



International School of Kigali-Rwanda
Engaging Individuals | Encouraging Success | Enriching Global Citizens

Secondary School
Parent-Student Handbook

Middle School: Grades 6 - 8
High School: Grades 9 - 12

2018 - 2019

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,

Mary M. Powell
Secondary School Division Coordinator

mpowell@iskr.org / +250783708964

General Contact Information:

Main Office: +250786725369

E-mail: info@iskr.org / director@iskr.org

Website: www.iskr.org

See last page for teacher and other administrative contacts.

TABLE OF CONTENTS

GENERAL INFORMATION

ISKR GUIDING STATEMENTS & EDUCATIONAL OBJECTIVES
ISKR LEARNER PROFILE
SCHOOL BACKGROUND & PHILOSOPHY
ACCREDITATION
SCHOOL GOVERNANCE
FEES & ENROLLMENT

ACADEMIC PROGRAM OF STUDIES

PROGRAM OF STUDIES
SECONDARY SCHOOL OVERVIEW
MIDDLE SCHOOL PROGRAM
International Middle Years Curriculum (IMYC)
HIGH SCHOOL PROGRAM
ADVANCED PLACEMENT
AP CAPSTONE DIPLOMA
HIGH SCHOOL GRADUATION REQUIREMENTS
SECONDARY SCHOOL PLACEMENT
SERVICE LEARNING

ASSESSMENT AND REPORTING

PHILOSOPHY
REPORTING
Middle School (International Middle Years Curriculum)
High School
TRANSCRIPTS & GRADE POINT AVERAGE (GPA)
INCOMPLETE WORK
PORTFOLIOS

ACADEMIC POLICIES AND INFORMATION

ACADEMIC HONESTY
ACADEMIC SUPERVISION AND PROBATION
ATHLETICS AND ACTIVITIES ELIGIBILITY POLICY
FINAL EXAMINATIONS (Grades 8 – 12)
PREPARATION FOR CLASS
HOMEWORK POLICY
PROMOTION POLICIES
LANGUAGE PHILOSOPHY & POLICY
DROP/ADD COURSES
FIELD TRIPS
CERTIFICATE OF ATTENDANCE

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS
ISKR CHILD PROTECTION POLICY
STUDENT RESPONSIBILITIES
COMMUNITY AGREEMENT
SUSPENSION & EXPULSION
BEHAVIORAL SUPERVISION AND PROBATION
ATTENDANCE POLICY
DRESS CODE
DRUG TESTING
DIGITAL CITIZENSHIP & DATA
DIGITAL CITIZENSHIP POLICY
BLENDED LEARNING PROCEDURES
Expectations of Parents

Expectations of Students (Grades 3-12)

PHONES & DEVICES

PHOTOGRAPHY ON CAMPUS

DATA PROTECTION

PERSONAL BELONGINGS

LOCKERS

OFF-CAMPUS PRIVILEGES

TEXTBOOKS AND OTHER MATERIALS

PRINTING

STUDENT SERVICES AND SUPPORT

SUPPORT STRUCTURES FOR STUDENTS

LEARNING SUPPORT

SOCIAL-EMOTIONAL SUPPORT

ENGLISH LANGUAGE LEARNERS

ADVISORY

FLEX

INZU ("houses")

STUDENT COUNCIL

GUIDANCE COUNSELING

UNIVERSITY COUNSELING

MEDICAL SERVICE

LIFE SKILLS & HEALTH EDUCATION

INFORMATION LITERACY (LIBRARY) SERVICES

TUTORING

EXTRA-CURRICULAR PROGRAM

STUDENT ACHIEVEMENT AWARDS

SECURITY

SCHOOL HOURS

DROP OFF & PICK UP

SUPERVISION BEFORE & AFTER SCHOOL

ROAD ACCESS

EMERGENCY DRILLS

GENERAL SECURITY

PERSONAL PROPERTY

SCHOOL & HOME PARTNERSHIPS

PARENT CODE OF CONDUCT

PARENT/GUARDIAN RECOGNITION

CHANNELS OF COMMUNICATION

PARENT/TEACHER CONFERENCES

PARENT / TEACHER ORGANIZATION (PTO)

MISCELLANEOUS

LOST AND FOUND

PETS

SMOKE FREE CAMPUS

LUNCH

LEAVING ISKR

WHO'S WHO?

GENERAL INFORMATION

ISKR GUIDING STATEMENTS & EDUCATIONAL OBJECTIVES

Our Vision

We enrich lifelong learners who achieve their full potential and choose to act as responsible citizens in their local and global communities.

