tolerance of all cultures, and instills a sense of belonging in the international community and in Rwanda.
- Our school community has a responsibility to foster the recognition of universal human values as defined by the United Nation's Universal Declaration of Human Rights.
- The interest of each individual student should be the focus of all decision-making.
- Thoughtful interaction and supportive cooperation amongst the students, parents and staff are fundamental to the well being of our school.

## **SCHOOL BACKGROUND**

The International School of Kigali, Rwanda is a parent-led, coeducational school for children ages 2½ - 18. It was established in 2009 by a group of committed parents.

## **ACCREDITATION**

ISKR is accredited by the Council of International Schools and the New England Association of Schools and Universities (NEASC).

## **SCHOOL GOVERNANCE**

The school operates under the leadership of the School Director and the oversight of a Board of Directors. The Secondary School Coordinator provides leadership and support to all Secondary students and teachers.

## **FEES & ENROLLMENT**

The official date of enrollment of an ISKR student is the date of payment of the application fee, registration fee, and tuition deposit. Tuition and other fees are set annually, generally in

May, for the coming academic year.

The school administration has the right to withhold a student's progress reports, transcripts, and diplomas if there are outstanding tuition or other fees, including library books or textbooks that have not been returned. The administration will provide written notice to the student at least 10 days in advance if any documents are to be withheld.

## **LEARNING NEEDS**

ISKR has a Learning Specialist who serves students with various learning needs, excepting extreme cases. Additionally, we offer an ELL program for students who are learning English as a foreign language (see below). ISKR accepts students with learning needs on a case-by-case basis.

## **ENGLISH LANGUAGE PROFICIENCY**

Non-native English speaking students applying for Grades 6-12 are required to take and pass an English proficiency test unless they have been studying at an English language school for at least the previous three (3) years. English Language Learners (ELL) may receive support during the regular school day. In addition, we offer a Language B course in Grades 9 to 12 for second language learners for whom a placement in regular English classes is inappropriate.

ELL students are expected to make specific achievements in all school subjects. In the event a student is unable to make satisfactory progress, the student may be involuntarily withdrawn from the school upon recommendation of the principal and the student's teachers.

# **ACADEMIC PROGRAM OF STUDIES**

## **PROGRAM OF STUDIES**

### **SECONDARY SCHOOL GUIDING STATEMENTS**

#### *Mission Statement*

The secondary section, grades 6-12, is a division of the International School of Kigali. We promote student centered learning, critical thinking, problem solving, global perspectives, and creativity through a rigorous academic program taught in the English language. Students gain the skills needed to thrive academically as they advance through our program. A variety of Advanced Placement and university preparatory courses prepare our students for further academic challenges. We aim to endow all of our students with the knowledge and skills they need to succeed in higher education.

#### *Vision Statement*



The secondary section of the International School of Kigali strives to be an innovative, leading example to our school and to the community. Our teachers will guide students to achieve their full potential and succeed in higher education through diverse teaching methods and a challenging academic program that is rooted in rich cultural experiences. Teachers will facilitate students' development of the skills necessary to take on the challenges of higher education. Students will become respectful, thoughtful, global citizens ready to make a difference in their communities.

### *Educational Objectives*

Secondary students at ISKR will:

- demonstrate proficiency in all academic core subjects: English Language, Mathematics, Science, Social Studies, and World Languages.
- be able to develop and express their ideas effectively - and even eloquently - in written and verbal communication.
- have a well-rounded education that includes the study of visual and performing arts, computer science, and physical education.
- learn through a variety of student-centered approaches including: collaborative learning, inquiry based learning, peer evaluation, self reflection, and small group instruction.
- show respect for themselves, each other, our school, and our community.
- have an intercultural understanding of themselves, each other, our school, the community, and the world.
- show respect for Rwanda and its people by studying their history and culture.
- participate in extra-curricular activities in sports, the arts, and community service.
- demonstrate critical thinking, authentic problem solving, and creativity within all academic subjects and beyond.
- have a firm foundation for higher education and further academic challenges.

## **SECONDARY SCHOOL OVERVIEW**

The Secondary School at ISKR includes grades 6 through 12. Grades 6, 7 and 8 make up the Middle School, and Grades 9 through 12 are in the High School. There are different educational approaches and expectations for students according to their age and academic level. The foundation of the Middle School curriculum has been AERO Standards, with an emphasis on inquiry and the development of critical and analytic thinking. Beginning in 2016-2017, we will begin to implement the International Middle Years Curriculum in grade 6; the IMYC will implement the IMYC in grades 7 and 8 in the following years. The High School curriculum also uses AERO standards and builds toward a robust set of Advanced Placement courses for Grades 11 and 12. All students graduating from the High School earn a CIS-accredited high school diploma and many choose to take AP examinations and earn credits toward university.

## **MIDDLE SCHOOL PROGRAM**

The middle school program at ISKR is designed to equip with the skills needed to excel in their transition into high school and university preparatory coursework.

The middle school consists of grades 6 through 8. The curriculum currently includes five core subjects – Language Arts, Mathematics, Science, Social Studies, and French – that are taught by specialized teachers. Students also participate in daily Physical Education. In addition to the core curriculum, students take French classes several days a week, participate in an elective such as Drama or Art, and take a technology-based course called P21 which focuses on developing skills needed for success in the 21<sup>st</sup> century. P21 also focuses on developing these skills within the specific context of Rwanda.

In the IMYC (grade 6 only in 2016-2017), these core courses are linked together in interdisciplinary units that share a common theme and a Big Idea. The IMYC seeks to understand how students in middle school learn best and to respond to those needs through student-driven, inquiry-based learning activities and independent media projects.

## **HIGH SCHOOL PROGRAM**

The high school program at ISKR provides a well-rounded university preparatory education and equips students with excellent critical thinking and communication skills as well as an in-depth knowledge of key subjects. The high school consists of grades 9 through 12. The curriculum currently includes five core subjects – English, Mathematics, Science, Social Sciences and French or Spanish – that are taught by specialized teachers. Students also participate in daily Physical Education. In addition to the core curriculum, each student has a variety of electives to choose from, including French, Spanish, Art, Introduction to Computer Science, Advanced Computers, Photography, Music, and Rwandan Studies. Students are given the flexibility to choose advanced course work in areas of interest to them. The courses in grades 9 and 10 are designed to help students build toward the rigor of Advanced Placement courses in grades 11 and 12.

## **SECONDARY SCHOOL PLACEMENT**

Placement in the Middle School (Grades 6, 7, and 8) is generally based on school records and previous grade levels. Students who have attended a school with an American or similar curriculum will usually be placed in the grade after the last one successfully completed if proper school records are provided.

Placement in the High School (Grades 9 - 12) is generally based on school records and previous grade levels. This is determined by evaluating a combination of the following: previous school records and/or counselor recommendations, information from parents, and tests administered by ISKR, particularly in mathematics and English proficiency if necessary. Diagnostic tests in some subject areas, such as Math, English and French are given for placement in appropriate subject or grade levels. Applicants are encouraged to bring textbooks or examples of coursework from math, English and second language classes, in addition to the previous two years of school records. For social and developmental reasons, ISKR will not enroll students who are more than one year older or younger than the average

age for their grade. Students cannot be older than 19 when they graduate.

Some national school systems have very different academic calendars than ISKR. ISKR is conservative when placing such transfers. If a student has just finished the equivalent of our Grade 8 in a different school in December, for example, and is transferring to ISKR in January, the student will be placed in Grade 8 for the remainder of the year and will be promoted to Grade 9 at the beginning of the next academic year.

## **ADVANCED PLACEMENT**

Advanced Placement (AP) is the leading academic program in the United States for high performing students seeking to gain entrance into top universities and to earn university credit in high school, typically in Grades 10-12. AP courses are yearlong, externally examined university level classes designed for high school students to prepare them for university study. All AP courses at ISKR are offered in-house on an annually rotating basis, ensuring that faculty can focus on a select number of courses each year, and that students have access to a wide range of options over the course of their time at ISKR. During the 2016-2017 academic year, students will be eligible for the AP Capstone Diploma Program.

*AP Capstone is an innovative diploma program that provides students with an opportunity to engage in rigorous scholarly practice of the core academic skills necessary for successful college completion. AP Capstone is built on the foundation of two courses — **AP Seminar** and **AP Research** — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.*

*- The College Board*

The following AP courses are our projected offerings for the next two years:

### **2016-2017**

English Literature & Composition  
World History  
Seminar (Capstone Course 1)

### **2017-2018**

English Language & Composition  
Comparative Government  
Research (Capstone Course 2)  
French  
Art  
Computer Science Principles  
Physics

## **HIGH SCHOOL GRADUATION REQUIREMENTS**

In order to earn a High School Diploma, ISKR students must earn a minimum of thirty *Carnegie Units* of High School credit (a semester course consists of 60 hours of instruction and earns 0.5 credits; a one year course earns 1.0 credit) in the following subject areas:

<b>Subject</b>	<b>Credits</b>
English	4.0
Math*	3.0
Science*	3.0
Social Sciences	3.0
World Languages	3.0**
Technology/ICT	1.0**
Arts	1.0**
Physical Education	3.0***
Rwandan Studies	0.5
Further Electives	3.0
<b>TOTAL</b>	<b>28.0</b>

*\*Students must have a total of 7.0 credits between Math and Science.*

*\*\*Credit requirements in World Languages, Arts and/or Technology may be amended in order to accommodate individual student needs (e.g. in the case of English language support or if a student is going to later transfer into a school with specific requirements). Students will meet with the Guidance Counselor to ensure that their courses at ISKR will meet the requirements of their top choices for university.*

*\*\*\* Students must be enrolled in two semesters of P.E. in grades 6 – 10 and at least one semester of P.E. during grades 11 and 12.*

*\*\*\*\*While the number of disciplinary requirements only equals 22.5, this does not represent a full course of study. Students must achieve 28.0 credits in order to graduate except in the case of students entering from educational systems that are significantly different from ISKR's—in which case, please see below.*

*Students who have been involved in full years of study in educational systems deemed equivalent to ISKR's in terms of academic rigor but constructed differently in terms of the number of courses and hours of instruction, may be awarded credit for full academic years of study and will begin the use of a credit system upon enrollment at ISKR.*

*Final approval of graduates' credits will be made by the Director.*

## **SERVICE LEARNING**

Students in High School are also expected to meet ISKR's Service Learning Requirements. Students are required to complete 20 hours of community service each school year. At least 15 of these hours must be in direct service to the local Rwandan community. The rest may be earned at school events and in-school volunteering. See Service Learning Overview for details.

