



International School of Kigali-Rwanda

Engaging Individuals | Encouraging Success | Enriching Global Citizens

Secondary School Parent-Student Handbook

2017 - 2018

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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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 21st 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:

- Internationally-minded** 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.
- Principled** Our students are expected to act with integrity, honesty, and with a strong sense of fairness, justice, and respect for themselves and others.
- Responsible** Our students are expected to take ownership of their actions and the consequences that accompany them.
- Caring** 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.
- Creative** 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.
- Inquirers** 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.
- Communicators** 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.
- Collaborators** 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.
- Knowledgeable** 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.
- Resilient** 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 BACKGROUND & PHILOSOPHY

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.

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.

ACCREDITATION

ISKR is jointly accredited by the Council of International Schools (CIS) and the Middle States Association (MSA-CESS). Our work with these organizations is ongoing and includes self-driven school improvement initiatives as well as regular external review.

SCHOOL GOVERNANCE

The school operates under the leadership of the School Director and the oversight of a Board of Directors. The Secondary School Division 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.

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 is the International Middle Years Curriculum in grades 6 and 7; the IMYC will be implemented in Grade 8 in 2018-2019. The High School curriculum 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- and MSA-accredited high school diploma and many choose to take AP examinations and earn credits toward university. The whole of secondary is built around five core learning areas: Language Arts, Sciences, Social Sciences, Mathematics, and World Languages. These are enriched through additional co-curricular subjects.

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, following the International Middle Years Curriculum (IMYC). Students participate in Drama, Art and Physical Education, and take a technology-based course called P21, which focuses on developing skills needed for success in the 21st century. P21 also focuses on developing these skills within the specific context of Rwanda.

International Middle Years Curriculum (IMYC)

In the IMYC, courses are linked together in interdisciplinary units that share a common theme and a Big Idea with a focus on Learning Goals specific to each discipline. 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.

IMYC interdisciplinary units link the following disciplines: Language Arts, Social Studies, Science, P21 (design & information technology), and Physical Education.

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 in-depth knowledge of key subjects. The high school consists of grades 9 through 12. The curriculum 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, Computer Science, Photography, Rwandan Studies, Sociology, Film Study, and more, on a rotating basis. 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. ISKR's high school curriculum culminates in the AP Capstone Diploma Program.

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.

Studies have shown that all students, even those who do not ultimately pass the AP exam, benefit from the rigors of Advanced Placement courses and show significant growth and development of their learning through the coursework. For this reason, ISKR has an open enrolment policy for AP courses, with no specific minimum grade prerequisites. However, we also want to make sure all of our students are successful in the course of study, so we collaboratively plan student AP course loads carefully with parents & students.

Dispositions of an AP Student

AP students are....

- Motivated & dedicated to their learning
- Committed to hard work and ready to go above and beyond in their readings & research
- Responsible: able to multitask, prioritize tasks, and meet all deadlines
- Prepared and organized
- Skillful in reading & writing

AP Examinations

AP Exams take place during the month of May. It is expected that all students enrolled in an AP course will take the AP exam for that course. During Semester 1, student performance in AP classes will be monitored to ensure enrolled students are coping with the course. Student grades will be evaluated at the end of Semester 1 based on their coursework and a Mock Exam. Recommendations will be made regarding a student's preparedness for the AP exams in May. A decision not to take the final exam in May could result in the removal of the AP designation from student transcripts. ISKR covers the cost of all AP examinations. Students are expected to remain on campus for full school days on exam days.

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

2017-2018

English Language & Composition
Comparative Government & Politics
French Language & Culture
Physics
2D Studio Art
Computer Science Principles

2018-2019

English Literature & Composition
Biology or Chemistry
World History
Spanish Language & Culture
Calculus AB
Research (Capstone Course 2)
Seminar (Capstone Course 1)

AP CAPSTONE DIPLOMA

In 2016-2017, we launched our inaugural year of the AP Capstone Diploma. ISKR is the first school in Africa to offer this new prestigious diploma opportunity offered by the College Board, the American organization responsible for the Advanced Placement program.

To receive the Capstone Diploma upon graduation, students must take two research-based courses: AP Seminar, in which students develop their analytic reasoning and research skills, and AP Research, in which students develop their independent research and writing skills. They must also take and pass four other AP courses of their choosing. All of the AP Capstone Diploma courses are examined externally by the College Board. Candidacy for the AP Capstone Diploma will be discussed with parents and students at end of Grade 9 or the beginning of Grade 10 based on past performance and teacher recommendations.

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

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 one year course earns 1.0 credit; a semester course consists of 60 hours of instruction and earns 0.5 credits). Students must also participate in Service Learning annually.

Minimum Credit Requirements	
Core Courses:	17.0
English	4.0
Math*	3.0
Science*	3.0
Social Sciences	3.0
World Languages	3.0**
Electives:	11.0
Technology/ICT	1.0**
Arts	1.0**
Physical Education	3.0***
Rwandan Studies	0.5
Further Electives	5.5
TOTAL	28.0

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. 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. Discretion students' course enrolment and requirements in their remaining years at ISKR is at the discretion of the Secondary School Coordinator, Guidance Counselor, and final approval of graduates' credits will be made by the Director.

*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 must be enrolled in two semesters of P.E. in grades 6 – 10.

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.

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, counselor/principal recommendations, information from parents, and tests administered by ISKR, particularly in mathematics and English proficiency. 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.

SERVICE LEARNING

Service learning at ISKR is about developing new skills and understanding through empowering communities. The High School students at ISKR are expected to take part in service learning by developing their own ideas and carrying out their own project. Completion of service learning projects each year is an important part of the ISKR High School graduation requirements.

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 our local community, national community.
- To be a part of the ISKR vision - to enable our students to become lifelong learners ready to make a difference within their respective communities.

Program Requirements

Service Component

This part is up to the students and the ideas/projects they want to pursue. However, students must do the following:

- The service project must be ongoing. At least one semester of service with the same organization completed at regular intervals (weekly, fortnightly, monthly)
- Students must complete the five stages of service learning.