Our Mission

We are a student-centered community of learners rooted in intercultural understanding. We positively encourage individual growth through curiosity, critical thinking, and meaningful engagement in the World.

Our School

We are a diverse community of offering an inquiry-based university preparatory program from Early Childhood through Grade 12. Accredited in Europe and the United States, we engage individuals through the IPC, IMYC, and AP Capstone Diploma Program.

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 of Schools and Colleges (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 in advance if any documents are to be withheld.

ACADEMIC PROGRAM OF STUDIES

PROGRAM OF STUDIES

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, Music, 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 personalized media projects.

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

[IMYC Unit Overview 2018 - 2019 \(link\)](#)

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 coursework 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. [High School Profile \(link\)](#)

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.

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 & Offerings

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.

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

2018 - 2019

English Literature & Composition
Biology
French Language & Culture
Spanish Language & Culture
Calculus AB
Statistics
Seminar (Capstone Course 1)
Research (Capstone Course 2)

2019 - 2020

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

AP CAPSTONE DIPLOMA

*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

In 2016-2017, we launched our inaugural year of the AP Capstone Diploma. ISKR was 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. Since then several other schools in Africa have followed. Over 1,000 schools around the world offer the AP Capstone Diploma.

To receive the Capstone Diploma upon graduation, students must take two research-based courses: AP Seminar, in which students develop their analytical 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 in Grade 10 based on past performance and teacher recommendations. Students with passing scores in Seminar & Research who do not complete four other AP courses will receive the AP Capstone Certificate

HIGH SCHOOL GRADUATION REQUIREMENTS

In order to earn a High School Diploma, ISKR students must earn a minimum of twenty-eight *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		
<i>Core Courses:</i>	<i>17.0</i>	<i>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. 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.</i>
<i>English</i>	<i>4.0</i>	
<i>Math*</i>	<i>3.0</i>	
<i>Science*</i>	<i>3.0</i>	
<i>Social Sciences</i>	<i>3.0</i>	
<i>World Languages</i>	<i>3.0**</i>	
<i>Electives:</i>	<i>11.0</i>	
<i>Technology/ICT</i>	<i>1.0**</i>	
<i>Arts</i>	<i>1.0**</i>	
<i>Physical Education</i>	<i>3.0***</i>	
<i>Rwandan Studies</i>	<i>0.5</i>	
<i>Further Electives</i>	<i>5.5</i>	
TOTAL	28.0	<i>*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 at least one semester of PE in grades 9 – 12. Students may be exempt from PE in Grade 12 only in the case of scheduling conflicts.</i>

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. In general, ISKR does not accept High School transfer students who will 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 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 Learning Strands. Report cards will contain a score for each Learning Strand in each course. These are reported using a 5-point scale where 3 or 4 are 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. This scale is focused on development of knowledge, skills and understandings over the course of an entire academic year; therefore, it is common to see students at the beginning levels (1 or 2) for the first reports. Student dispositions and approach to learning are reported separately from academic criteria on the reports as Personal Development.

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 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 or Blended 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 for Middle School students and on Google Sites for High School students 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 or universities. 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.

[High School Portfolio Guidelines \(link\)](#)

[Middle School Portfolio Guidelines \(link\)](#)

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
<p>1st Documented Offence:</p> <ul style="list-style-type: none"> · Student must redo the assignment · Letter to parents <p>2nd Documented Offence:</p> <ul style="list-style-type: none"> · Zero credit for the assignment · Parent conference · Letter included in student file <p>3rd Documented Offence:</p> <ul style="list-style-type: none"> · Zero credit for the assignment · Parent conference · Student suspended from school for one day, record included in student file 	<p>1st Documented Offence:</p> <ul style="list-style-type: none"> · Zero credit for the assignment · Letter to parents · Documented in the student's file <p>2nd Documented Offence:</p> <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 <p>3rd Documented Offence:</p> <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 	<p>1st Documented Offence:</p> <ul style="list-style-type: none"> · Zero credit for the assignment · Parent conference · Letter included in the student's file <p>2nd Documented Offence:</p> <ul style="list-style-type: none"> · Zero credit for the assignment · Parent conference · Suspension from school · Universities notified by the counselor · Student removed from AP options · Student ineligible for extra-curricular activities for one term <p>3rd Documented Offence:</p> <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

ACADEMIC SUPERVISION AND PROBATION

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) at the discretion of the Secondary School Division Coordinator
 - 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 student may be referred to the Learning Support Specialist or Guidance Counselor.
- 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 extracurricular 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. Depending on progress shown, a student may:
 1. no longer continue on Academic Supervision,
 2. continue on Academic Supervision for the subsequent term,
 3. be placed on Academic Probation if 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 extracurricular activities at the discretion of the Secondary School Coordinator, the Guidance Counselor, and the Learning Support Specialist.