Service Learning will be noted on report cards. Students who do not complete their Service Learning requirement in a given year may lose extra-curricular eligibility pending a decision

by the Guidance Counselor.

### **Program Goals**

- To cultivate a sense of social responsibility and commitment to service within the ISKR student body
- To provide transformative opportunities for ISKR students to learn about and partner with the local community

### **Program Requirements**

#### *Service Component*

- Students must complete 20 service hours, which amounts to an average of one hour per week over one academic year.
- The service project must be ongoing. At least one semester of service with the same organization completed at regular intervals (weekly, fortnightly, monthly)
- Three-quarters, or 15 hours, of the total hours must directly benefit the local Rwandan community.
- The remaining 5 hours may be earned at school events and in-school volunteering (e.g., volunteering at the Spring Fair or as a library aid, assisting with an afterschool club benefiting younger students, peer tutoring, etc.)
- Students are encouraged to spend the entire 20 hours with the same organization.
- ISKR will sponsor a single service project annually that will be attended by the program coordinator. Students intending to participate in an outside project must fill out an approval form and gain approval from the program coordinator before starting the project.

#### *Learning Component*

Students will complete a reflective project that includes:

- Service Project Proposal (submitted prior to or in the initial weeks of the service project) – including a reflection on the student’s prior knowledge of the organization, program, or issue addressed by the program, a description of the organization and purpose of the project, an explanation of his or her role in the project, and a reflection on why he or she chose the project and expects to gain from the experience.
- A reflective journal kept throughout the course of the project.
- A final reflection about the project answering the following questions:
  - What have I learned?
  - Did the project meet my expectations? Would I change anything?
  - How has it changed me or made me think differently?
  - What have I gained from this experience?
- Students will have opportunities to share their experiences at a school assembly at the end of the year.

## ASSESSMENT AND REPORTING

### PHILOSOPHY

ISKR seeks to inspire the love of learning and assessment lies at the heart of this process. It provides a framework in which the educational objectives are set and students' progress is monitored. It forms the basis for planning the next step in direct response to students' needs. At ISKR, assessment results drives teaching practices. The purpose is not simply to measure learning, but to improve it.

Assessment at ISKR is both formative (assessing the developmental progress) and summative (assessing the final outcome). A student's progress is evaluated and reported using a variety of assessments, including projects, presentations, tests and quizzes, essays, journals, formally assessed homework or classwork, and more. *Grades are based on a combination of these assessments.*

### GRADES

On transcripts and report cards, summative grades are reported using the following scale:

94 – 100%	A	Good
90 – 93%	A-	
87 – 89%	B+	
84 – 86%	B	Satisfactory
80 – 83%	B-	
77 – 79%	C+	
74 – 76%	C	Mediocre
70 – 73%	C-	
67 – 69%	D+	Poor
60 – 66%	D	
< 60%	F	Very Poor, no credit earned

Grades, composed of the formative and summative assessments listed above, are awarded for all ISKR Secondary School courses. Grades are reported cumulatively, so the final grade is a reflection of all assessments completed within the year.

In high school, grades are tracked using a Grade Point Average (GPA) that is calculated both annually and cumulatively using the scale below. GPA is reported on all official transcripts.

ISKR Grading Scale		
Percentage	Grade	GPA
94-100	A	4.00
90-93	A-	3.67
87-89	B+	3.33
84-86	B	3.00
80-83	B-	2.67
77-79	C+	2.33
74-76	C	2.00
70-73	C-	1.67
67-69	D+	1.33
60-66	D	1.00
Below 60	F	0.00

## INCOMPLETE WORK

Students who, for reasons of health or family problems, are absent over an extended period of time should make immediate arrangements with each teacher directly for make up work. Students who do not complete the requirements of a course due to medical reasons or family emergencies may receive an Incomplete (“Inc”) in their report.

## REPORT CARDS

Report cards are prepared quarterly and an additional “interim report” is sent home about six weeks into the first semester. For Quarters 1 – 3, reports for grades 7 – 12 will contain comments, course descriptions, and a cumulative percentage grade. The final report card of the year will not contain comments.

In the IMYC grades (grade 6 in 2016-2017), assessment will be reported differently. Quarterly reports will be sent home with students that include skills levels (Beginner, Developing, Mastering) for specific skill sets, letter grades (A-F) based upon a combination of assessments of content knowledge and understanding, teacher comments, and course descriptions.

## PORTFOLIOS

Over the course of each year, students are responsible for collecting samples of their best work that display proficiency in a range of disciplines and skills sets. Portfolios are kept on record for the duration of each student’s tenure at ISKR and are taken home when students depart the school. While students attend ISKR, portfolios may be used to track student progress, to encourage students to be active participants in the learning process, and to demonstrate learning to parents. At ISKR, portfolios have multiple purposes:

1. Portfolios provide authentic assessment data for parents, teachers, and students based on AERO Standards.
2. Portfolios may be referenced in conferences with parents to show areas of improvement or strength.
3. As an ISKR requirement for all grades, portfolios help monitor and demonstrate student growth over time.
4. Portfolios help teachers evaluate individual student needs, provide classroom differentiation, or demonstrate the need for learning support or enrichment.
5. Portfolios provide evidence that AERO standards have been met.
6. Portfolios facilitate student goal setting and reflection in order to engage students in their own learning.

Students in Middle and High School collect samples in the following areas:

<b>Assessment Portfolio Requirements &amp; Examples</b>		
	<b>Requirement</b>	<b>Examples or explanation</b>
<b>Writing &amp; Reading</b>	Research & Information Literacy	- A project (or project description and assessment rubric) or piece of writing that demonstrates the ability to collect, analyze, and interpret information from print or other media

	Writing process	<ul style="list-style-type: none"> <li>- Any piece of writing that includes pre-writing, drafting, editing, and a final copy</li> <li>- May be submitted as another writing sample (e.g. Persuasive Writing Sample may show the complete writing process)</li> </ul>
	Expository Writing	<ul style="list-style-type: none"> <li>- An expository essay</li> <li>- May come from ELA or another content area</li> </ul>
	Persuasive Writing	<ul style="list-style-type: none"> <li>- A book review</li> <li>- A persuasive essay</li> <li>- A written speech or debate</li> <li>- May come from ELA or another content area</li> </ul>
<b>Math</b>	Summative or Cumulative Assessment	<ul style="list-style-type: none"> <li>- One summative or cumulative assessment that targets specific standards</li> <li>- Should include the standards targeted</li> </ul>
<b>Science</b>	Experimental Design	<ul style="list-style-type: none"> <li>- Lab report</li> <li>- Group or individual report/project</li> </ul>
<b>World Languages</b>	Proficiency in a World Language other than English (or English for ELL)	<ul style="list-style-type: none"> <li>- A piece of writing</li> <li>- A summative or cumulative assessment</li> </ul>
<b>Miscellaneous</b>	Oral Communication	- An explanation of an oral presentation or debate including assessment rubric
	Creative project or assignment from an Elective	- An art project, a piece of creative writing, a performance in Drama, an MUN resolution, etc
TWO additional pieces of the student's choice		

High School students also include their Service Learning reflections and reporting in the final portfolio.

## ACADEMIC POLICIES AND INFORMATION

### ACADEMIC HONESTY

The International School of Kigali, Rwanda (ISKR) offers a rigorous academic program that is dedicated to the creation, preservation and spread of knowledge among its community of lifelong learners. ISKR teachers and their students are expected to uphold the values of integrity and academic honesty. Students are expected to understand this concept and produce authentic work using original thoughts and ideas. They must show respect for the intellectual process by duly acknowledging the work and ideas of scholars who have come before them.

Academic dishonesty is fully preventable and is taken very seriously at ISKR. It includes, but may not be limited to, the following:

1. **Plagiarism:** the failure to properly acknowledge the ideas or work of another person or the submission of someone else's work as the student's own.
2. **Misrepresentation** of a piece of group work as solely the student's own work.
3. **Collusion:** supporting another student's academic dishonesty, as in allowing one's work to be copied or submitted for assessment by another.
4. **Duplication of work:** the presentation of the same work for different (or multiple)



assessment components.

5. **Work done by a tutor on behalf of a student.** We strongly encourage students to seek help outside of school. However, students who work with tutors are still expected to take ownership of their own work.
6. **Using notes** or other forbidden material during an examination or test.
7. **Any other behavior that gains an unfair advantage for a student or that affects the results of another student.**

As a school we are committed to a culture that accepts nothing less than complete academic honesty. We therefore have clear and stringent guidelines in regards to breaches of academic honesty. A breach of these guidelines impacts both the academic integrity of the individual and that of the school; therefore the school is committed to making academic honesty and the adherence to these guidelines vitally important.