Learning Component

Students will complete a reflective project that includes 5 stages:

1. **Investigation and inventory** - thinking about their skills, interests and skills they wish to develop. Then they need to investigate needs in their local or wider community that interest them. Finally come up with ideas of how they can use their skills to positively impact others in their communities.
2. **Planning and Preparation** - Students must write a 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.
3. **Action** - carry out the planned project and at the same time keep a reflective journal throughout the course of the project.
4. **Reflection** - A final reflection about the project answering the following questions:
 - a. What have I learned?
 - b. Did the project meet my expectations? Would I change anything?
 - c. How has it changed me or made me think differently?
 - d. What have I gained from this experience?
5. **Demonstration and Communication** - Students will have opportunities to share their experiences with the school and wider community.

Graduation requirements

Students in Grades 9 and 10 are required to take part in service learning and will be guided through stages 1, 2, 4 and 5 of the learning component, during school hours. Grades 11 and

12 are required to independently complete the five stages of service learning over one semester by using their own initiative and skills to find a service project.

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 of students' knowledge, skills, and understandings 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. Reports are based on a combination of these assessments.

REPORTING

Scores composed of the formative and summative assessments listed above are awarded for all ISKR Secondary School courses and reported quarterly. Students will receive progress reports halfway through each semester (Quarters 1 & 3) containing comments, course descriptions, and a score/grade (see below) representing student work up to that point. At the end of Semester 1, students will receive report cards containing a final score/ grade for the semester. At the end of Semester 2, students will receive a report card containing a final score/grade for the year. Because we believe teacher comments on reports cards are aimed at providing meaningful feedback to students that should be implemented immediately, the final report card of the year will not contain comments.

Middle School (International Middle Years Curriculum)

In each of their classes, Middle School students are assessed on the IMYC Learning Goals, which cover knowledge, skills and understandings within a range of Strands. Report cards will contain a score for each Strand. These are reported using a 5-point scale where 3 is considered the target for all students by the end of the year. Scores are determined using IMYC rubrics and represent the level at which a student regularly demonstrates mastery of the Learning Goals in a specific Strand.

1	2	3	4	5
Rarely demonstrates knowledge or skills for learning goals, even with significant support	Progressing toward the expected knowledge or skills inconsistently or with significant support	Usually demonstrates knowledge and skills without teacher support	Consistently demonstrates knowledge and skills without teacher support.	Consistently and independently applies knowledge and skills.

For example, in Social Studies, which includes Learning Goals for History and Geography, student assessment will be reported on the 1 - 5 scale for the following Strands: Historical Knowledge, Historical Analysis, Research & Interpretation, Human & Environmental Interactions, Geographic Knowledge, Geographic Tools, Geographic Analysis.

High School

In high school, students receive percentage-based grades using the scale below. Grades are

reported cumulatively, so the final grade is a reflection of all assessments completed within the year (or semester, for a one-semester course). Grades are used to calculate and report GPA (see below).

TRANSCRIPTS & GRADE POINT AVERAGE (GPA)

Transcripts of all courses for grades 9 – 12 will be compiled for all students. These are accepted by other secondary schools for transfer around the world as an official academic record. They are also used for university applications. Transcripts may be requested from our Registrar up to 10 years after a student’s intended year of graduation.

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

ISKR transcripts include a calculated Grade Point Average (GPA). GPA is computed on a 4-point scale using quality points. Beginning with grade nine, all subjects taken at ISKR, whether passed or failed, are included in the computation. Grades are recorded on the transcript and GPA is computed following each report issued. Official transcripts calculate GPA based on the final grade reported for each course. We do not report class rank, GPA range, or standardized test scores due to our small class sizes. We do not use different weighting for AP courses.

INCOMPLETE WORK

Students who, for reasons of health or family problems, are absent over an extended period of time up to one week should make immediate arrangements with each teacher directly for make up work. Students who will be absent for longer than one week due to a family or health emergency should communicate with the Secondary School Division Coordinator to discuss alternative learning arrangements. 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 at the Director’s discretion.

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 maintained on Seesaw with the guidance of the student’s Advisor and are available for parents to access through the year. Archived portfolio links can be shared with parents and students’ future schools. 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 the Learning Goals or 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 Learning Goals/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:

Assessment Portfolio Minimum Requirements & Examples		
	Requirement	Examples or explanation
Literacy	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	- Any piece of writing that includes pre-writing, drafting, editing, and a final copy - May be submitted as another writing sample (e.g. Persuasive Writing Sample may show the complete writing process)
	Expository Writing	- An expository essay - May come from ELA or another content area
	Persuasive Writing	- A book review - A persuasive essay - A written speech or debate - May come from ELA or another content area
Numeracy	Summative or Cumulative Assessment	- One summative or cumulative assessment that targets specific standards - Should include the standards targeted
Science	Experimental Design	- Lab report - Group or individual report/project
World Languages	Proficiency in a World Language other than English (or English for ELL)	- A piece of writing - A summative or cumulative assessment
Miscellaneous	Oral Communication	- 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	Grades 9 & 10	Grades 11 & 12
1 st Documented Offense: <ul style="list-style-type: none"> • Student must redo the assignment • Letter to parents 2 nd Documented Offense: <ul style="list-style-type: none"> • Zero credit for the assignment • Parent conference • Letter included in student file 3 rd Documented Offense: <ul style="list-style-type: none"> • Zero credit for the 	1 st Documented Offense: <ul style="list-style-type: none"> • Zero credit for the assignment • Letter to parents • Documented in the student's file 2 nd Documented Offense: <ul style="list-style-type: none"> • 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 rd Documented Offense:	1 st Documented Offense: <ul style="list-style-type: none"> • Zero credit for the assignment • Parent conference • Letter included in the student's file 2 nd Documented Offense: <ul style="list-style-type: none"> • Zero credit for the assignment • Parent conference • Suspension from school • Universities notified by the counselor 3 rd Documented Offense: <ul style="list-style-type: none"> • Student removed from AP options

assignment <ul style="list-style-type: none"> • Parent conference • Student suspended from school for one day, record included in student file 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Student ineligible for extra-curricular activities for one term 3rd Documented Offense: <ul style="list-style-type: none"> • 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
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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...
 - a. Middle School (IMYC)
 - i. 1s in a majority of Strands in one or more core courses
 - ii. 2s in a majority of Strands in three or more core courses
 - iii. at the discretion of the Secondary School Division Coordinator, Guidance Counselor and/or Director.
 - b. High School
 - i. one or more grades in the D range in core courses.
 - ii. at the discretion of the Secondary School Division Coordinator, Guidance Counselor and/or Director.
3. Students, their parents and their teachers will be informed in writing. The Guidance Counselor and/or Learning Support Specialist will work with the student to set personal goals for their learning for the subsequent grading period. Guidance Counselor and/or the Learning Support Specialist.
4. Students on Academic Supervision will be conditionally eligible to participate in extra-curricular activities, but the administration reserves the right to keep a student from participation in extra-curricular activities if it is deemed necessary for their learning.
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 progress, the student may 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 work regularly with the Guidance Counselor and/or Learning Support Specialist to review their academic progress. At the end of the next grading period, a formal review of the student's progress will be conducted.