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.

In general, students with Individual Support Plans (ISP) for specific learning needs will typically not be placed on Academic Supervision and will instead be monitored according to their ISP.

ATHLETICS AND ACTIVITIES ELIGIBILITY POLICY

ISKR values extracurricular 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 extracurricular 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 Coordinator.

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
<p><i>No formal examination but tests can be given in class as part of regular, ongoing assessment.</i></p>	<p>Covers material from Semester 1</p> <p>Scheduled during regular class periods.</p>	<p>The exam may cover material from the entire first semester and is 2-3 hours in duration</p> <p>The final exam will account for 20% of the semester grade</p> <p>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.</p> <p>Exam grade will be recorded on report cards in addition to the Semester 1 Final Grade.</p>
<p>AP Students Students enrolled in AP options will take a mock exam during the Semester 1 examination period.</p>		

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
<p><i>No formal examination but tests can be given in class as part of regular, ongoing assessment.</i></p>	<p>Covers material from Semester 2</p> <p>Scheduled during regularly scheduled class periods.</p>	<p>The exam may cover material from the entire year and is 2-3 hours in duration.</p> <p>The final exam will account for 20% of the Semester 2 grade.</p> <p>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.</p> <p>Exam grade will be recorded on report cards in addition to the Semester 1 Final Grade.</p>
<p>AP Students</p> <p>AP students may be exempt from exams on a course-by-course basis if they meet ALL of the following criteria:</p> <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: [School Supplies List \(link\)](#).

HOMEWORK POLICY

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

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

Purpose

Homework may be given for the following purposes:

1. Pre-learning activities;
2. Individualized instruction before class time learning activities
3. Checking for student understanding;
4. Practice of important skills to aid long-term retention;
5. Processing important concepts;
6. Extending the curriculum;
7. Developing independent study habits.

Differentiation of Homework

Where appropriate, teachers should differentiate homework by:

1. The difficulty level or amount of work;
2. The type of scaffolding or structure provided;
3. 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

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

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.

Student Responsibilities

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.

Teacher Practices

1. Where there are no grounds for granting an extension, teachers may reduce an assignment's score by up to 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.

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

PROMOTION POLICIES

Middle School

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

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 credits per year in Grades 9 & 10, and a minimum course load of 6.5 - 7 credits 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.

LANGUAGE PHILOSOPHY & POLICY

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 lifelong 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.

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. Locations and dates vary from year to year and will be communicated well in advance. There is no cost to parents.

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

STUDENT RIGHTS

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 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.

Full text of the [ISKR Child Protection Policy \(link\)](#)

STUDENT RESPONSIBILITIES

Students are responsible for adhering to the Community Agreement and it is teachers' and parents' responsibility to guide them as through the personal growth necessary to becoming global citizens. Below you will find guidelines for behavior and policy regarding consequences for breaking the Community Agreement.

COMMUNITY AGREEMENT

To help achieve our mission and contribute to the safety of all students, 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.

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. The community agreement is read and signed by all Secondary students annually.

Full text of the [ISKR Community Agreement \(link\)](#)

SUSPENSION & EXPULSION

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.

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.

BEHAVIORAL SUPERVISION AND PROBATION

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 meet with the guidance counselor to support his/her wellbeing.

Students on behavioral supervision will only be eligible to participate in extracurricular 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 Counselors.

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

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

ATTENDANCE POLICY

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.

Absences must be reported to the Business Office at info@iskr.org or the Secondary Coordinator at mpowell@iskr.org.

Attendance Policies

1. Excused & Unexcused Absences
 - a. 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.
 - b. In order for an absence to be excused, the school must receive appropriate documentation from the parent or guardian immediately upon return to school.
 - c. Excused Lates will be recorded for illness, emergencies or other extenuating circumstances if notified by parents by phone or in writing.
 - d. Parents who wish to take their child out of school for a planned absence of more than two days must make a formal request using the [ISKR Extended Absence Request Form](#).
 - e. Parents who will leave their child in Kigali under the care of a temporary guardian for more than two nights must designate a temporary guardian using the [ISKR Extended Absence Reporting Form](#).