Avoiding academic dishonesty is a responsibility that is shared by both teachers and students. Teachers must promote and advocate academic honesty through the explicit instruction of appropriate research and citation skills. In addition, it is the responsibility of students to ensure that the work they produce is authentic. Students and parents must be aware of the rights and responsibilities, as well as the possible disciplinary consequences, of failing to comply with this policy.

### **Teacher Responsibilities**

1. At the beginning of each academic year teachers will discuss the Academic Honesty Policy and provide/explain examples of plagiarism.
2. Supervise the development of assignments and provide advice to students, including revision of early drafts.
3. Set a deadline that is sufficiently early to allow for detection of major academic dishonesty.
4. Confirm that the work submitted by the students is authentic at the next class meeting. This may be prior to actually grading assignments.

### **Student Responsibilities**

1. Uphold the academic integrity and the quality of scholarship through the submission of work that is authentic.
2. Keep rough notes and submit these in a timely manner, if requested by the teacher.
3. Actively work on assignments when class time is given for such.
4. Submit drafts of written assignments, if requested by teachers.
5. Fully and correctly acknowledge the work of others in a works cited page and/or bibliography.

### **Student Violations**

Upon investigation, including discussion with the student, if it has been found that a student has violated the academic honesty policy, the following consequences will apply:

### **Grades 6 – 8**

#### 1<sup>st</sup> Documented Offence:

- Student must redo the assignment
- Letter to parents

#### 2<sup>nd</sup> Documented Offence:

- Zero credit for the assignment
- Parent conference
- Letter included in student file

#### 3<sup>rd</sup> Documented Offence:

- Zero credit for the assignment
- Parent conference
- Student suspended from school for one day, record included in student file

### **Grades 9 & 10**

#### 1<sup>st</sup> Documented Offence:

- Zero credit for the assignment
- Letter to parents
- Documented in the student's file

#### 2<sup>nd</sup> Documented Offence:

- Zero credit for the assignment
- Parent conference, included in the student's file
- Internal suspension from school
- Student ineligible for extra-curricular activities for one term

#### 3<sup>rd</sup> Documented Offence:

- Zero credit for the assignment
- Parent conference, included in the student's file
- External suspension from school
- Student ineligible for extra-curricular activities for rest of year
- Universities notified by the counselor
- Student removed from AP options

### **Grades 11 & 12**

#### 1st Documented Offence:

- Zero credit for the assignment
- Parent conference
- Letter included in the student's file

#### 2nd Documented Offence:

- Zero credit for the assignment
- Parent conference
- Suspension from school
- Universities notified by the counselor
- Student removed from AP options
- Student ineligible for extra-curricular activities for one term

### 3rd Documented Offence:

- Zero-credit for the assignment
- Parent conference
- Universities notified
- Extended suspension from school / possible recommendation of expulsion
- Student ineligible for extra-curricular activities for rest of year

## **ACADEMIC SUPERVISION AND PROBATION**

### **Introduction**

Our Academic Supervision and Academic Probation policy is designed to identify students who are struggling academically and provide structures to inform students, their families and their teachers about the difficulty as well as provide a system to help them meet our academic expectations.

### **Academic Supervision**

1. Academic reports for all students are checked at the end of each grading period.
2. A student is placed on academic supervision if the student receives:
  - one or more grades below 66%
  - three or more grades below 73%
  - a grade point average below 2.0 in a given term (High School)
  - or at the discretion of the Secondary School Coordinator, Counselor and/or School Director.
3. Students, their parents and their teachers will be informed in writing. Academic goals to be met by the end of the next grading period will be established.
4. Students on Academic Supervision will be conditionally eligible to participate in extra-curricular activities. Students on Academic Supervision will work with the Coordinator and establish a contract to determine the conditions for final eligibility, including setting out a timeline for meeting the terms of the contract.
5. At the end of the subsequent grading period, the progress of students on academic supervision will be reviewed.
  - a. If the goals have been met, the student will no longer continue on academic supervision.
  - b. If there has been significant progress, then new goals will be set for the end of the next grading period.
  - c. If none of the goals have been met, or there has not been sufficient improvement, the student will be placed on Academic Probation.

### **Academic Probation**

Academic Probation is a signal to the student, the teachers and the family that there is a serious academic concern in terms of promotion to the next grade level. Students moved from Academic Supervision to Academic Probation will have new goals set which will be reviewed on a monthly basis. At the end of the next grading period, a formal review of the student's progress will be conducted and new goals will be outlined.

While on Academic Probation students will be required to either spend time on campus studying after school with guided support or else work with a tutor.

Students placed on Academic Probation are not eligible to participate in any extracurricular athletics or non-academic activities.

### **ATHLETICS AND ACTIVITIES ELIGIBILITY POLICY**

ISKR values extra-curricular athletics and activities and recognizes that these programs provide many of our students' most significant learning experiences. As such, we are committed to encouraging participation in these programs. We also recognize that our students' first priority is to their academic studies. Because we expect students to meet high academic standards the following procedures have been set to establish eligibility of participation in extra-curricular athletics and activities. Students who are failing courses will not be allowed to participate in athletic teams.

In order to be eligible to travel and participate off-campus events when school is in session, or other such events that require the student to be absent from school, students must:

- be in good academic standing, and
- meet attendance requirements

#### Good Academic Standing

Students are considered to be in 'good academic standing' if they are not formally placed on Academic Supervision or Academic Probation.

#### Attendance Requirements

Students who have missed more than five days of school in a semester for any reason may be precluded from school-related travel. Eligibility will be determined on a case by case basis through consultation of the Coordinator, the Counselor, and relevant teachers.

### **EXAMINATIONS (Grades 8 – 12)**

#### **Semester 1**

Final exams will be held for core classes (Math, Language Arts, Sciences, Social Studies, and World Languages) during the last week of the first semester. During this time students writing exams will not attend classes. For grades 9 – 12, Semester 1 Final Exam grade will be recorded on report cards in addition to the Semester 1 Final Grade. In grade 8, final exam grades will not be reported separately on report cards. This exam grade will appear on the year-end final report.

During the exam week no HS athletic/activity practices, performances and/or events will be scheduled.

### Grades 9 - 12

- The exam may cover material from the entire first semester and is 2-3 hours in duration
- The final exam will account for 20% of the semester grade

### Grade 8

- Covers material from Semester 1
- Exam grade weighted with other assessments to establish highest level of sustained achievement for the final year-end grade

### Grades 6 – 7

- *No formal examination period but exams can be given in class as part of regular, ongoing assessment.*

### Advanced Placement

- Students enrolled in AP options will take a one mock exam during the Semester 1 examination period in lieu of a traditional
- AP mock exams will account for 20% of the semester grade

### **Semester 2 Final Exams**

Semester 2 final exams will begin during the second to last week of school. For grades 9 – 12, Semester 2 Final Exam grade will be recorded on report card in addition to Semester 2 Final Grade. This exam grade will appear on the year-end final report.

### Grades 9 - 12

- The exam may cover material from all year and is 2-3 hours in duration
- The final exam will account for 20% of the semester grade

### Grade 8

- Covers material from all year or Semester 2
- Exam grade weighted with other assessments to establish highest level of sustained achievement for the final Year-end grade.

### Grades 6 & 7

- *No formal examination period but exams can be given in class as part of regular, ongoing assessment.*

### Exemptions from Final Exams for AP students

- AP students may be exempt from Final Examinations on a course-by-course basis

during Semester 2 if they meet ALL of the following criteria:

- i. Took the AP exam for the course
- ii. Have at least 75% for their AP course grade as of May 15
- iii. Meet ISKR's attendance requirements
- iv. Are in good academic standing

All students are required to sit for final examinations on the days on which they have been scheduled. The Final Exam schedule will be published to students and parents no less than two weeks before the exam period will begin. Students may only miss an examination in extenuating circumstances and only with prior notice from parents at least one week in advance of the beginning of the examination period. In the case of severe illness, students may make up a missed exam by providing a doctor's note. In these cases, a make-up examination date will be given to the student.

### **PREPARATION FOR CLASS**

All students are expected to be prepared for class each day. Teachers reserve the right to ask a student to leave the room if he/she is not fully prepared when a class session begins.

Generally, each student should have the following school supplies as part of this preparation:

Required:

Water bottle  
Flash drive  
Pencils  
Pencil sharpener  
Pens  
Erasers  
Pencil case  
Homework Agenda  
Two-ring binders (2 large or 5 small)  
Notebooks or loose leaf paper for binders  
Subject dividers  
Folders (8, or file with 8 slots)  
Backpack

**High School Optional:**

Graphing Calculator

Optional:

Markers  
Colored pencils  
Highlighter  
Glue stick  
Scissors  
Spiral Notebooks  
Lock with combination

## **HOMEWORK POLICY**

At ISKR we believe that work completed at home is an important element of improving student learning and developing the skills and attitudes that will support our students in their post-secondary education and the personal initiative required in adult life. Homework is defined as any work that is done by a student outside of regular class hours; it may include long-term projects and writing assignment as well as short-term formative learning activities.

Students are expected to complete all homework assignments. However, teachers have the prerogative to only formally assess some pieces of work while using others as part of the formative learning process. Only those assignments that are formally assessed will be included in reported grades.

### **Purpose**

Homework may be given for the following purposes:

- i. Pre-learning activities;
- ii. Checking for student understanding;
- iii. Practice of important skills to aid long-term retention;
- iv. Processing important concepts;
- v. Extending the curriculum;
- vi. Developing independent study habits.

### **Differentiation of Homework**

Where appropriate, teachers may differentiate homework by:

- i. The difficulty or amount of work;
- ii. The amount of scaffolding or structure provided;
- iii. The learning styles and interests of individual students.