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

Students placed on Academic Probation may not be eligible to participate in any non-academic extra-curricular activities.

A formal discussion with the Director, Secondary School Division Coordinator, Guidance Counselor and/or Learning Support Specialist will take place at the end of the academic year to discuss promotion to the next grade level.

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 may not be allowed to participate in athletic teams or activities at the discretion of the Secondary School Division Coordinator, Director and Athletic Director.

Athletes are expected to adhere completely to the ISKR Athletic Handbook.

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 regularly scheduled classes, 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.

FINAL EXAMINATIONS (Grades 8 - 12)

Semester 1 Exams

Final exams will be held for core courses (Math, Language Arts, Sciences, Social Studies, and World Languages) during the last week of the first semester. During the exam week no HS athletic/activity practices, performances and/or events will be scheduled.

Grades 6 - 7	Grade 8	Grades 9 - 12
<i>No formal examination but tests can be given in class as part of regular, ongoing assessment.</i>	Covers material from Semester 1 Exam grade weighted with other assessments to establish highest level of sustained achievement for the final year-end grade Scheduled during regularly scheduled class periods.	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 Students may leave school after their exams are completed each day and do not need to report to school if they do

		not have an exam. Exam grade will be recorded on report cards in addition to the Semester 1 Final Grade.
AP Students Students enrolled in AP options will take a mock exam during the Semester 1 examination period in lieu of a traditional exam.		

Semester 2 Exams

Semester 2 final exams will be held for core courses (Math, Language Arts, Sciences, Social Studies, and World Languages) during the penultimate week of school. During the exam week no HS athletic/activity practices, performances and/or events will be scheduled.

Grades 6 - 7	Grade 8	Grades 9 - 12
<i>No formal examination but tests can be given in class as part of regular, ongoing assessment.</i>	Covers material from Semester 2 Exam grade weighted with other assessments to establish highest level of sustained achievement for the final year-end grade. Scheduled during regularly scheduled class periods.	The exam may cover material from the entire year and is 2-3 hours in duration. The final exam will account for 20% of the Semester 2 grade. Students may leave school after their exams are completed each day and do not need to report to school if they do not have an exam. Exam grade will be recorded on report cards in addition to the Semester 1 Final Grade.
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: <ul style="list-style-type: none"> 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	Optional
Water bottle Pencils & sharpener Pens Erasers Pencil case A4 Two-ring binders (2 large or 6 small)	Calculator (Precalculus/Calculus students: Graphing calculator) Extra notebooks Personal electronic device (Laptop computer or tablet) Markers

A4 Subject dividers A4 Folders (8, or accordion file with 8 slots) A4 Notebooks (at least 6) Backpack	Colored pencils Highlighter Glue stick Scissors
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HOMWORK 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/scores.

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	Grades 7-8	Grades 9/10	Grades 11/12
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.	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.	The teachers of the core five academic subjects (Language Arts, Social Studies, Math, Science, World Languages) may assign an average of 3-3½ hours homework over a two-week period. Teachers of other subjects may assign homework from time to time. This means that Grade 9/10 students should receive an average of 2-2½ hours of homework per day (5 days per week) or slightly over that amount.	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). AP Courses may have a higher workload.

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
- Grade 10 students may receive homework assignments if they are enrolled in AP courses
- Grades 11-12 may receive other homework assignments

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.

HOMEWORK 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. 1s in a majority of Strands 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 Division 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.

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 7.5-8 classes per year in Grades 9 & 10, and a minimum course load of 6.5 - 7 courses per year in Grades 11 & 12;
3. meet the program's expectations for service learning.
4. Receive passing grades in all core academic subjects.

If a student fails (*academic grade of 59% 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 Division Coordinator, the Counselor and the teachers to determine whether the student will be promoted. 'Failed credits' in core courses must be made up in order to meet ISKR's graduation requirements.

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 Division 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. All field trips linked to the curriculum within Rwanda will be paid for by the school. It is therefore expected that all students attend field trips except under extenuating circumstances. Please see the school's field trip policy for further details.

ISKR Secondary students will all go on one overnight trip within Rwanda each year in grade-level groups. In 2017-2018, the field trips will take place November 27 – 29.

G6: Bugesera Fish Farm

G7: Akagera

G8: Nyungwe Forest

HS: Virunga or Musanze

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 & RESPONSIBILITIES

ISKR believes that all children have the right to learn and adheres to the UN Convention on the Rights of the Child.

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 their 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 to help them learn.

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 and to adhere to the ISKR Community Agreement. 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.

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

Disciplinary Guidelines

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

- 1st Occurrence – teacher intervenes directly with student
- 2nd Occurrence – teacher intervenes directly with student and informs parents and Secondary School Division Coordinator; Meeting with parents may be requested
- 3rd Occurrence – student referred to School Director; incident documented in student file

Major Incident

- Student referred to the Secondary School Division 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.

