



# **International School of Kigali-Rwanda**

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

**Elementary School Parent-Student Handbook**

**Grades 1-5**

**2018 – 2019**

## Welcome to ISKR Elementary School

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

The elementary school is comprised of grades 1-5. Students learn a variety of skills and content from classroom teachers as well as co-curricular teachers. We strive to provide your child with a well-rounded education that pursues academic excellence as well as physical, social, and emotional wellbeing for each student.

In the elementary school, we use the International Primary Curriculum, an inquiry based, thematic and interdisciplinary approach to teaching science, history, geography, and technology. It also includes international and societal links. We use AERO (American Education Reaches Out) Standards for teaching English language arts (literacy) and mathematics. AERO Standards are aligned with Common Core Standards used in the United States, but are internationally focused. We use a mathematics program called Prime Mathematics, published by Scholastic International and influenced by Singaporean and Korean mathematics programs. Additionally, we will continue to use MAP (Measures of Academic Progress) assessments to evaluate student progress and ensure alignment of curriculum and teaching practices with international standards. Students also take co-curricular courses taught by specialist teachers in the areas of drama, art, French language, Information and Communications Technology (ICT), PSHE (Personal, Social, and Health Education), Information Literacy (Library), music, and physical education (PE). We are also piloting a music component to our curriculum this year.

The ISKR Elementary School includes a diverse group of students coming from many different countries and cultures, so we strive to use our student diversity to enhance our school program. Our goal is to not only educate our students, but to offer them a place where they feel safe, challenged, and free to develop their unique talents.

We invite parents to partner with us in providing the best possible education and learning experiences at ISKR and within Rwanda. Communication is important to us. The elementary team is always open to your questions, ideas, and suggestions. Please don't hesitate to contact us by email, phone, or in person. Let's have a fantastic year!

Sincerely,

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

## SCHOOL PHILOSOPHY

As a school community, we believe that:

- o Diversity enriches our educational experience.
- o 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.
- o Teachers guide students to construct meaning from their existing knowledge and personal experience through active and concept driven inquiry.
- o The learning process should have a clearly stated purpose, be enjoyable, meaningful, active, and dynamic and have lifelong value.
- o Multilingualism helps to develop respect and tolerance of all cultures, and instills a sense of belonging in the international community and in Rwanda.
- o 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.
- o The interest of each individual student should be the focus of all decision-making.
- o Thoughtful interaction and supportive cooperation amongst the students, parents and staff are fundamental to the well being of our school.

## ISKR LEARNER PROFILE

### Characteristics of an ISKR Learner

<b>Internationally -minded</b>	Our students are encouraged in developing knowledge of and cultural sensitivity toward their own cultures, the local Rwandan context, and the global community. As a community, we proactively recognize and celebrate human diversity.
<b>Principled</b>	Our students are expected to act with integrity, honesty, and with a strong sense of fairness, justice, and respect for themselves and others.
<b>Responsible</b>	Our students are expected to take ownership of their actions and the consequences that accompany them.
<b>Caring</b>	Our students are expected to be open-minded, empathetic, compassionate and respectful towards the needs and feelings of others. They are also expected to make a personal commitment to

service and act to make a positive difference in their school and their broader communities.

- 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**

The International School of Kigali, Rwanda is a private, coeducational, secular school for children ages 2½ - 18. It was established in 2009 by a group of committed parents looking for alternative schooling options in Kigali. ISKR continues to be a parent owned school where student tuition accounts for the majority of the school's operating costs.

## **ACCREDITATION**

ISKR has been fully accredited by the Council of International Schools (CIS) since 2013 and by

the New England Association of Schools and Colleges (NEASC) since March of 2015. In June of 2017, we were fully accredited by the Middle States Association of Schools and Colleges.

## **SCHOOL GOVERNANCE**

The school operates under the leadership of the School Director and under the guidance of a Board of Directors composed of members of the Kigali community. The Elementary School Coordinator provides leadership and support to all Elementary students and teachers.

## **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. The PTO sponsors or supports numerous activities for the school community throughout the year.

Please contact the PTO to get involved:

PTO President: [pto@iskr.org](mailto:pto@iskr.org)

## **ELEMENTARY SCHOOL PLACEMENT**

Grade level placement in the Elementary School is generally based on school records and previously completed grade levels. Students who have attended a school with an American or similar curriculum will usually be placed in the grade after the last one successfully completed if proper school records are provided.