### **Quantity of Homework**

**Grade 6:** The teachers of the core five academic subjects (Language Arts, Social Studies, Math, Science, World Languages) may assign an average of 2 hours homework over a two-week period. Teachers of other subjects may assign homework from time to time. This means that Grade 6 students should receive an average of 1 hour of homework per day (5 days per week) or slightly over that amount.

**Grade 7:** The teachers of the core five academic subjects (Language Arts, Social Studies, Math, Science, World Languages) may assign an average of 2¼ hours homework over a two-week period. Teachers of other subjects may assign homework from time to time. This means that Grade 7 students should receive an average of 1¼ hour of homework per day (5 days per week) or slightly over that amount.

**Grade 8:** The teachers of the core five academic subjects (Language Arts, Social Studies, Math, Science, World Languages) may assign an average of 2½ hours homework over a two-week period. Teachers of other subjects may assign homework from time to time. This means that Grade 7 students should receive an average of 1½ hour of homework per day (5 days per week) or slightly over that amount.

**Grade 9:** The teachers of the core five academic subjects (Language Arts, Social Studies, Math, Science, World Languages) may assign an average of 3 hours homework over a two-week period. Teachers of other subjects may assign homework from time to time. This means that Grade 9 students should receive an average of 1½--2 hours of homework per day (5 days per week).

**Grade 10:** The teachers of the core five academic subjects (Language Arts, Social Studies, Math, Science, World Languages) may assign an average of 3½ hours homework over a two-week period. Teachers of other subjects may assign homework from time to time. This means that Grade 10 students should receive an average of 2-2½ hours of homework per day (5 days per week) or slightly over that amount.

**Grades 11—12:** Teachers in Grades 11 and 12 may assign an average of 4-5 hours of homework over a two-week period. This means that Grade 11 and 12 students should receive an average of 2½--3 hours of homework per day (5 days per week).

*Please Note: All students work at different rates and all students put varying amounts of effort into their work. The above time recommendations can, therefore, only be broad generalizations.*

*Families should expect that larger projects or assignments may take additional time and effort at home and may sometimes go beyond the guidelines written above.*

### **Homework Over Major Holidays**

- All teachers may give reading assignments.
- Grades 11-12 may receive other homework assignments
- Grade 10 students may receive homework assignments if they are enrolled in AP courses

Other small assignments may be given from time to time, but only in consultation with the students; arrangements may be made directly with the teacher in the case of travel or other extenuating circumstances.

## **HOMWORK DEADLINE POLICY**

### **Overview**

At ISKR we expect students to meet high academic standards. We believe that meeting deadlines is a key component in achieving this expectation. Beyond enhancing academic achievement, meeting deadlines helps students learn valuable skills and dispositions such as time management, organization, prioritization, long-term and short-term planning and individual responsibility.

The following guidelines are designed to assist students in meeting deadlines established internally by the school.

### **Student Expectations**



1. Students are expected to submit all of their work on time.
2. If a deadline for a major assessment cannot be met, in order for the work to be evaluated, students must:
  - provide a doctor's note, or
  - parent's note explaining special family circumstances, or
  - have established an extension with the teacher at least two days in advance. Such extensions will be given at the teacher's discretion.

### **Student Rights**

1. Students will be provided with sufficient advance warning for major assessments.
2. Students should be consulted when establishing deadlines for major assignments or tests.
3. Students should be provided with interim due dates for larger, multi-staged projects.

### **Teacher Practices**

1. Where there are no grounds for granting an extension, work submitted after the due date will be reduced by 5% for each day that it is late.
2. The needs of identified students with exceptionality as identified by the Counselor should be considered individually, and may require additional support and/or accommodations in meeting deadlines, as articulated by the Counselor.

Ultimately, students are responsible for contacting teachers directly to receive make-up work in case of absence or illness.

*Chronic, documented problems illustrating a student's difficulty in meeting deadlines may result in placement on Academic Supervision and/or suspension from school.*

## **MIDDLE SCHOOL PROMOTION POLICY**

It is expected that students will pass all of their subjects. Given that behavioral expectations are met, students who pass all of their subjects will be promoted to the next grade.

Under the following conditions, a student will not automatically be promoted:

1. the student fails (*a grade of 63% or lower*) two or more core academic subjects, or
2. the student does not meet the school's attendance requirements.

If a student meets either of the conditions above then the Secondary School Coordinator, the Counselor, and the student's teachers will conduct a review process to make a recommendation to the Director for retention or promotion. Final decisions regarding promotion will be made at the Director's discretion.

## **HIGH SCHOOL PROMOTION POLICY**

Each year High School students at ISKR are expected to meet certain conditions in order to be promoted to the next grade. Certain requirements must also be met in order to graduate from ISKR with an accredited High School Diploma.

## Promotion Requirements

In order to be promoted to the subsequent grade level students in High School are expected to:

1. meet the school's attendance requirements;
2. maintain a minimum course load of eight classes per year in Grades 9 & 10, and a minimum course load of seven courses per year in Grades 11 & 12;
3. meet the program's expectations for service learning.

If a student fails (*academic grade of 63% or lower*) two or more core academic subjects, or fails courses representing 2.0 or more credits in a given year, a review process will be conducted by the Director, Secondary School Coordinator, the Counselor and the teachers to determine whether the student will be promoted. 'Failed credits' in core courses must be made up for a student to be promoted.

## **REPEATING COURSES OR SCHOOL YEAR**

Any student who receives more than one final grade of 59% or lower may be required to repeat the year. Should a student fail an individual course yet still be promoted, he/she may be required to repeat that course. The decision to retain a student is made with very careful consideration with the student's best interests at the center of the process.

## **ISKR LANGUAGE POLICY**

### **Language Philosophy**

At ISKR we believe that language is the foundation for all learning. We understand that language, our major means of thinking and communicating, is fundamental to inquiry and learning and underpins the whole curriculum. Thus, we offer opportunities that involve not only the acquiring of languages but also learning through and about language. We nurture an appreciation of the richness of language, including a love of literature, and we endeavor to develop a life-long passion for the learning of language.

Language mediates all social interaction and through the development of languages, especially mother-tongue languages, we value our rich cultural diversity and promote international understanding. At ISKR we believe in the development of language and literacy for all learners so that they can realize their full potential and become successful and responsible global citizens.

### **Language Profile**

ISKR respects its diverse community by supporting the development of bilingual or multilingual students through offering course options in selected Modern Languages, by encouraging high levels of proficiency in each student's mother tongue, and by providing a wide range of learning opportunities to ensure all students develop full academic proficiency in English. ISKR provides support for the development of English for those students who do not possess full academic proficiency. Additionally, ISKR partners with the Het Nest to provide on-campus Dutch language and culture classes for students whose mother tongue is Dutch.

ISKR's instructional language is English. ISKR recognizes that a variety of forms of English exist and encourages consistency in students' usage. Student language needs at ISKR are diverse; as a result, all teachers are teachers of language and instructional strategies and consciously differentiate, integrating the communication domains of listening, speaking, writing, reading, viewing, and presenting into the curriculum.

### **Essential Agreements for the Teaching of Languages**

*ISKR believes that all students should:*

- be encouraged to communicate fluently and accurately;
- be encouraged to develop a love of international languages and literature;
- be encouraged to maintain and value their mother-tongue and to aspire to balanced bilingual proficiency;
- be given access to support services as appropriate; be encouraged to develop a wide range of strategies to comprehend, interpret, evaluate, respond to and appreciate texts and media messages, and be encouraged to express themselves, orally and in writing, in a variety of media and situations.

*ISKR believes all teachers should:*

- be responsible for literacy in all domains and all disciplines;
- embed responsive language and literacy instructional strategies into units;
- promote student inquiry and reasoning using extended discourse patterns specific to their grade-level and subject areas;
- utilize appropriate linguistic registers; and
- be emotionally supportive of the stresses on ELL students.

### **ISKR Language Policies**

#### The English Language

English is the language of instruction at ISKR. This means educational programs are taught in English from Early Years through High School. English is offered as a subject of study through Language Arts.

#### French for Francophone Students

ISKR understands the value of maintaining French for our many francophone students. Accordingly, French courses for francophone students are typically offered in Middle School. Language placement for francophone High School students will be made in consultation with the student, parents, and World Languages Coordinator.

### **DROP/ADD COURSES**

Students may change their schedules during the first two weeks of classes with approval of the Secondary School Coordinator and Counselor. After the initial two-week drop/add period, students' schedules may only change because of a teacher's recommendation or under special circumstances. Students may not drop required courses.

### **FIELD TRIPS**

ISKR encourages the use of field trips to supplement the academic program, and to take advantage of our location to learn about the rich history and cultures of Rwanda and Africa.

Written parental permission using the school's field trip form is required for trips off campus. Students may sometimes pay the cost of field trips in part or entirely.

Please see the school's field trip policy for further details.

### **CERTIFICATE OF ATTENDANCE**

Students finishing grades 8 and 12 who have attended school but not met the requirements for promotion or graduation may be awarded a "Certificate of Attendance" if the student:

- is in good standing regarding discipline and behavior, and
- meets the attendance requirements.

Students who are leaving the school at other times may request a certificate of attendance as needed.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **RIGHTS**

Students at ISKR have the right to:

- Study and learn in a safe and secure environment that is free of harassment, prejudice and intolerance;
- Express their points of view regarding matters which affect them;
- Participate in the use and exercise of democratic methods and freedom of speech, providing they observe their responsibilities;
- Take advantage of the full program offered at ISKR including student activities and sports programs, providing they observe responsibilities;
- Fair, impartial and consistent application of rules, rights and responsibilities;
- Be taught by qualified, well-prepared personnel;
- Have work graded and returned within a reasonable time.