Underlying Value	Negative Examples	Possible Consequences May Include...		
		1 st Offense	2 nd Offense	3 rd Offense
PRINCIPLED	Plagiarism / cheating	Please refer to the Academic Honesty policy		
	Being dishonest / Lying	<ul style="list-style-type: none"> • Verbal warning • Formal apology • Teacher contacts parents and cc's admin • Possible referral to administration 	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Detention • Formal apology • Possible suspension 	<ul style="list-style-type: none"> • Referral to administration • Parent conference • Behavioral supervision • Formal apology • Suspension • Possible expulsion
	Stealing	<ul style="list-style-type: none"> • Referral to administration • Replace stolen goods • Formal apology • Suspension • Parent conference • Possible expulsion 	<ul style="list-style-type: none"> • Referral to administration • Replace stolen goods • Formal apology • Extended suspension • Parent conference • Possible expulsion 	<ul style="list-style-type: none"> • Referral to administration • Replace stolen goods • Formal apology • Parent conference • Recommend expulsion
	Fighting	<ul style="list-style-type: none"> • Referral to administration • Formal apology • Suspension • Counseling • Parent conference • Possible expulsion 	<ul style="list-style-type: none"> • Referral to administration • Formal apology • Extended suspension • Parent conference • Counseling • Possible expulsion 	<ul style="list-style-type: none"> • Referral to administration • Formal apology • Parent conference • Recommend expulsion
	Harassment or bullying on the basis of culture,	<ul style="list-style-type: none"> • Referral to administration • Formal apology 	<ul style="list-style-type: none"> • Referral to administration • Formal apology 	<ul style="list-style-type: none"> • Referral to administration • Formal apology

	gender, race, religion, sexual orientation, nationality, etc	<ul style="list-style-type: none"> • Suspension • Counseling • Parent conference • Possible expulsion • Behavioral Supervision 	<ul style="list-style-type: none"> • Extended suspension • Behavioral Probation • Parent conference • Counseling • Possible expulsion 	<ul style="list-style-type: none"> • Parent conference • Recommend expulsion
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Underlying Value	Negative Examples	Possible Consequences May Include...		
		1 st Offense	2 nd Offense	3 rd Offense
RESPONSIBLE	Vandalism	<ul style="list-style-type: none"> • Referral to administration • Student to repair and/or cover costs • Formal apology • Possible suspension 	<ul style="list-style-type: none"> • Referral to administration • Student to repair and/or cover costs • Formal apology • Suspension • Parent conference 	<ul style="list-style-type: none"> • Referral to administration • Student to repair and/or cover costs • Formal apology • Recommend expulsion
	Dress Code Infractions	<ul style="list-style-type: none"> • Student asked to change - extra clothes in the office 	<ul style="list-style-type: none"> • Referral to administration • Student asked to change - extra clothes in the office 	<ul style="list-style-type: none"> • Referral to administration • Contact parents and student sent home
	Disrupting class	<ul style="list-style-type: none"> • Verbal warning • Sent out of class 	<ul style="list-style-type: none"> • Sent out of class • Break/lunch/after school detention with teacher • Teacher contacts parents and cc's admin 	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Placed on behavioral supervision • Possible suspension
	Skipping class	<ul style="list-style-type: none"> • Referral to administration • Detention • Contact parents • Counseling 	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Suspension 	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Suspension • Attendance contract
	Late for class	<ul style="list-style-type: none"> • Teacher documents to administration 	<ul style="list-style-type: none"> • Teacher documents to administration 	<ul style="list-style-type: none"> • Detention
	Rough behavior	<ul style="list-style-type: none"> • Verbal warning 	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Detention • Counseling 	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Placed on behavioral supervision • Possible suspension
	Use of cell phone without explicit permission	<ul style="list-style-type: none"> • Cell phone taken for day 	<ul style="list-style-type: none"> • Referral to administration • Contact parents 	<ul style="list-style-type: none"> • Cell phone kept during school hours for period of one week
	Tobacco	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Possible suspension 	<ul style="list-style-type: none"> • Referral to administration • Parent conference • Suspension 	<ul style="list-style-type: none"> • Referral to administration • Parent conference • Extended suspension
	Using / Possessing Alcohol	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Suspension • Counseling • Possible expulsion 	<ul style="list-style-type: none"> • Referral to administration • Parent conference • Extended suspension • Counseling • Possible expulsion 	<ul style="list-style-type: none"> • Referral to administration • Parent conference • Recommend expulsion
	Using / Possessing / Selling Illegal Drugs	<ul style="list-style-type: none"> • Referral to administration • Notify authorities • Notify parents • Recommend expulsion 		
Violation of the	<ul style="list-style-type: none"> • Referral to administration 	<ul style="list-style-type: none"> • Referral to administration 	<ul style="list-style-type: none"> • Referral to administration 	

	Acceptable Use Policy	<ul style="list-style-type: none"> • Student to repair and/or cover costs • Contact parents • Suspension • Counseling • Formal apology • Possible suspension 	<ul style="list-style-type: none"> • Student to repair and/or cover costs • Formal apology • Parent conference • Extended suspension • Counseling • Possible expulsion 	<ul style="list-style-type: none"> • Student to repair and/or cover costs • Formal apology • Recommend expulsion
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Underlying Value	Negative Examples	Possible Consequences May Include...		
		1 st Offense	2 nd Offense	3 rd Offense
CARING	Littering / Disregards for physical environment	<ul style="list-style-type: none"> • Verbal warning • Student to clean up 	<ul style="list-style-type: none"> • Referral to administration • Student to clean up • Detention 	<ul style="list-style-type: none"> • Referral to administration • Student to clean up • Detention • Possible suspension
	Being rude / disrespectful	<ul style="list-style-type: none"> • Verbal warning • Formal apology • Possible referral to administration • Possible suspension 	<ul style="list-style-type: none"> • Referral to administration • Formal apology • Contact parents • Possible suspension 	<ul style="list-style-type: none"> • Referral to administration • Formal apology • Contact parents • Placed on behavioral supervision • Possible suspension
	Intimidation, bullying, or abusive behavior	<ul style="list-style-type: none"> • Referral to administration • Formal apology • Contact parents • Possible suspension • Counseling 	<ul style="list-style-type: none"> • Referral to administration • Formal apology • Contact parents • Placed on Behavioral Supervision • Suspension • Counseling 	<ul style="list-style-type: none"> • Referral to administration • Formal apology • Parent conference • Recommend expulsion
	Inappropriate displays of public affection	<ul style="list-style-type: none"> • Verbal warning 	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Possible suspension 	<ul style="list-style-type: none"> • Referral to administration • Contact parents • Placed on behavioral supervision • Suspension

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.