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 3 in a different school in December, for example, and is transferring to ISKR in January, the student will be placed in Grade 3 for the remainder of the year and will be promoted to Grade 4 at the beginning of the next academic year.

Elementary School placement is determined by the school Director. Please refer to the Admissions Policy for additional information.

## **LEARNING NEEDS**

ISKR has limited resources for students with extreme learning needs, except in the case of students who are learning English as an additional language, for whom we offer an ELL (English Language Learners) program (see below). ISKR accepts students with learning needs on a case-by-case basis.

## **ENGLISH LANGUAGE LEARNER PROFICIENCY AND ADMISSIONS**

At the International School of Kigali-Rwanda, we believe that, as a school serving an international community, it is our duty to support our English language learners to enable them to have full access to our rich curriculum.

Since most English language learners take between five and seven years to develop native or near-native proficiency in English, it is important that our school determine which students we can serve and at which levels.

## **ELEMENTARY SCHOOL (GRADE 1- GRADE 5)**

Since students enrolled in Elementary School have considerable time to develop their English skills prior to graduation, ISKR—like most international schools—will accept students who are at the beginning level (Council of Europe Level A1).

### **ASSESSMENT**

Elementary-aged children will be assessed using a variety of age-appropriate tools including oral interviews and oral reading as well as reading comprehension tests and writing samples where appropriate. The purpose of this testing is to help determine the nature of the support needed rather than entry to the school.

### **SUPPORT**

In the Elementary school, pull-out ELL support will be provided for beginning level English language learners (A1 and A2) from Grade 3 and beyond to help them learn the basics of English. Support at the Grade 1 and Grade 2 levels will be decided on a case-by-case basis for absolute beginners only (Level A1).

Intermediate and Advanced level learners (Levels B1 to C2) will receive support in the form of differentiated instruction from their classroom teachers.

## **ACADEMIC PROGRAM OF STUDIES**

### **PROGRAM OF STUDIES**

#### **ELEMENTARY SCHOOL GUIDING STATEMENTS**

##### *Mission Statement*

The elementary section, grades 1-5, is a non-profit division of the International School of Kigali. We promote student centered learning, critical thinking, problem solving, intercultural experiences, and creativity through a diverse academic program taught in the English language. Our program includes the following core subjects taught by classroom teachers: English Language Arts, Mathematics, Science, and Social Studies. These core subjects are supported by co-curricular courses in Physical Education, French Language, Computer Science, Drama, PHSE (Personal, Health and Social Education) Library and Art.

##### *Vision Statement*

The elementary section of the International School of Kigali strives to be an innovative, leading example to our school and to the community. Our teachers will guide all students to achieve their full potential through diverse teaching methods, leveled academic programs supported by extensive curriculum materials, and rooted in rich cultural experiences. Students will become respectful, thoughtful, global citizens ready to meet their next challenges.

### *Educational Objectives*

Elementary students at ISKR will:

- demonstrate proficiency in all academic core subjects.
- demonstrate proficiency in all co-curricular subjects.
- learn through a variety of student-centered approaches including: collaborative learning, inquiry based learning, peer evaluation, self reflection, and small group instruction.
- show respect for themselves, each other, our school, and our community.
- have an intercultural understanding of themselves, each other, our school, the community, and the world.
- show respect for our host country, Rwanda, by studying its history and culture.
- participate in extra-curricular activities in sports, the arts, and community service.
- demonstrate critical thinking, problem solving, and creativity within all academic subjects.
- develop an appreciation for the arts as a means of expression. Areas of the arts include visual art, dance, music, spoken word, and drama.
- be prepared to move between years of academic transition. Areas of transition include kindergarten into first grade and fifth grade into sixth grade.

### **ELEMENTARY ACADEMIC PROGRAM OVERVIEW**

The elementary academic program is provided by classroom teachers and co-curricular teachers. Classroom teachers are responsible for teaching English Language Arts, Mathematics, and IPC (see below for more information). Co-curricular teachers are responsible for a variety of specialized subjects not taught by classroom teachers. Collaboration among classroom teachers and co-curricular teachers is encouraged as it provides students with an interdisciplinary education.

### **CORE ACADEMIC PROGRAM**

Below you will find a general guide for how you can expect your child to spend his or her day with his/her classroom teacher.