### **RESPONSIBILITIES**

ISKR students are responsible for learning and for academic and social growth and development. This is the central mission of the school. The school expects students to be respectful, tolerant and supportive of every member of the school. If a student chooses to behave irresponsibly, then there are consequences that will be enforced. Clear expectations for student behavior are laid out below in the Community Agreement.

### **ISKR SECONDARY SCHOOL STUDENT COMMUNITY AGREEMENT**

*This community agreement is to be read, understood, and signed by all Secondary students annually:*

#### **Overview**

The mission of ISKR is to provide an outstanding international education which inspires students to realize their full potential and prepares them to be successful and responsible global citizens.

This agreement and its guidelines are applicable in any and all school settings, both on and off campus and include all interactions between community members, be they in person or via other non-direct means such as online interaction.

## **ISKR Community Agreement**

To help achieve our mission, ISKR students agree to be **principled, responsible and caring**. Interactions between students and all members of the ISKR community are to be guided by these values. To ensure this agreement is effective all members of the ISKR faculty, staff and administration agree to adhere to and consistently enforce these guidelines.

### **The Agreement in Action**

As a school we expect to see positive examples of this core community agreement in action. To illustrate what this looks like, each of the underlying values (principled, responsible and caring) has been described through the provision of concrete examples of types of behaviors we want to observe and promote in our students.

As a school we will make formal efforts to celebrate students who exhibit these behaviors in order to further develop them.

As a school we will also make formal efforts to address behaviors that don't respect this agreement. In such instances the school's faculty and administration will rely upon our disciplinary guidelines to help promote positive behaviors and limit negative behaviors. When the community agreement is not respected, faculty and administration will respond in a manner to promote discussion and reflection on alternative positive behaviors. Concrete examples of consequences are given in the disciplinary guidelines, but in general, the following courses of action can be expected:

#### Minor incident

*1<sup>st</sup> Occurrence* – teacher intervenes directly with student

*2<sup>nd</sup> Occurrence* – teacher intervenes directly with student and informs parents and Secondary School Coordinator; Meeting with parents may be requested

*3<sup>rd</sup> Occurrence* – student referred to School Director; incident documented in student file

#### Major Incident

Student referred to the Secondary School Coordinator and possibly School Director  
Incident documented in student file

For a major incident, or repeated minor incidents, a student may be suspended from school. A suspension is a serious consequence intended to signal possible permanent removal from the community should disciplinary problems persist. *For students in High School, it is important to note that any external suspension may be reported to universities as part of the application process.*

In the most serious of disciplinary issues, or if disciplinary issues persist, the Director may recommend to that a student should be expelled. If this happens the Director will conduct a hearing with the divisional coordinator, the student, the student's family, and a student advocate. Based upon the results of the hearing the director will decide whether to make a recommendation for expulsion to the board of directors. The board of directors will hear the case from the director and thereafter the board of directors will make a final decision.

## **ISKR Secondary School Student Community Agreement in Action**

Underlying Value	Description	Positive Examples
<b>Principled</b>	Our students are expected to act with integrity, honesty, and with a strong sense of fairness, justice, and respect for themselves and others.	<ul style="list-style-type: none"> <li>Producing our own work and respecting the principle of academic honesty</li> <li>Standing up for and defending those who are bullied</li> <li>Going to the source when a problem occurs</li> <li>Appreciating and promoting diversity of culture, gender, race and sexual orientation</li> <li>Promoting the sharing of cultures</li> <li>Making friends across culture, gender, race, sexual orientation, age and peer group</li> </ul>
<b>Responsible</b>	Our students are expected to take ownership of their actions and the consequences that accompany them.	<ul style="list-style-type: none"> <li>Being prepared for curricular and extra-curricular activities.</li> <li>Meeting deadlines</li> <li>Being on time</li> <li>Cleaning up after yourself and others</li> <li>Dressing appropriately</li> <li>Respecting school property and equipment</li> <li>Participating in student conferences</li> <li>Asking questions and seeking help when something is not understood</li> <li>Working independently</li> </ul>
<b>Caring</b>	Our students are expected to be open-minded, empathetic, compassionate and respectful towards the needs and feelings of others. They are also expected to make a personal commitment to service and act to make a positive difference in their school and their broader communities.	<ul style="list-style-type: none"> <li>Including all members of our community</li> <li>Speaking to others with respect</li> <li>Being kind to all community members</li> <li>Being active in Community Service</li> <li>Speaking our common language of English in class and respecting other languages outside of class</li> <li>Using appropriate, respectful, and positive language</li> <li>Going out of our way to help new members of and guests to our community</li> <li>Paying attention to others when they are speaking</li> <li>Greeting and addressing members of community politely</li> <li>Being quiet when others are studying</li> <li>Supporting school activities and initiatives</li> </ul>

### ISKR Secondary School Disciplinary Guidelines

Underlying Value	Negative Examples	Consequences		
		1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<b>PRINCIPLED</b>	Being dishonest / Lying	<ul style="list-style-type: none"> <li>Verbal warning</li> <li>Formal apology</li> <li>Teacher contacts parents and cc's admin</li> <li>Possible referral to administration</li> </ul>	<ul style="list-style-type: none"> <li>Referral to administration</li> <li>Contact parents</li> <li>Detention</li> <li>Formal apology</li> <li>Possible suspension</li> </ul>	<ul style="list-style-type: none"> <li>Referral to administration</li> <li>Parent conference</li> <li>Behavioral supervision</li> <li>Formal apology</li> <li>Suspension</li> <li>Possible expulsion</li> </ul>
	Stealing	<ul style="list-style-type: none"> <li>Referral to</li> </ul>	<ul style="list-style-type: none"> <li>Referral to</li> </ul>	<ul style="list-style-type: none"> <li>Referral to</li> </ul>

		<ul style="list-style-type: none"> <li>administration</li> <li>• Replace stolen goods</li> <li>• Formal apology</li> <li>• Suspension</li> <li>• Parent conference</li> <li>• Possible expulsion</li> </ul>	<ul style="list-style-type: none"> <li>administration</li> <li>• Replace stolen goods</li> <li>• Formal apology</li> <li>• Extended suspension</li> <li>• Parent conference</li> <li>• Possible expulsion</li> </ul>	<ul style="list-style-type: none"> <li>administration</li> <li>• Replace stolen goods</li> <li>• Formal apology</li> <li>• Parent conference</li> <li>• Recommend expulsion</li> </ul>
	Fighting	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Formal apology</li> <li>• Suspension</li> <li>• Counseling</li> <li>• Parent conference</li> <li>• Possible expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Formal apology</li> <li>• Extended suspension</li> <li>• Parent conference</li> <li>• Counseling</li> <li>• Possible expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Formal apology</li> <li>• Parent conference</li> <li>• Recommend expulsion</li> </ul>
	Tobacco	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Possible suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Parent conference</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Parent conference</li> <li>• Extended suspension</li> </ul>
	Using / Possessing Alcohol	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Suspension</li> <li>• Counseling</li> <li>• Possible expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Parent conference</li> <li>• Extended suspension</li> <li>• Counseling</li> <li>• Possible expulsion</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Parent conference</li> <li>• Recommend expulsion</li> </ul>
	Using / Possessing / Selling Illegal Drugs	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Notify authorities</li> <li>• Recommend expulsion</li> </ul>		
	Plagiarism / cheating	Please refer to the Academic Honesty policy		

Underlying Value	Negative Examples	Consequences		
		1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<b>RESPONSIBLE</b>	Vandalism	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Student to repair and/or cover costs</li> <li>• Formal apology</li> <li>• Possible suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Student to repair and/or cover costs</li> <li>• Formal apology</li> <li>• Suspension</li> <li>• Parent conference</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Student to repair and/or cover costs</li> <li>• Formal apology</li> <li>• Recommend expulsion</li> </ul>

	Dress Code Infractions	<ul style="list-style-type: none"> <li>• Student asked to change – extra clothes in the office</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Student asked to change – extra clothes in the office</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents and student sent home</li> </ul>
	Disrupting class	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Sent out of class</li> </ul>	<ul style="list-style-type: none"> <li>• Sent out of class</li> <li>• Break/lunch/after school detention with teacher</li> <li>• Teacher contacts parents and cc's admin</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Placed on behavioral supervision</li> <li>• Possible suspension</li> </ul>
	Skipping class	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Detention</li> <li>• Contact parents</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Suspension</li> <li>• Attendance contract</li> </ul>
	Late for class	<ul style="list-style-type: none"> <li>• Teacher documents to administration</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher documents to administration</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> </ul>
	Rough behavior	<ul style="list-style-type: none"> <li>• Verbal warning</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Placed on behavioral supervision</li> <li>• Possible suspension</li> </ul>
	Use of cell phone outside of break times	<ul style="list-style-type: none"> <li>• Verbal warning</li> </ul>	<ul style="list-style-type: none"> <li>• Cell phone taken for day</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Cell phone kept during school hours for period of one week</li> </ul>
	Inappropriate dress	Please refer to the Dress Code policy		

Underlying Value	Negative Examples	Consequences		
		1 <sup>st</sup> Offense	2 <sup>nd</sup> Offense	3 <sup>rd</sup> Offense
<b>CARING</b>	Littering / Disregards for physical environment	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Student to clean up</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Student to clean up</li> <li>• Detention</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Student to clean up</li> <li>• Detention</li> <li>• Possible suspension</li> </ul>
	Being rude / disrespectful	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Formal apology</li> <li>• Possible referral to administration</li> <li>• Possible suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Formal apology</li> <li>• Contact parents</li> <li>• Possible suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Formal apology</li> <li>• Contact parents</li> <li>• Placed on behavioral supervision</li> <li>• Possible</li> </ul>



				suspension
	Intimidation, bullying, or abusive behavior.	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Formal apology</li> <li>• Contact parents</li> <li>• Possible suspension</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Formal apology</li> <li>• Contact parents</li> <li>• Placed on behavioral supervision</li> <li>• Suspension</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Formal apology</li> <li>• Parent conference</li> <li>• Recommend expulsion</li> </ul>
	Inappropriate displays of public affection	<ul style="list-style-type: none"> <li>• Verbal warning</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Possible suspension</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to administration</li> <li>• Contact parents</li> <li>• Placed on behavioral supervision</li> <li>• Suspension</li> </ul>

The positive social and emotional development of our students is an important school priority. Because we are a diverse international community, we have adopted a bullying prevention program to supplement the overall social and emotional development of our students. Bullying is defined as when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending him or herself.