2. Promotion

- a. A student is expected to attend school a minimum of 170 days through the year to receive course credit and be promoted.
- b. 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.
- c. A student with **more than 10 Unexcused Absences may not receive credit for the year.**
- d. A student with more than 10 Unexcused Absences in any one year-long course may not receive credit for that course.
- e. A student with more than 5 Unexcused Absences in any one semester-long course may not receive credit for that course.
- f. A student with **20 or more absences for any reason may be considered for retention.**
- g. A student with more than 20 absences in any one yearlong course may not receive credit for that course.
- h. A student with more than 10 absences in any one semester-long course may not receive credit for that course.

3. Present & Late

- a. Students off campus due to school-related events will be marked as Present.
- b. 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.
- c. A student must be in school for at least 3 blocks to be marked Present for the day.
- d. A student must be marked Present in order to participate in extracurricular activities that day.
- e. Students who are not in class on time, for classes throughout the day, will be marked as Late.

Student Responsibilities

1. Keep Up with Learning
 - a. Students are always responsible for communicating directly with their teachers in order to receive missed work.
 - b. 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.
 - c. Before an anticipated absence students are expected to meet with teachers prior to leaving and establish work to be completed.
 - d. Following an absence, students are to bring appropriate documentation if it is to be noted as excused.
2. Check In/Out
 - a. Students arriving late to school are to first check in at the Coordinator Office and receive a pass to class.
 - b. Students leaving school early must have parental permission and check out with the office.

Teacher Responsibilities

1. Monitor attendance
 - a. Teachers will take attendance every class.
2. Support students in case of absence
 - a. 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 and students are responsible for approaching teachers.

- b. For extended absences, teachers will provide learning opportunities using Blended Learning strategies.

Administration Practices

1. Monitor Attendance
 - a. 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.
 - b. The Administration will review attendance every three weeks & respond proactively to potential problems.
2. Communicate with Families
 - a. Following the third Unexcused Absence, the Administration will contact the student's parents in writing.
 - b. 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.
 - c. If a student has 10 or more Unexcused Absences, 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.
 - d. 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.
 - e. 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.

DRESS CODE

At ISKR we believe that a clean and professional school environment best facilitates student learning. In this vein, clothing worn to school should be clean, in good condition, non-disruptive, 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:

- Clothing should not contain potentially offensive slogans or drawings, or references to alcohol, drugs, violence or sex
- 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 temporarily remove piercings if, in their opinion, health and safety may otherwise be compromised.
- Shorts and skirts should be of modest length (generally considered to be at least mid-thigh) and clothing should adequately cover midriffs, hip bones, and undergarments

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 may be asked to put a loose t-shirt over their own clothes for the day or 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.

DIGITAL CITIZENSHIP & DATA

DIGITAL CITIZENSHIP POLICY

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 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 in [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 prospective 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

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.

All faculty, staff, and students sign ISKR's Digital Citizenship Agreement 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.

Full text of the [Digital Citizenship Agreement \(Grades 3 - 12\)](#)

BLENDED LEARNING PROCEDURES

ISKR seeks to ensure effective systems to support home or virtual learning. In the event of short- to medium-term school closure, ISKR shall sustain student learning and student-teacher-parent communication for as long as feasible. All teachers shall maintain an electronic virtual presence to support learning throughout the school year (Blended Learning Policy 3.50 from the ISKR Policy Manual).

The purpose of the Blended Learning plan is to provide continuity of education to enrolled ISKR students in the event of a school closure. Whether the school community is still in Kigali or working from other countries, the blended learning plan will help ensure that students are still able to continue with their learning. ISKR recognizes that this plan is not a replacement for a "face to face" school model; rather, it is a way to mitigate the disruption to the school calendar caused by political instability, health crises, and other emergencies.

Teachers aim to integrate technology and blended learning in their everyday teaching practices to empower students to drive their own learning and provide continuity in case of emergency.

Expectations of Parents

1. Ensure that your child has:
 - a. reliable and safe access to the Internet (safeguards and firewalls)
 - b. resources needed to continue their learning
2. Know your child's ISKR google account and password (Grades 1-12)
3. Actively monitor your child's progress at home
4. Check on Google sites or RenWeb on a daily basis
5. Communicate with all of your child's teachers on a regular basis to check for understanding and provide updates on progress.
6. Take advantage of teachers' virtual "office hours" to ensure you comprehend assignments.
7. Communicate with ICT Coordinator directly if you experience any access issues related to your ISKR RenWeb, Google or Seesaw accounts.
8. If your student is using an iPad or tablet at home, you will need to download Google apps for students to access assignments. (Grades 3-12).