<b>Subject Area</b>	<b>General Time Allotment</b>
English Language Arts (Reading, Writing, Fluency, Grammar, Spelling, Phonics, Vocabulary)	90 – 120 minutes daily, more time may be allotted in younger grades
Mathematics	45-60 minutes daily

### *English Language Arts & Mathematics*

ISKR uses AERO (American Education Reaches Out) standards for English Language Arts and Mathematics. These can be found at [projectaero.org](http://projectaero.org). AERO standards are aligned with Common Core Standards used in the United States but provide a more international approach.

Curriculum documentation showing sequenced content, resources, and skills for each grade level can be provided by the classroom teacher or the deputy director upon request.

### *International Primary Curriculum (IPC)*

The IPC was formally adopted at the beginning of academic year 2014-2015 with full implementation beginning in academic year 2015-2016. The IPC replaces our former science and social studies curriculums with a more interdisciplinary, thematic approach to learning. IPC also allows for more inquiry based approaches to teaching and learning. Simply put, IPC allows for students to complete more project based learning, develop research skills using technology, complete open ended critical thinking tasks, and perform more real-world based experiments. Units typically take 3-12 weeks to complete and have been aligned as an elementary school to ensure coverage of a variety of content and skills within and between grade levels. More information can be provided by your child's classroom teacher or by the deputy director.

## **CO-CURRICULAR ACADEMIC PROGRAM**

Students will participate in French and Physical Education (PE) twice or three times weekly on alternating days depending on French level and grouping. Students will be combined as grades 2/3 and grades 4/5 and split into four levels of French: beginner, intermediate, advanced, and francophone (fluent). Grade 1 will participate in French classes as two sections. French classes and alternate day PE classes are assigned by the Co-Curricular Coordinator based on previous experience with French Language demonstrated by school records and/or a placement assessment.

Students will participate in Information and Computer Technology (ICT), Information Literacy (Library), PSHE (Personal, Social, and Health Education), Art, and Drama once per week. These classes will be taught by specialist co-curricular and world language teachers. In the case of larger classes, some co-curricular sections may be split into different sections to create smaller groups. The decision to split classes is decided by the Elementary Coordinator and the Co-Curricular Coordinator. Music is taught by classroom teachers once per week in grades 1-3, while grades 4 and 5 have music once per semester with a specialist teacher.

## **ASSESSMENT AND REPORTING**

Assessment at ISKR is both formative (assessing the developmental progress) and

summative (assessing the final outcome). A student’s progress is evaluated and reported using a variety of assessments based upon class work, projects, and other assignments. The following assessments are used across the elementary program:

### **BENCHMARK ASSESSMENTS**

Benchmark assessments are used in the elementary school several times per year in Reading and Mathematics as early diagnostic tools and to assess progress at key points throughout the year. These assessments are included in student portfolios (see below) and, along with MAP testing (see below) and other assessments, allow teachers to recognize specific student strengths and needs and to differentiate instruction within the classroom as appropriate.

### **MEASURES OF ACADEMIC PROGRESS (MAP)**

MAP determines a student’s instructional level and measures academic growth throughout the school year and from year to year in the areas of Mathematics and Reading. MAP data compares student levels with other children of similar age within ISKR and in schools around the world taking MAP tests.

MAP tests are administered three times per year: typically in September, January, and May. When results become available, they will be distributed to parents and teachers.

### **STUDENT PORTFOLIOS**

Student portfolios showcasing student work are used by elementary classroom teachers. Teachers are responsible for maintaining the portfolios. Portfolios are a tool used by students for self-assessment in older grades, for teachers to assess student mastery of AERO & IPC standards, and to compile meaningful data and student work for communicating with parents about student progress over time and with other teachers to evaluate individual student needs, provide classroom differentiation, or demonstrate the need for learning support or enrichment. Portfolios also facilitate student goal setting and reflection in order to engage students in their own learning. This year we will be experimenting with digital portfolios using the SeeSaw App (see Communication).

### **REPORT CARDS**

Report Cards are sent home at the end of each quarter. On the reports, each core subject is divided into learning outcomes based upon the AERO standards that form the core of the curriculum. Teachers use a 1-4 scale that indicates student progress toward grade-level learning outcomes at the time of each report. They also write comments about student progress. Student dispositions are reported separately from academic criteria on the reports as Personal Development.

<b>Report Card Grading Criteria</b>			
<b>1</b> <b>Far Below Grade level</b>	<b>2</b> <b>Progressing towards Grade Level</b>	<b>3</b> <b>On grade level</b>	<b>4</b> <b>Above grade level</b>

Outcome is not met, and is an area of concern needing immediate attention	Progressing toward expectations but not meeting the outcome or inconsistently meeting the outcome with or without teacher support	Meeting the outcome independently and consistently without teacher support	Exceeding grade level expectations by meeting the outcome independently and consistently without teacher support, often meets the equivalent outcome for the next grade level.
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For IPC, teachers use a beginning, developing, and mastering grading criteria to assess student progress in developing IPC skills. IPC rubrics are skill-specific and will be added to student portfolios.