Both parents and students are asked to participate in the following:

- Consistently support school wide efforts to stop bullying in any and all forms, for all members of the community, by respecting and actively promoting the four bullying prevention rules:
  - We will not bully others.
  - We will try to help students who are bullied.
  - We will try to include students who are left out.
  - If we know that somebody is being bullied we will tell an adult at school and an adult at home.
- Should parents become aware that their child or another child is being bullied, they should first bring this to the attention of the child’s teacher or counselor for investigation and resolution. For serious incidents, parents should immediately contact the Coordinator.

As a school community, we encourage positive, kind and respectful behaviors that embrace our diversity and lead to a deeper acceptance and understanding of our roles as global citizens.

**SUSPENSION**

A suspension may be served in school or out of school, depending on the incident. All suspensions in High School may be reported by the counselor to universities as part of a student’s application process.

**EXPULSION**

A student recommended for expulsion will have a hearing in which the Director, the Secondary School Coordinator, the student, the student’s family and a student advocate will be present.

Following the hearing, the director will present the case and make a recommendation for expulsion to the Board of Directors. The Board of Directors will make the final decision in regard to the expulsion.

## ATTENDANCE POLICY

### Overview

In order to meet high academic standards, regular and timely attendance in school is integral in the teaching-learning process, as most learning activities and experiences cannot be duplicated outside of the classroom. Given the value we place on attendance and punctuality, we have established the following policies and procedures to help ensure students attend regularly and punctually.

**ISKR strongly discourages parents from excusing extended absences under circumstances other than severe illness, injury, or family emergencies.**

### Attendance Policies

1. Absences may be classified as either Excused or Unexcused
  - An absence will be marked as **excused** if it is due to illness or injury, a family emergency, or the observance of a religious event.
  - In order for an absence to be excused, the school must receive appropriate documentation from the parent or guardian immediately upon return to school –
  - Must report to the Business Office at [mmukarage@iskr.org](mailto:mmukarage@iskr.org) or Mary Powell at [mpowell@iskr.org](mailto:mpowell@iskr.org).
  - All other absences will be considered Unexcused
2. A student is expected to attend school a minimum of 170 days through the year to receive course credit and be promoted.
3. Students who miss more than 10 days of school over the year due to **Excused Absences** may still receive credit for courses, as determined on an individual basis at the discretion of the Administration.
4. A student with **more than 10 Unexcused Absences may not receive credit for the year.**
  - A student with more than 10 Unexcused Absences in any one yearlong course may not receive credit for that course.
  - A student with more than 5 Unexcused Absences in any one semester-long course may not receive credit for that course.
5. A student with **20 or more absences for any reason may be considered for retention.**
  - A student with more than 20 absences in any one yearlong course may not receive credit for that course.
  - A student with more than 10 absences in any one semester-long course may not receive credit for that course.
6. Students off campus due to school-related events will be marked as Present.
7. Students who have missed more than 10 days (5 in a semester) for any reason may not be eligible to travel for school events. Exceptions may be made upon appeal to the

administration.

8. A student must be in school for at least 3 classes to be marked Present for the day.
9. A student must be marked Present to participate in extracurricular activities that day.
10. Students who are not in class on time, for Homeroom OR for classes throughout the day, will be marked as Late.
  - **Three (3) Lates will be counted as an Unexcused Absence.**

***If a student is late to school,  
she/he must first see Ms. Powell to sign in and receive a pass to class.***

11. Excused Late will be recorded for illness, emergencies or other extenuating circumstances as notified by parents.

### **Student Expectations**

1. If a student is absent, all missed work must be made up. Students are expected to establish a deadline for missed work with individual teachers. Work not completed within the new deadline will be evaluated at the lowest level of achievement.
2. Before an anticipated absence students are expected to meet with teachers prior to leaving and establish work to be completed.
3. Following an absence, students are to bring appropriate documentation if it is to be noted as excused.
4. Students arriving late to school are to first check in at the Coordinator Office.
5. Students leaving school early must have parental permission and check out with the office.
6. Students are always responsible for communicating directly with their teachers in order to receive missed work.

### **Teacher Practices**

1. Teachers are expected to take attendance every class.
2. Following an absence, teachers will provide students with necessary resources and materials needed to complete missed work, when possible. Teachers are, however, **not** expected to re-teach the material to individual students.

### **Administration Practices**

1. The Administration will establish and maintain a high profile for attendance and punctuality in order to make them a priority for all members of the community.
2. The Administration will review attendance every three weeks & respond proactively to potential problems.
3. Following the third and fifth Unexcused Absences, the Administration will contact the student's parents in writing.
4. Following the seventh Unexcused Absence, a meeting will be arranged with the Administration and the parents. The school will work with the child and his/her family to analyze the causes of the absences and determine the steps to eliminate the problem.
5. If a student has 10 or more Unexcused Absences due to actual absence from school, the Administration may recommend that credit not be given for the course / for the year. A

review by the Administration and the student's teachers will be conducted and a final decision will be made by an Academic Council that includes the Secondary School Coordinator and School Director.

6. If a student has 20 or more absences for any reason, the Administration will consider that student for retention. A review by the Administration, the counselor and the student's teachers will be conducted and a final decision will be made by an Academic Council that includes the Secondary School Coordinator and School Director.
7. Students in High School will have an attendance report on their official school transcripts. Designations will be one of Meets Expectations (ME), Doesn't Meet Expectations (DME) or Extenuating Circumstances (EC). If a student has more than 5 absences in one semester the designation will be made by the Coordinator.

This policy will be presented to all students and families in writing at the beginning of each year.

## **BEHAVIORAL SUPERVISION AND PROBATION**

### **Introduction**

At ISKR we expect students to meet high academic and behavioral standards and therefore have various practices in place to monitor student behavior. Our Behavioral Supervision and Behavioral Probation policy is designed to identify students whose behavior does not meet the school's expectations and provide structures to inform students, their families and their teachers about the difficulty as well as provide a system to help them meet our behavioral expectations.

### **Practice**

Students who have had three or more documented behavioral incidents or students who have had more than one serious documented behavioral incident may be placed on behavioral supervision.

Upon being placed on behavioral supervision:

1. Students and their parents will be informed in writing and via phone;
2. Behavioral goals will be established and a timeline will be set;
3. Teachers will be informed;
4. Students may need to meet with their respective counselor.

Students on behavioral supervision will only be eligible to participate in extra-curricular activities or athletics at the discretion of the Secondary School Coordinator.

The progress of students on behavioral supervision will be reviewed throughout the year in accordance with their supervision contracts. If the goals have been met, the student will no longer continue on behavioral supervision.

If there has been significant progress made in achieving the goals, then new goals and a new timeline will be set.

If none of the goals have been met, or there has not been sufficient improvement, the student will be placed on behavioral probation.

If a student is placed on behavioral probation, it is meant to be a clear signal to the student, the

teachers and the family that there is a persistent and serious behavioral concern. Once on probation, new goals will be set and new deadlines. All students placed on behavioral probation will have to meet regularly with one of the Secondary School's counselors.

The progress of students on behavioral probation will be reviewed in accordance with their contracts. If the goals have been met, or if there has been significant progress made in achieving the goals, the student will no longer continue on behavioral probation, but will continue on behavioral supervision.

If the goals of the behavioral probation contract are not met, or there has not been sufficient improvement, the student, the family and teachers will be informed that if there is not improvement there is a serious risk of expulsion. While on behavioral probation any subsequent serious incident may result in the Director seeking withdrawal or expulsion of the student.

## **DRESS CODE**

ISKR believes that a school environment should appear clean and professional, in order to facilitate student learning. In this vein, clothing worn to school should be clean, in good condition, non-provocative and non-disruptive. Given the multi-cultural and multi-ethnic community we live in, special guidelines apply that show respect for others. Often, fashionable and attractive clothing is not appropriate for a school setting. The dress code applies to all students, regardless of gender, age, or cultural background.

Some specific guidelines include:

- Appropriate footwear
- Clothing and jewelry should not advertise alcohol, tobacco, other drugs, or sex
- No "muscle shirts" for boys; no exposed bra straps for girls
- No low-cut tops
- No bare midriffs or hip bones
- Skirts or shorts must be at least as long as mid-thigh
- Appropriate clothing, as described by the teachers, must be worn for Drama & PE classes
- Boxers and underwear are not to be exposed to public view
- Hats must not be worn in school

All students are required to change their clothes before and after P.E. class, without exception. Showers and changing rooms are provided for students in order to ensure good hygiene.