Expectations of Students (Grades 3-12)

1. Check Google Classroom and/or Seesaw (according to your teacher) on a daily basis.
2. Complete and submit your assignments/assessment as determined by your teachers.
3. Communicate with all of your teachers on a regular basis to check for understanding and provide updates on your progress.
4. Take advantage of teachers' virtual "office hours" to insure you comprehend assignments and activities.

5. Communicate with the ICT Coordinator directly if you experience any access issues related to your ISKR Google or Seesaw Account.

Full Text of [Blended Learning Procedures](#)

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 carry mobile phones for any reason during the school day (between 7:55am and 3:15pm) and extracurricular activities. 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.

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 for educational purposes with explicit teacher permission. Earphones will not be permitted for the purpose of listening to music and should not be worn during school hours.

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.

NOTE: THIS HAS BEEN UPDATED TO REFLECT GUIDELINES OF THE MINISTRY OF EDUCATION OF RWANDA.

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. Parents will be asked to sign a photo release form annually granting or denying the school permission to use their child's images for certain purposes. See [ISKR's Digital Citizenship and Internet Safety Policy Handbook](#) & the [Digital Images Procedures](#) for complete details of our photography policies.

DATA PROTECTION

At ISKR, we believe that each individual has a right to protect his or her personal data, regardless of age. To that end, ISKRNET users, including students, parents, and teachers, commit to upholding the principle of data protection for themselves and others. See [ISKR's Digital Citizenship and Internet Safety Policy Handbook](#) for complete details.

OTHER STUDENT RESOURCES

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.

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 and should not allow anyone else to use their locker. Students are solely responsible for the contents of their lockers. Loss of locks could possibly result in the loss of a locker privileges, depending on the circumstances. Families will be charged for the full cost of a lost or damaged ISKR lock. Student may not use personal locks on school lockers. Students should never share their combinations with each other.

Thefts do sometimes 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.

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. [Off-Campus Permission 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.

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.

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 personal, 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.

Full text of the [ISKR Student Support Policy](#)

LEARNING SUPPORT

ISKR has a Learning Specialist who serves students with various learning needs, except in 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 has a Sexual & Relationship Health Education program. Parents receive detailed information regarding SHRE lesson content in advance.

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. 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. Advisory meets four days per week for 15 minutes and for an extended period once every two weeks.

FLEX

The Flex Program is an opportunity for students to receive enrichment and intervention beyond their regularly scheduled courses. Flex is a 40-minute period built into each day during which students will receive additional support from their teachers, extend beyond the taught curriculum, and engage in enriching activities. Teachers also request time with students for specific interventions and extensions. Students have a significant amount of choice of their flex program, guided by their Advisor.

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.

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 four 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.

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.

Akagera Bisoke Nyungwe Virunga

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. Student Council representatives are responsible for raising their own funding. Officers are elected within the first month of each school year and serve a one-year term.

Student Council is composed of democratically elected representatives:

- President (HS)
- Vice President
- Secretary
- 1-2 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. 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.

The Counselor will notify students and parents if any information will be disclosed in his/her recommendation that s/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. Teachers who feel they cannot write a positive letter of recommendation are encouraged to guide the

student to select another referee rather than write a negative reference. 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 with question should contact the school Guidance Counselor.

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 as part of our Sexual Health & Relationships Education Program.. 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	Student Council	Taekwondo
Global Issues	Drama	Tennis	
Dutch School	Drumming		

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
- No grades below

- No major disciplinary problems (Principled, responsible, caring)
- Good attendance

Middle School

- Scores of 3s and 4s in all Learning Strands
- No major disciplinary problems (Principled, responsible, caring)
- Good attendance

Distinguished Honor Roll

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

- High School: All grades of 90% or higher
- Middle School: Scores of 4s and 5s in all 75% of Learning Strands; No 1s or 2s (MS: Second Semester only)

Outstanding Citizenship Award

Selected by Secondary School teachers according to the following criteria:

- Consistently exhibits all three characteristics of a good community member as noted in the Community Agreement: ***principled, responsible and caring***. Exemplifies several qualities outlined in the ISKR learner profile.
- Good attendance & academic standing
- No significant disciplinary problems
- Nominated by teachers and selected by consensus

Award for Significant Personal Growth

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 is announced at the end of each semester. The awards for Outstanding Citizenship, Significant Personal Growth and Distinguished Honor Roll are given at the end of each school year.