ISKR CHILD PROTECTION POLICY

Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development. The International School of Kigali-Rwanda (ISK-R) endorses the UN Convention on the Rights of the Child, of which our host country, Rwanda, is a signatory.

Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who are in need of help and protection. As such, educators have a professional and ethical obligation to identify children who

are in need of help and protection and to take steps to ensure that the child and family avail themselves of the services needed to remedy any situation that constitutes child abuse or neglect.

All staff employed at ISK-R must report suspected incidences of child abuse or neglect whenever the staff member has reasonable cause to believe that a child has suffered or is at significant risk of suffering abuse or neglect. Reporting and follow up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative regulations respective to this policy. Furthermore, cases of suspected child abuse or neglect may be reported to the appropriate employer, to the respective consulate in Kigali, Rwanda, to the appropriate child protection agency in the home country, and/or to local authorities.

The International School of Kigali-Rwanda seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives. As such, ISK-R will distribute this policy annually to all parents and applicants, will communicate this policy annually to students, will provide training for all staff, will make every effort to implement hiring practices to ensure the safety of children, and will review the policy annually for compliance and effectiveness. In the case of a staff member reported as an alleged offender, ISK-R will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority.

Safeguarding policy

ISKR's safeguarding policy articulates the ways in which the school promotes children's safety and wellbeing:

- Sharing information about child protection and good practice with children, parents and carers, staff and volunteers. All parents/guardians will be made aware of the child protection policy and given the chance to request a copy;
- Training teachers and staff to differentiate between child protection and safeguarding concerns.
- Teachers and staff will have an understanding of their roles and responsibilities in child protection and safeguarding and know who the key people are in relation to child protection and safeguarding.
- Teachers and staff will identify the signs and symptoms of abuse or any concerns in relation to safeguarding.
- Teaching students how they can keep themselves safe.
- All teachers, staff, and assistants have a responsibility to promote and ensure the safety of children - Safeguarding is a shared responsibility.
- Providing effective management for staff and volunteers through support, supervision and training;
- Having a cultural understanding regarding the handling of children and child rearing practices.
- Inculcating a clear understanding of the importance of confidentiality
- All teachers, assistants, and staff will engage with students in the following ways:
 - *Develop a safe and trusting relationship*
 - *Attend to student needs in a developmentally appropriate manner*
 - *Interact with students in a safe and developmentally appropriate manner.*

Laws governing this policy:

Article 1 of the UN Convention on the Rights of the Child

Article 2 of the African Charter on the Rights and Welfare of the Child

Rwandan Law N0. 27/2001 (revised) on Rights and Protection of the Child Against Violence and Article 3 (10) of the draft law the rights and the protection of the child.

Article 19 of Convention on the Rights of the Child

Article 16, Protection Against Child Abuse and Torture (UN CRC #19) The African Charter on the Rights and Welfare of the Child,
Article 27 of the African Charter; Sexual Exploitation

ISKR will also make reviews of policy and procedures based on our accrediting bodies' (CIS/MSA) advice and recommendations.

How is abuse and neglect defined at ISKR?

Definitions of abuse are complex and based in various cultures of child-rearing behaviors, gender and role responsibilities and expectations. The primary determination of abuse is that it is dependent on some form of a relationship that is used to meet the need of the more powerful person, either a member of the family, a teacher, or a friend. Research guides much of the definitions that are based in understanding the impact of certain behaviors.

According to the World Health Organization, child abuse constitutes, "all forms of physical and/or emotional ill treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power."

It is important to note that:

- A person may abuse a child by inflicting harm, or by failing to act to prevent harm.
- Children may be abused in a family or in an institutional (e.g. school) or community setting;
- Children may be abused by individuals known to them, or, more rarely, by a stranger.
- Often children may experience multiple forms of abuse simultaneously, further complicating the problem.
- Most child abuse is inflicted by someone the child knows, respects or trusts.
- These symptoms could also indicate harm to self, such as, cutting and suicide ideation

Source: World Health Organization

There are various forms of abuse, namely physical, sexual, emotional, and neglect. Sexual and commercial exploitation and peer on peer abuse are all recognized by ISKR as forms of abuse.

The people responsible for child protection at ISKR are:

Director - Seamus Hennessy
Counsellor - Shelley-Ann Francis
Board of Directors child protection lead - TBC
Policy adopted: June 2017

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. Middle School suspensions may be reported on recommendation forms to other schools at the discretion of the administration.

EXPULSION

A student recommended for expulsion will have a hearing in which the Director, the Secondary School Division 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.

Our academic calendar is published far in advance on the school website. We expect families to use this calendar and plan travel accordingly.

Attendance Policies

1. Absences may be classified as either Excused or Unexcused
 - o 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.
 - o In order for an absence to be excused, the school must receive appropriate documentation from the parent or guardian immediately upon return to school –
 - o Must report to the Business Office at info@iskr.org or the Secondary Coordinator at mpowell@iskr.org.
 - o 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.**
 - o A student with more than 10 Unexcused Absences in any one yearlong course may not receive credit for that course.
 - o 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.**
 - o A student with more than 20 absences in any one yearlong course may not receive credit for that course.
 - o 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 blocks to be marked Present for the day.
9. A student must be marked Present in order to participate in extracurricular activities that day.
10. Students who are not in class on time, for classes throughout the day, will be marked as Late.
 - o **Three (3) Lates will be counted as an Unexcused Absence on report cards.**
11. Excused Lates will be recorded for illness, emergencies or other extenuating circumstances if notified by parents by phone or in writing.

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 and receive a pass to class.
 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 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 Division 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 Division 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 Division Coordinator.

The progress of students on behavioral supervision will be reviewed throughout the year in accordance with their supervision contracts.

1. If the goals have been met, the student will no longer continue on behavioral supervision.
2. If there has been significant progress made in achieving the goals, then new goals and a new timeline will be set.
3. 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 Guidance Counselor.

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-disruptive, and appropriate and safe for the specific learning environment. Given the multicultural and multiethnic community we live in and our context in Rwanda, special guidelines apply that show respect for others. The dress code applies to all students, regardless of gender, age, or cultural background.