As skills are developmental and involve a progression through the learning stages, none of these learning stages should be considered time-sensitive. For example, a child can be at Beginning stage after practicing a skill over the course of six months. Another child can be at Mastering stage and still make some mistakes and have room for improvement. It is also likely that some children will revert to a 'lower' stage over the course of a milepost, as we all do with skills practice.

## ACADEMIC POLICIES & INFORMATION

### PREPARATION FOR CLASS

#### Classroom Supplies

Supplies needed for school work such as pencils, paper, notebooks, erasers, etc. are generally provided by the school as part of the tuition fees. Occasionally teachers may ask for donations of materials for student projects or activities that are not provided by the school. This policy of supplies provided as part of tuition fees is subject to change at the discretion of the Director and Elementary Coordinator.

#### Appropriate Dress for PE

All elementary classes will have PE two times per week, so we ask that children come to school with appropriate clothing and shoes for outdoor activity. If alternate shoes are provided, students may be permitted to change their shoes before exercise classes. Students are also encouraged to wear hats and/or sunscreen if appropriate.

#### Snack & Water

Students are encouraged to bring plastic water bottles that can be refilled throughout the day at the school provided water dispensers. Cups for water are generally not provided by the school. Please label bottles with name, grade level and teacher.

Elementary grades 1-5 have a designated snack period everyday. We strongly encourage you to provide your child with a **healthy** snack for this time.

## **HOMEWORK POLICY**

At ISKR we believe that regular homework is an important element of improving student learning and developing the skills and attitudes that will support our students in their continued education as well as the personal initiative required in adult life.

### **Purpose**

Homework may be given for the following purposes:

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

### **Differentiation of Homework**

Where appropriate, teachers may differentiate homework by:

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

### **Quantity of Homework**

You can expect your child to have the following amounts of homework five days per week:

<b>Homework per Grade Level</b>	
Grade 1	10-15 minutes
Grade 2	20-25 minutes
Grade 3	30-35 minutes
Grade 4	40-45 minutes
Grade 5	50-55 minutes

All students work at different rates and all students put varying amounts of effort into their work. Also, this time does not account for special projects or missed work due to absences. The above time recommendations should be counted as generalizations. The classroom teacher or co-curricular teacher decides the amount of homework given on a particular day or given to a particular student. Accepting late homework is left up to the teacher who assigned the work.

### **Homework Over Major Holidays**

Students will generally not have homework over major holidays. Assigning appropriate homework or projects over holidays is left up to the classroom teacher.

### **Homework During Unplanned School Closure**

Please see the Blended Learning Procedures.

## ELEMENTARY SCHOOL RETENTION CRITERIA

*Note: Research shows that retention is rarely successful in improving student performance; therefore, ISKR will only consider retaining a student under extraordinary circumstances.*

Students in the Elementary School may be considered for retention if:

1. Their MAP scores show the student at the 10<sup>th</sup> percentile or below in two of the three areas tested.
2. The student has a Grade point average of less than 1.5 in two of the following areas: Reading, Writing and Language, Mathematics.
3. The class teacher has strong reservations about the student's ability to succeed at the next grade level.

The final decision on retention lies with the Director who will assemble a team composed of the class teacher, the counsellor and the Elementary School coordinator to make a recommendation.

In all circumstances, the parents of the child concerned must be informed no later than 1<sup>st</sup> April that the school is considering retention. In the case of students admitted in January or later, this date may be moved as late as 15<sup>th</sup> May.

## ISKR LANGUAGE POLICY

### Language Philosophy

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

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

### Language Profile

ISKR respects its diverse community by supporting the development of bilingual or multilingual students through offering course options in selected Modern Languages, by encouraging high levels of proficiency in each student's mother tongue, and by providing a wide range of learning opportunities to ensure all students develop full academic proficiency in English. ISKR provides support for the development of English for those

students who do not possess full academic proficiency. Additionally, ISKR partners with the Dutch embassy to provide on-campus Dutch language and culture classes for students whose mother tongue is Dutch.