SECURITY

SCHOOL HOURS

DROP OFF & PICK UP

Drop-off: 7:30 - 7:45am

Pick-up: 3:15 - 3:30pm

When they arrive in the morning, secondary students should get the necessary materials ready and proceed to Advisory. Middle School Advisory will take place in students' Period 1 classroom; High School students will be given another designated location. Advisory begins at 8:00am and students should be at the classroom ready for Morning Circle at that time. Students who are not present at 8:00 will be considered late. *Students who arrive late to school must be sign in and receive a late slip, then proceed to their class.*

Students should not arrive at school before 7:30 and can enter the building at 7:45. School hours are 8:00am - 3:15pm Monday to Thursday and 8:00am to 1:00pm on Fridays.

SUPERVISION BEFORE & AFTER SCHOOL

Students at the middle and high school should leave campus after regular school hours unless they have a supervised activity.

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

High School students may stay at school to work in the Media Center or Homework Club until 4:15pm. Students will be asked to leave if they are disruptive to after school activities. High School students may leave campus on foot, but will not be allowed to reenter campus after they have left.

The school is not responsible for pick-up up students in grades 6 - 12. Students will be allowed to leave campus by car or foot. Parents should contact us in writing if you would like us to enforce specific transportation controls for your child.

After 17:00 and before 07:15 the next morning the campus is off limits to students without permission and direct supervision.

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.

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

No student is 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 during the school day.

High School students may leave campus on foot or with other families or students. High School students' safety is the responsibility of individuals and their parents after they leave our campus. We strongly encourage parents to maintain close communication with students about personal safety and decision making.

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.

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.

SCHOOL & HOME PARTNERSHIPS

PARENT CODE OF CONDUCT

In order to facilitate professional & meaningful relationships between school & home, all parents must sign the ISKR Parent Agreement at the beginning of each school year. This document outline the Rights & Responsibilities of parents in the ISKR community. This will be shared and signed electronically and discussed at Back to School Night annually.

[ISKR Parent Agreement](#) (link to full text)

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. A student who does not have regular supervision by a parent or guardian may be withdrawn by the School. Parents must inform the school in the case of their extended absence from Kigali, including information about a temporary guardian, using the [Extended Absence Reporting Form](#).

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

Mary Powell
Secondary School Division
Coordinator
World Languages &
Co-Curricular Coordinator
mpowell@iskr.org or
0783708964

Seamus Hennessy
Director
director@iskr.org

Kersti Lwambo
Service Learning Coordinator
klwambo@iskr.org

[Sciences & Mathematics]
ndube@iskr.org

Catherine Foulon
[French]
cfoulon@iskr.org

Godfrey Kalungi
[Art]
gkalungi@iskr.org

ISKR Administration

ISKR School Reception
info@iskr.org or
mmukarage@iskr.org
0786725369

Shelley-Ann Francis
Guidance Counselor
sfrancis@iskr.org

Samuel Kayijamahe
[Physical Education]
skayijamahe@iskr.org

Anemone Basabakwinshi
Business Manager
abasabakwinshi@iskr.org

Instructors

Petro Barnard
[ELL & Learning Support]
pbarnard@iskr.org

Joseph Kutanwa
[Mathematics]
jkutanwa@iskr.org

Rosanne Cicanese
IT Coordinator
rcicanese@iskr.org

Bridget Davies
[Spanish]
bdavies@iskr.org

Kersti Lwambo
[Sciences]
klwambo@iskr.org
Mary Powell
[Social Studies]
mpowell@iskr.org

Bridget Davies
Deputy Director
bdavies@iskr.org

Nkululeko Dube

Nikita Shroff
[French & ELL]
nshroff@iskr.org

Tara Thirtyacre
[Language Arts]
tthirtyacre@iskr.org
Rosemary Thoronjo
[Music]
rthoronjo@iskr.org

Jessica Tsuchiya
[ELL]
jtsuchiya@iskr.org

Kimi Tsuchiya
[PE & Spanish]
ktsuchiya@iskr.org

Pieter van der Werve
[Drama]
pvanderwerve@iskr.org

Daniel Waide
[French]
dwaide@iskr.org

Bronwyn Wyngaard
[Social Studies & Language
Arts]
bwyngaard@iskr.org