Some specific guidelines include:

- Shorts and skirts should be of modest length; this is generally considered to be at least mid-thigh
- Avoid items of clothing with potentially offensive slogans or drawings, or with references to alcohol, drugs, violence or sex
- Clothing should adequately cover midriffs, hip bones, and undergarments
- Appropriate clothing, as described by the teachers, must be worn for Drama, PE, and Science/technology classes
- Hairstyles must be safe, especially for work in the art room, Science Lab, PE fields, and Maker Space
- Body piercings can present health and safety hazards, especially in the art room,

Science Lab, PE, and Maker Space. Teachers may ask students to remove piercings if, in their opinion, health and safety may otherwise be compromised.

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 Division Coordinator and Director. 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 & TECHNOLOGY USE AND ABUSE

Recognizing that we live in a technology-driven information age, ISKR students will become proficient and safe users of technology to allow them to demonstrate the characteristics of an ISKR learner (Internationally-minded, Principled, Responsible, Caring, Creative, Inquirers, Communicators, Collaborators, Knowledgeable, Resilient). We also recognize that, for most of our students, technology is a tool for learning rather an end in itself.

Information and Communication Technology (ICT) covers a wide range of resources including web-based and mobile learning. Currently the internet technologies students are using, both inside and out of the classroom, include (but are not limited) to:

- Websites
- Learning Platforms and Virtual Learning Environments (Google Classroom, Edmodo, Seesaw, Kerboodle, etc...)
- Email and Instant Messaging
- Chat Rooms and Social Networking
- Blogs and Wikis
- Podcasting
- Video Broadcasting
- Music Downloading
- Gaming
- Mobile devices and Smart phones with text, video, web functionality
- Internet connected TV

While these ICT Resources can be exciting and beneficial both in and out of the context of education, all users need to be aware of the range of risks associated with the use of internet technologies.

At ISKR, we understand the importance and responsibility to educate our students in Digital Citizenship issues and internet safety. We aim to teach our students appropriate behaviors and critical thinking to enable them to remain both safe and legal when using internet related technologies, in and beyond the context of the classroom.

ISKR is committed to providing students and staff with quality internet access as part of the teaching-learning experience. Technology is used to promote student achievement and is a necessary tool to support staff in their professional work.

Complete details of these policies can be found ISKR's Digital Citizenship and Internet Safety Policy Handbook, but some important details are below:

Google Classroom

ISKR uses G-Suite for Education by Google to communicate, collaborate, organize and share information within ISKR. The core services are Gmail, Calendar, Classroom, Contacts, Drive, Docs, Forms, Groups, Sheets, Sites, Slides, Talk/Hangouts and Vault. G Suite core services contain no advertising and do not use information in those services for advertising purposes.

ISKR provides every student in grades K-12 with a personal Google account, recognizable by the iskr.org address. This account is an essential communication route between students and teachers, especially as it integrates with a range of Google applications frequently used in the classroom.

The iskr.org account provides each student with unlimited storage. This allows students to keep documents in “the cloud” and therefore access them from any location with internet access. Students are strongly encouraged to store their learning using their iskr.org Google account. Many teachers will keep learning resources in “the cloud” and share these with students. Teachers will also use the Google environment for a range of e-learning activities which includes submission of assignments.

Google is committed to protecting the privacy and security of all its users, especially students. You can read more about G Suite’s Terms of Services and Privacy Policy here: <https://edu.google.com/trust/>

Email

1. Students may only use approved email accounts in school. It is recommended that all staff and students use their assigned iskr.org Google email.
2. Students must immediately tell a teacher if they receive an offensive email.
3. Students must not reveal personal details of themselves or others in email communication or arrange to meet anyone without specific permission.
4. The forwarding of chain mail and advertisements is not permitted.
5. ISKR provides every student in grades K-12 with a personal Google account, recognizable by the iskr.org address. Grades 4-12 have the ability to use this account for email. Permissions and settings of these email accounts are controlled and monitored by ISKR.
6. Messages sent from iskr.org email addresses should not include content that would reflect poorly on the sender or ISKR.

Social Media

1. Students and parents should be advised that the use of social network is inappropriate for early childhood and elementary age students. For most social networking sites you must be at least 13 years of age to create an account.
2. Secondary students are expected to refrain from accessing social network sites during school hours unless expressly asked to do so as part of a class activity.
3. Where online tools are used to share information with students or about the class or school, appropriate care must be taken regarding content and security. Specifically, no photos should include names of the students or contact details.
4. Staff members are instructed not to initiate or accept social media “friend” requests from current students (of any age) or former students under the age of 18.
5. Staff members are discouraged from “friending” parents of current or perspective students due to inherent conflicts of interest that may arise.
6. On most sites, privacy settings can be changed at any time to limit search ability and access to profiles. Students should be prudent in allowing access to their online content.
7. Students will be advised that sending abusive messages or images in any online format will be considered as bullying and will be dealt with accordingly.
8. Students are asked to report any incidents of online bullying to the school.
9. If staff or students discover unsuitable sites, the URL must be reported to a member of ICT immediately.

Internet Access

All staff and students (with parent/guardian) must read and sign an “Acceptable Use Agreement” policy before using any ISKRNET resource.

1. All access to the ISKR internet will be monitored. Staff and students will be informed of this.
2. ISKR will take all responsible precautions to ensure that users access only appropriate materials. However, due to the global and connected nature of internet contact, it is not possible to guarantee

that access to unsuitable material will never occur via a school device. Therefore, the school cannot accept liability for the material accessed or any consequences resulting from internet use.

3. Complaints of internet misuse will be dealt with by the ISKR Counselor and Administration team.
4. Any complaints about misuse by staff will be referred to the Director.
5. Internet safety rules will be posted in all classrooms.
6. Instruction in safe and responsible internet use should precede internet access.

Acceptable Use Policy (Grades 4 - 12)

All faculty, staff, and students sign ISKR's Acceptable Use Policy at the beginning of each year or when they arrive at the school midyear. Abuse of the school's internet and digital resources will result in serious consequences as outlined in the Community Agreement.