The final determination of acceptable dress rests with the Secondary School Coordinator. Students dressed inappropriately will be asked to put a loose t-shirt over their own clothes for the day or will be sent home to change.

## **DRUG TESTING**

The administration of the school reserves the right to have a student medically drug tested if there is strong suspicion of illegal drug usage. In this unlikely event, parents will be consulted in advance.

## **INTERNET USE AND ABUSE**

Internet access is provided throughout the school, therefore all students are required to agree to and abide by the school's Acceptable Use Policy. Misuse of access or compromising security systems could lead to a student's dismissal from school.

Students are responsible for all information that they post to the Internet, whether this is done on campus or out of school. Students may not use technology to harass or bully others. Should students post information that is deemed by the school to harass, defame, insult or intimidate a member of the school community—or the school itself—they will be held liable under the school's disciplinary guidelines.

## **PHONES & DEVICES**

ISKR seeks to promote an environment that builds community and in which students can practice face-to-face interpersonal communication. To that end, students will not be allowed to use mobile phones or gaming devices for any reason during the school day (between 7:55am and 3:15pm). Phones must be turned off and kept in lockers or backpacks. This includes all breaks and lunchtime. Visible phones and other devices will be confiscated by teachers and may only be collected at the end of the day by a parent or guardian in the Business Office.

*Should a student need to contact a parent or vice versa, they may use the telephone at Reception (0786725369). Parents should call this number if they must get in touch with their child during school hours.*

Although ISKR provides laptops for student use on campus, students are welcome to bring their own laptop for use at school. However, laptops may only be used during class time (not breaks), and only with explicit teacher permission. Earphones will not be permitted for the purpose of listening to music and should not be worn during school hours.

The purpose of this policy is not to limit the use of technology, which carries with it important 21<sup>st</sup> century skills. Rather, it is to do two things: a) ensure that the use of technology during school time is for educational purposes, and b) provide an atmosphere in which school community members develop relationships and communicate in person.

## **LOCKERS**

Every Middle School and High School student is assigned a locker in the school hallways. Thefts do occur and students should use their lockers to secure valuables. Students must provide their own locks; students must give a spare key OR the combination for their lock to their homeroom teachers.

Lockers may be decorated, both inside and out, but may not be written on with markers. Students should avoid offensive language or pictures. All decorations must be easily removable. At the end of the year, lockers must be completely clean and ready for the next person.

## **PERSONAL BELONGINGS**

At ISKR, security is taken seriously. However, ultimate responsibility for personal belongings lies with each member of the ISKR community. Students should take care with personal belongings,

keeping valuables either: with them at all times, safely stowed in lockers, at home, or under the care of a teacher in special circumstances. There is no guarantee that lost or stolen items will be found or returned.

## **PHOTOGRAPHY ON CAMPUS**

Students may not photograph other students at school without their clear permission nor may they upload any photos or videos of other students to the Internet without their clear permission.

## **SENIOR PRIVILEGES**

We believe that seniors should be mature enough to organize and use their study time responsibly and independently, whether at school or at home. Therefore, during Semester 2, seniors are allowed to come to school late if they have a study hall first period in the morning, and are allowed to leave school early if they have a last period study hall and no after-school activities or obligations. They may also leave campus if they have a study hall during the day, but must, under no circumstances, be late for their next class.

Seniors must sign in at the Secondary School Coordinator's office when they arrive and must sign out at the Secondary School Coordinator's office before leaving early. Seniors who arrive after 7:55 are responsible for catching up on morning announcements on their own by asking their Homeroom teacher. If any student abuses this privilege, for example by arriving late to class, or missing class or other responsibilities, including homework, he or she will lose the privilege.

*In order to take advantage of this privilege, students must submit a permission form signed by their parent or guardian. ISKR will not allow Seniors to leave campus during free periods without this form.*

## **TEXTBOOKS AND OTHER MATERIALS**

Textbooks and locks are provided as required for each course as part of the basic school tuition. Textbooks remain the property of the school and must be returned at the time of the course examination or unit test, closure of the school year, or student withdrawal, in a condition that shows they were treated with care. Texts which are lost, stolen or carelessly handled must be replaced or reimbursed to the school at cost, including shipping and handling.

## **STUDENT SERVICES AND SUPPORT**

### **STUDENT INZU ("houses")**

INZU is a Kinyarwanda word that means *a home for extended family*. In addition to regular grade-level homerooms, students are assigned to one of two INZU, to which students will belong for the duration of their time at the Secondary School. Each Inzu has a teacher serving as Inzu Advisor and other teachers who are affiliated with and support the Inzu. Students will report to their Inzu for weekly gatherings and for special purposes throughout the year.

The purpose of ISKR's Inzu is to build a strong community identity and encourage engagement

and camaraderie between students at ISKR. Each house will include students from grades 6 – 12 with an Inzu Advisor from the Secondary School faculty to whom they can report for personal and academic guidance and support. The Inzu Advisors also help students maintain their academic portfolios. Two students will be elected as Inzu Leaders each year and to serve as leaders among their Inzu peers and will represent their Inzu on the Student Council.

Inzu may have light competitions with each other over such things as attendance, school spirit, academic achievement, athletic games, and other fun activities throughout the year. Though Inzu may participate in friendly competition from time to time, their fundamental aim is to build an environment of belonging, loyalty, safety, and accountability among the students at our school.

The Inzu:                      The Akagera Guild                      and                      The Virunga Society

## STUDENT COUNCIL

The Student Council provides students an opportunity to be leaders for their peers, have a voice in the school administration, and build school spirit. Student Council hosts several events throughout the year, including Talent Shows, Movie Nights, competitions, and the High School Prom (or other end-of-year party). Student Council representatives are responsible for raising their own funding. Officers are elected within the first month of each school year and will serve a one-year term.

Student Council is composed of democratically elected representatives:

- President (HS)
- Vice President
- Secretary
- 2 Inzu Leaders from each Inzu

## GUIDANCE COUNSELING

Counseling services through the guidance offices are an integral part of the total education of a student. Our counselors believe that such services are most successful with the cooperation and participation of the parents. The Guidance Counselor is responsible for:

**Academic counseling** - Referrals can be made for students who may have learning differences (please refer to the Learning Needs Section). It is important that a student's secondary school curriculum be consistent with what is required to pursue post-high school education in a variety of countries since students continue their studies after graduation.

**Personal counseling** - Students have a wide range of personal needs. While there are no clear-cut solutions to basic human needs, the counselors attempt to provide students with an atmosphere in which they can express their ideas and feelings. Students can ask to see the counselor at any time. They may also be referred for personal counseling for such reasons as indifference, boredom, failure to do assignments, classroom disturbances, intolerance of peers, etc.

**Bullying prevention** – Bullying is considered to be repeated or habitual verbal/physical abuse, threatening, aggression, or intimidation. As a school, we are committed to



preventing bullying and stopping it immediately if it occurs. In general, bullying is not a problem at ISKR due to our small, close-knit community. However, the Guidance Counselor leads school-wide bullying prevention efforts and is available to address any instances of bullying or suspected bullying.

## UNIVERSITY COUNSELING

The Guidance Counselor provides ISKR's university counseling services and serves as a resource to students and parents as they approach the university admissions process. The ultimate responsibility for university admissions rests with students and their families. To that end, students are not required to participate in the university counseling program, although a note from parents is required to exempt a student from the program. The Guidance Counselor will send school-related documents to support applications. Even if the student is not making use of the university counseling services, he or she is required to meet the university counseling program deadlines.

**Confidential Information:** Parents and students will be asked to sign a form agreeing that the Guidance Counselor may release confidential information to universities by way of recommendations both from the coordinator and ISKR faculty members. In the Counselor's recommendation, this includes reporting all suspensions and probationary actions on a student's record beginning in 9<sup>th</sup> grade. Since in the majority of countries in which ISKR students attend University it is not possible to access high school recommendations, it is ISKR's policy to keep all letters of recommendation confidential. ISKR faculty members may from time to time and at their discretion share a recommendation with a student, but this choice belongs entirely to the faculty member.

Since the purpose of having a university advising program at a school is to help students gain *entry* to university rather than keep them out of it, the Counselor will notify students and parents if any information will be disclosed in his/her recommendation that he believes will be a potential impediment to the student's admissions chances. This includes reporting disciplinary actions, suspensions, and probationary status. The Counselor will, under these circumstances, advise the student in preparing a written explanation of the situation mentioned in the recommendation that will be sent with the student's application materials. Such a student statement is expected and welcomed by university admissions committees.

Similarly, should the Counselor receive a negative letter of recommendation from a teacher, the Counselor will discuss the letter with the teacher who wrote it, and may suggest that the student find a different teacher to provide the recommendation. This is an extremely rare occurrence.

**Deadlines:** Students are required to meet all stated deadlines for university application purposes. Should a student miss a deadline, the Guidance Counselor may continue to work with the student on a time-available basis, but will give priority to students who are on track with their deadlines.

Students who do not provide teachers with at least two weeks advance notice for recommendations run the risk of the teacher declining to provide the recommendation. ISKR faculty and the Counselor do not write recommendations that are requested late.

In all cases, students need to provide all necessary forms, paperwork, and other information at the time they request the recommendation.

Students are also responsible for meeting registration deadlines for outside university admissions testing.

Parents who have questions about the university admissions process should contact the Guidance Counselor at [rsawyer@iskr.org](mailto:rsawyer@iskr.org).

## **MEDICAL SERVICE**

There is a full time nurse on staff at ISKR. Parents of students are required to complete a health form, including listing any known allergies, as part of the admissions process for each student. This information is needed to insure that students are able to function safely and comfortably in school and at school sponsored events. The Nurse will request updated medical records as needed. Parents will be informed of any major health issues that come to the Nurse's attention.