Directions: *After reading the ISKRNET Acceptable Use Policy please fill and sign the agreement section. If you have any questions about this agreement, please consult the IT Coordinator. ISKRNET is defined as the IT infrastructure of the school and consists of all computer/device related hardware, software, network, Internet and related IT services.*

ISKRNET Acceptable Use Policy

The use of ISKRNET must be to support the mission and educational goals of ISKR. The purpose of ISKRNET is to support and enrich the school's educational program and to **support and promote student learning at ISKR**. ISKRNET provides access to electronic resources and technologies to enhance the learning and teaching environment, and to empower its users through the use of technology. ISKRNET users are expected to follow the guidelines of this policy. These include (but are not limited to) the following:

- > Do use all ISKRNET facilities, resources and services responsibly and ethically.
- > Do be sensitive to cultural, religious and political differences when communicating through ISKRNET services.
- > Do respect the privacy of all ISKRNET user data and work spaces.
- > Do maintain the integrity of ISKRNET by not attempting to modify system settings or installing programs.
- > Do help by reporting suspected viruses, spyware and other malware.
- > Do give credit for the use of intellectual property and respect and adhere to copyright laws.
- > Do consult the IT department / teachers when in doubt or when you need something.
- > Do not access or use another user's account.
- > Do not share personal information online without first checking the authenticity of the requesting source.
- > Do not use email or related messaging services to send inappropriate messages.
- > Do not propagate chain letters, political, religious or any other inappropriate materials, messages or attachments.
- > Do not use ISKRNET in any manner that might disrupt the stability and/or performance of the network (e.g. downloading or sharing files over the Internet; sending mass or chain e-mails, installing software without approval, opening unknown e-mail attachments, streaming non-educational video or audio, playing online games etc.).
- > Do not store, share or transmit inappropriate materials such as political propaganda, threatening, pornographic, racist, sexist or violent materials over ISKRNET facilities or services.
- > Do not use ISKRNET for commercial activities, including product advertisement, political or religious lobbying.
- > Do not deliberately transmit known harmful files and attachments such as viruses, spyware or malware.
- > Do not install illegal pirated software on any ISKRNET computer.
- > Do not download or install unapproved files or programs such as music, video, EXE, games, utilities etc.
- > Do not use any unapproved online messaging, chatting, peer-to-peer sharing, voice-over-IP

(SKYPE etc.) communicating or other online service deemed inappropriate or disruptive to the ISKRNET network.

- > Do not post anything online that could in any way pose a risk to you, others or the school.

Reliability - ISKR makes no warranties of any kind, whether expressed or implied, for the service it is providing. ISKR will not be responsible for any damages.

Security – User and data security on the ISKRNET network is a high priority. If you feel you can identify a security problem on ISKRNET, notify a member of the IT department immediately. Do not demonstrate the problem to other users. Do not give your password or allow another individual to use your account. Do not leave your account logged on when you leave the computer. Do not attempt to log into the system as any other user.

Vandalism - Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy systems, equipment or data on the ISKRNET network.

Updating User Information - ISKRNET system administrators may occasionally need to update your account profile to update the system.

Software Configuration – All ISKR computers on ISKRNET are configured using a standard set of approved software. ISKR does not allow the installation of any illegal (pirated) or personal software (search bars, games, etc.) because it may result in a security breach and/or cause conflicts with the pre-installed software. The IT department will fully re-clone the computer (with the possibility of losing valuable data) in the event of a malfunction.

Data Backups – ISKR is not responsible for any loss of service or data. While the IT department makes every attempt to back up your network data folders it is also your responsibility to maintain your own backups of important data files to prevent data loss.

Printing and Copying – While ISKR provides printing and copying services we encourage you to explore how you can use ISKRNET resources and services such as Google Classroom and Drive to reduce the amount of printing and copying.

***Note:** Please understand that the use of ISKRNET is a privilege and not a right and is provided to meet the goals of the school and should not be considered private and confidential. ISKRNET may be monitored for inappropriate use at any time to maintain its stability, integrity, reliability and security. When in doubt do not hesitate to consult the IT department. These guidelines are subject to change as the need arises to ensure that we keep abreast with technological developments and threats, while providing the best facilities and services within a safe and secure environment for all ISKRNET users.*

ISKRNET Acceptable Use Policy AGREEMENT

I have read the ISKRNET Acceptable Use Policy. I understand and will abide by the stated policy and I further understand that violation of the policy may result in the cancellation of my rights to use the ISKRNET network. I accept that I am responsible for all information that I post to the internet whether I do so on campus or outside of school. I will not use technology to harass or bully another person. I understand that if I post information that is deemed by the school to harass, defame, insult or intimidate a member of the school community or the school itself I 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 21st 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.

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. See ISKR's Digital Citizenship and Internet Safety Policy Handbook for complete details of our photography policies.

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: safely stowed in lockers, with them at all times, 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. ISKR provides lockers to students in order to help mitigate the risk of lost or stolen belongings, but the ultimate responsibility is the individual's.

LOCKERS

Every Middle School and High School student is assigned a locker in the school hallways. The purpose of the locker is to protect personal possessions and to enable students to maintain organization and storage of their learning supplies & texts.

Thefts do occur and students should use their lockers to secure valuables. 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.

ISKR provides all ISKR students with combination locks for their lockers. These locks will be checked out to students at the beginning of the year. Students must not share their combination with anyone except a parent or guardian. Loss of an ISKR lock will result in fines and possibly the loss of a lock privilege depending on the circumstances.

Students are expected to keep lockers clean at all times and must not leave food or drinks in their lockers overnight. Unkempt or smelly lockers may result in the loss of the privilege of using an ISKR locker. The administration retains the right to open and search student lockers at any time if deemed necessary.

OFF-CAMPUS 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, seniors are allowed to leave campus during lunch and study hall provided they have no other obligations. These students must, under

no circumstances, be late for their next class. This privilege is only extended to students in good academic standing (See Academic Standing).

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 without this form.

TEXTBOOKS AND OTHER MATERIALS

Textbooks 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

SUPPORT STRUCTURES FOR STUDENTS

Each student in the Secondary School is a member of an advisory group. Students who have a problem, either academic or person, can bring it to the attention of their Advisor, the Secondary School Division Coordinator, the Counselor, the Nurse, or any other teacher depending on the nature and seriousness of the problem. Students can also ask their Student Council representative to help them find the right adult to communicate with.

We recommend that if students or parents have a concern about any issue concerning a member of staff, they should first try to resolve the problem with the individual concerned. If the matter is not brought to a satisfactory conclusion, then parents or students should bring it to the attention of the Secondary School Division Coordinator, who will attempt to work with all those involved to find a solution.

Please see the ISKR Student Support Policy for further details.

Learning Support

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.

Social-Emotional Support

ISKR's Guidance Counselor is always available to visit with students by request. The Counselor will also meet with students regularly when it is deemed necessary through the agreement of parents, the Counselor, and the Secondary School Coordinator in some cases. The Counselor works with students during P21 classes (Middle School) and Physical Education (High School) to help students develop the skills necessary to maintain strong positive relationships with their peers and maintain their social-emotional wellbeing. ISKR will begin a new program of Sexual & Relationship Health Education beginning in 2018-2019.

English Language Learners

Non-native English speaking students applying for Grades 6-12 are required to take an English proficiency test upon enrolment 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.

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.

ADVISORY

All students will be members of an Advisory group led by one of the Secondary School teachers. Advisory meets four days per week for 15 minutes. The purpose of Advisory is to provide an emotionally supportive space for students to come together in greeting, to share their experiences, joys and challenges, and to receive social-emotional support and academic guidance from their peers and Advisors. Advisors will work with students to set, review, and revise Personal Goals for the year and will help students discover how to seek the help they need in order to reach those goals. Advisors guide students to maintain their portfolios on Seesaw.

FLEX

The Flex Program is an opportunity Mondays through Thursdays for students to receive enrichment and intervention beyond their regularly scheduled courses. Flex is a 45-minute period built into each day during which students will receive additional support from their teachers, extend beyond the taught curriculum, and engage in fun and enriching activities. Students will sign up for flex options every two weeks. Teachers will also request time with students for specific interventions and extensions.

The three parts of flex are: Flex Labs, during which students sign up to get help from a specific teacher; Flex Extension, during which teachers will pull students out for review, scaffolding, check-ins, work on projects, service learning, AP practice, or other academic activities; and Flex Fun, during which teachers will offer enriching activities such as meditation, scavenger hunts, games, and other fun things. There may also be regularly scheduled clubs or meetings, such as Student Council or monthly Book Club.

Students will work with their Advisor to sign up for Flex every two weeks to ensure that they are selecting a balanced combination of academic and enrichment flex offerings that are in line with their Personal Goals.

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 Akagera Guild

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 9th 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.

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.

INFORMATION LITERACY (LIBRARY) SERVICES

Collection

Our library collection contains a growing number of resources for Early Childhood, Elementary, and Secondary students. We have recently doubled our collection from approximately 4,000 printed materials to 8,000 printed materials. In the future, we hope to add a number of electronic and web-based resources.

Borrowing Guidelines

Students may borrow materials for a period of two weeks. Students, staff, and parents must return overdue books before new books may be checked out. Students in grades 6 to 12 may check 4 books out at one time for up to two weeks with an optional of renewal.

Selection Policy

All print and digital resources are selected and reviewed for adherence to the International School of Kigali-Rwanda's school wide mission, vision and objectives. All print and digital resources are selected and reviewed for adherence to the International School of Kigali-Rwanda's school wide mission, vision and objectives. Books and digital resources are chosen to represent as many sides of a question as possible, with the intent of providing information on which the student may build his own opinions.

The materials are selected for the authority and competence of the author, the clarity and accuracy of presentation, the importance of the material as a record of the items for present and future use, and the suitability of the material for use with young people. The total effect of the material is judged more important than any separate part which might be objectionable to someone. Please see the school's teacher-librarian if you have questions or concerns about materials found in the library.

Please see the school's teacher-librarian if you have questions or concerns about materials found in the library.

Acceptable Use Policy

Print and digital resources in the library are subject to the ISKR Digital Citizenship and Internet Safety Acceptable Use Policy. This agreement is updated and signed at the beginning of each academic year.

Lost or Damaged Materials

Notification of overdue books will be sent via paper copy and email once a quarter. Parents are expected to pay for lost or damaged materials from the library. Lost or damaged materials will need to be replaced at a cost of the value of the item, plus 50% for overseas shipping. Please contact the teacher-librarian if you have lost or damaged materials (library@iskr.org).

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	Drama	Tennis
Dutch School		

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:

High School

- All 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

Middle School

- Scores of 4 or higher in all Learning Strands in core courses
- No scores lower than a 3 in co-curricular courses' Learning Strands
- 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 and proceed to Period 1. Period 1 begins at 7:55am. Students who are not present at 7:55 will be considered late. *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. Students who leave campus at 3:15 will not be allowed to reenter the campus.

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.

PRINTING

There is a black & white printer available for student use in the Media Center. Students may use this printer before & after school and between classes unless they have written permission from their teacher. They may not ask for printing in the main business office. If a student desires color copies for a major project, s/he must have written permission from the instructor of the course in order to use the color printer in the Media Center. 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. **Parents may not 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 Division 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 (academic) or Advisor (social-emotional). If the concern relates to general school matters, policies or administrative decisions, you should speak to the Secondary School Division Coordinator.
2. Communicate with the Secondary School Division Coordinator if the matter has not been resolved at the teacher level, or with the School Director if it is not resolved at the coordinator's level.

Regular bulletins will be sent home from the office of the School Director. Information about upcoming events is regularly posted on the ISKR website, sent home via Seesaw, or included in Google Classroom. Students also receive information by way of daily announcements and assemblies throughout the year, through Google Classroom, and during Advisory. Teachers can be contacted by email. The Secondary School Division Coordinator may be contacted by email or phone.

The Secondary School Division 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 or communicate via Seesaw. They may also contact parents through Google Classroom.

Parents are encouraged to reach out to teachers and to the Secondary School Division 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.

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 Division Coordinator in this event.

WHO'S WHO?

Secondary School

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Secondary School Division Coordinator
World Languages & Co-Curricular
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ISKR Administration

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