## **LIFE SKILLS & HEALTH EDUCATION**

Life skills and health education issues are addressed at various times in Secondary School. Some of the information may be delivered through the curricula in Science, Social Studies, English, or Physical Education. In addition, Middle School students will receive instruction in Health topics as part of the Physical Education or Science program. These units will be taught by our PE/Health staff, and sometimes the Guidance Counselor. Information about the curriculum of Health courses will be communicated to parents in advance.

## **LIBRARY & MEDIA SERVICES**

The school has a growing library to which all students have access. All students are responsible for the materials they sign out and are required to pay for missing or damaged materials. Students are expected to return all books by their due dates. School records, including report cards, will not be released until all books are returned.

## **TUTORING**

From time to time, the school may recommend that a student work with a private tutor outside of school hours. The school maintains a list of tutors from parents to use at their own discretion and cost. Members of the ISKR faculty are available on a limited basis to help students outside schedule class time. However, faculty may only charge a fee to tutor students with permission of the Director in order to prevent conflicts of interest.

## **EXTRA-CURRICULAR PROGRAM**

There is an active extra-curricular program for middle and high school students which may include:\*

Model United Nations	Art	Basketball (boys and girls)
Speech & Debate	Photography	Football (boys and girls)
Yearbook	Chorus	Fencing
Student Council	Drumming	Taekwondo

Global Issues  
Dutch School

Drama

Tennis

Students participating in field trips or activities may be asked to pay for travel costs. Parent participation in any of the above activities is welcomed and encouraged.

*\* Some clubs are offered year-round, while others may be offered for one semester or quarter only. These are examples; actual offerings may vary.*

## **STUDENT ACHIEVEMENT AWARDS**

### **Honor Roll**

Selected by the Secondary School Division Coordinator according to the following criteria:

- At least 5 grades of B+ or higher with at least 4 of them in core courses
- No grades below C
- Do major disciplinary problems (Principled, responsible, caring)
- Good attendance

### **Distinguished Honor Roll**

Selected by the Secondary School Division Coordinator according to the following criteria:

- All grades of 90% or higher

### **Outstanding Citizenship Award**

Selected by Secondary School teachers according to the following criteria:

- Consistently exhibits the characteristics of a good community member as noted in the Community Agreement: ***principled, responsible and caring***. Exemplifies the qualities outlined in the ISKR learner profile.
- Good attendance
- Good academic standing
- Nominated by teachers

### **Award for Academic Progress**

Selected at the end of Semester 2 by Secondary School teachers according to the following criteria:

- Must have shown significant improvement in at least two core courses over the course of the year. This is normally evident in grades, but occasionally may be related to a more holistic improvement if clearly demonstrated in action.
- Must have demonstrated hard work to achieve this progress
- Nominated by one or more teachers, approved by all secondary teachers

Honor Roll and Outstanding Citizens are announced at the end of each semester. The award for Academic Progress is given at the end of each school year.

## SECURITY

### DROP OFF AND PICK UP

#### **Drop-off: 7:45 – 7:55am**

When they arrive in the morning, secondary students should get the necessary materials ready for Period 1 and then proceed to their Homeroom. Homeroom runs from 7:55 – 8:03. Students who are not present in homeroom at 7:55 will be considered tardy.

*Students who arrive late to school must be sign in and receive a late slip, then proceed to their class.*

#### **Pick-up: 3:15 – 3:30pm**

All students should be picked up by a parent or designated driver by 3:30pm unless they are participating in afterschool activities.

#### **Road Access**

ISKR uses a one-way system on the road in front of the school. Please enter our road near the Ugandan Embassy and exit on the side street across from the MTN Center. Short-term parking during drop off/pick-up is on the side opposite the school's front entrance.

### SUPERVISION AFTER CLASS

Students at the middle and high school should leave campus after regular school hours unless they have a supervised activity. Students not participating in a club may not remain in the building after 3:30pm without explicit permission and supervision of a teacher. After 17:00 and before 07:15 the next morning the campus is off limits to students without permission and/or direct supervision.

### EMERGENCY DRILLS

Evacuation drills are held regularly and participation by all students and staff is mandatory. A thorough set of instructions is posted and reviewed with students periodically by teachers.

### GENERAL SECURITY

Students are not permitted to leave the campus during school hours without permission of a parent or guardian. Parents who wish to pick up their children before regular dismissal should report to the school office before taking the child from campus. In situations other than an emergency, a note should be sent to the school office requesting early dismissal prior to the student's departure. If a person unknown to the school and other than the parent is to pick up the student, this may only occur by mutual arrangement between the school and the parent. Written permission is required for the release of a student to anyone other than a parent or a designated representative.

### PARENT/GUARDIAN RECOGNITION

Only the parent or legal guardian is recognized to give permission for participation in school

activities, sign forms, write notes of absence, allow students to return home in case of illness and pick up students from school. Any person designated to do so other than the parent/guardian must be communicated to the administration in writing, stating clearly the dates during which the alternate will act as the parent/guardian. Ordinarily, students must be residing with the parent/guardian while attending ISKR, and must have regular supervision. Parents must inform the school in the case of their extended absence from Kigali, including information about their child's caretaker. A student who does not have regular supervision by a parent or guardian may be withdrawn by the School.

## PERSONAL PROPERTY

Students are responsible for their own personal property and for items brought to school. Whenever possible, personal belongings should be labeled. Students found in possession of another student's property without permission may be considered guilty of theft. Students are strongly advised not to bring large amounts of money or valuable property to school. The school will not be responsible for replacing missing items.

## PHOTOCOPIER

The ISKR photocopier/printer is intended for use by teachers, though students may use it to print assignments from time to time. Students may use the photocopier before and after school only. They may not ask for printing in the main business office. If a student desires color copies for a major project, s/he must organize this directly with the teacher of the course. This requires students to plan ahead and take charge of their time management.

## VISITORS

All visitors are required to report to the school secretary after entering the main gate. If something needs to be delivered to a student it should be done only through the school reception. **No parent should seek out a student or teacher without reporting to the school secretary.**

Permission to bring a student guest to school should be sought in advance from the Secondary School Coordinator or School Director. If a student is granted permission to take a guest with him/her during the day, the host should introduce the guest to the Coordinator and the teachers at the beginning of the day. The teacher has the right to not accept a guest into a particular class for educational reasons. Visits should be limited to no more than two school days.

## SCHOOL CLOSURE

The school will provide parents with any necessary emergency closure information. Students will remain on campus until released by school authorities and should be picked up by parents or a designated representative. Written permission is required for the release of a student to anyone other than a parent or a designated representative. Students must remain at school until picked up by an authorized representative.

## **COMMUNICATIONS**

### **CHANNELS OF COMMUNICATION**

We believe that most problems are best resolved at their point of origin, using the following procedure:

1. Speak first to the person closest to the problem, e.g. the classroom teacher. If the concern relates to general school matters, policies or administrative decisions, you should speak to the Secondary School Coordinator.
2. Communicate with the Secondary School Coordinator if the matter has not been resolved at the teacher's level, or with the School Director if it is not resolved at the coordinator's level.

### **COMMUNICATION BETWEEN SCHOOL AND HOME**

A weekly email bulletin is sent home from the office of the School Director. This email contains information about upcoming events. Teachers, students, and parents are invited to include articles and announcements in this publication. Students also receive information by way of daily homeroom announcements and assemblies throughout the year. Teachers can be contacted by email. The Secondary School Coordinator may be contacted by phone or email.

Parents can expect a newsletter from their child's grade level once per quarter. The Secondary School Coordinator will send a bulletin once per month with section-wide news and important information. Teachers will also email individual parents from time to time to share news of academic concerns or student achievement in their courses.

Parents are encouraged to reach out to teachers and to the Secondary School Coordinator at any time in order to remain engaged with their child's learning or in the case of any concerns.

### **PARENT/TEACHER CONFERENCES**

Secondary School parent-teacher conferences are held in November and March. Parents and teachers may schedule other conferences as needed.

### **PARENT / TEACHER ORGANIZATION (PTO)**

The PTO, through the generous support of parent and teacher volunteers, actively supports the school and student programs. Meetings are held regularly during the year and are announced through the school's listserv and separate notes sent home with students. The PTO sponsors or supports numerous activities for the school community throughout the year.

## MISCELLANEOUS

### LOST AND FOUND

Lost and found boxes are located near the secretary's office. Items not collected from lost and found are periodically donated to the school's community service programs.

### PETS

Dogs or other pets are not permitted on school grounds.

### SMOKE FREE CAMPUS

ISKR is a smoke-free workplace. Smoking and the use of tobacco products are prohibited for everybody in or on all school facilities and property.

### LUNCH

Students will eat together at a designated time. Students may bring packed lunches from home, or may purchase hot lunches from our on-site caterer, Food & Stuff. Lunches can be arranged directly with Food & Stuff. Contact: [info@foodandstuff.co](mailto:info@foodandstuff.co).

### LEAVING ISKR

To request withdrawal from school, the parent must notify the administration in writing. If tuition and/or fees or fines have not been paid, school records will not be released. Please allow the school at least 10 days' notice in order to prepare report cards and records.

When families leave Rwanda and apply to other schools around the world, ISKR administration and faculty can write recommendations and proctor other schools' entrance exams on request. Please contact the Secondary School Coordinator in this event.

## WHO'S WHO?

### Secondary School

Mary Powell  
Secondary School Division Coordinator  
[mpowell@iskr.org](mailto:mpowell@iskr.org) or 0783708964

### ISKR Administration

ISKR School Reception  
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### Instructors

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