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

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

*ISKR believes that all students should:*

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

*ISKR believes all teachers should:*

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

### **ISKR Language Policies**

#### The English Language

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

#### French as a Mother Tongue

ISKR understands the value of maintaining French as a mother-tongue for our many Francophone students. Accordingly, French courses for Francophone students are offered throughout the Elementary grades.

### **BLENDING LEARNING**

The purpose of Blended Learning at ISKR 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.

### **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.

For more information see: BOD Blended Learning Policy (3.50), Blended Learning Procedures

## **SERVICE LEARNING**

### **Mission**

Service learning at ISKR is about is about developing new skills and understanding through empowering communities.

### **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.

**Stage 1:** Investigate - Learners will understand that investigating the needs of the community makes service effective

**Stage 2:** Preparation and Planning - Learners understand that preparation and planning ensure that the goals and needs are met

**Stage 3:** Action (Direct, Indirect, Research and Advocacy) - Learners understand that implementing a plan of action generates change and results

**Stage 4:** Reflection (trans-disciplinary) - Learners understand that reflection is ongoing, prompting deep thinking and analysis about oneself, and one's relationship to society

**Stage 5:** Demonstration/Communication (trans-disciplinary) - Learners recognize that through demonstration and communication they solidify their understanding and evoke response from others

### **Implementation**

Service Learning will begin in AY 2017-2018 and will be incorporated with International Primary Curriculum units and after school activities. An example would be Take Action Tuesday at Kinamba school.

### **FIELD TRIPS**

ISKR encourages the use of field trips to supplement the academic program, and to take advantage of our location to learn about the rich history and cultures of Rwanda and Africa. Written parental permission using the school's field trip form is required for trips off campus. Students may sometimes pay the cost of field trips in part or entirely.

## **STUDENT RIGHTS, RESPONSIBILITIES, AND DISCIPLINE PROCEDURES**

### **RIGHTS**

Students at ISKR have the right to:

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

### **RESPONSIBILITIES**

ISKR students are responsible for learning and for academic and social growth and development. This is the central mission of the school. The school expects students to be respectful, tolerant and supportive of every member of the school. If a student chooses to

behave irresponsibly, then there are consequences that will be enforced.

## ISKR DISCIPLINE POLICY & PROCEDURES

ISKR teaching staff and administration are responsible for enforcing a firm, fair, and consistent discipline policy. Students are encouraged to develop positive qualities and strategies of self-discipline. The entire school is engaged in teaching and practicing the ISKR Elementary Learner Profile and appropriate behaviors that promote a safe and caring school environment.

Students will be responsible for complying with ISKR School Behavioral Agreements in the classroom, on the playground and fields, in the cafeteria, and within the context of all other school-related activities. Each student is held responsible for his or her actions when under the supervision of school personnel. Outside the hours of 7:45 am to 3:30 pm, parents or guardians are expected to adhere to all policies and procedures in this document. The parents, teachers, students, and administration at ISKR work together to immediately address the problems and to help the child exercise responsibility and ethical behavior in the future.

<b>School Expectations</b>	
<b>Behavior Agreement</b>	<ul style="list-style-type: none"> <li>• The Rights and Responsibilities of students at ISKR must be adhered to inside and outside the classroom.</li> </ul>
<b>Classroom Rules</b>	<ul style="list-style-type: none"> <li>• Teachers and students work together to build classroom community rules and expectations that are in line with the school’s behavior agreements.</li> <li>• Each teacher has the professional discretion to establish and enforce his or her own Classroom Rules that are in line with the school’s behavior agreements within the classroom.</li> <li>• Each teacher’s Classroom Rules are consistent with ISKR Rights and Responsibilities and ISKR School Agreements.</li> <li>• Each teacher’s Classroom Rules are posted in each classroom.</li> <li>• Each teacher is responsible for communicating his or her Classroom Rules and consequences with parents.</li> </ul>

### **ISKR Elementary School Behavior Agreements:**

#### ***Hallway***

- walk in an orderly, quiet line in the hallways, staying on the right side
- retrieve/return items to classrooms and change indoor/outdoor shoes in an organized and quiet manner
- refrain from being in hallways before school and during morning snack and lunch recesses; items need to be dropped off in classrooms upon teacher pick-up or under teacher supervision

#### ***Cafeteria***

- At the beginning of lunch, students should wash hands correctly before eating.
- Students should be polite to other students, to teachers on duty, and to staff serving food.
- Students should eat all food before asking for a second portion, and students should be mindful of not wasting food.
- Students should finish eating before playing with cards or toys.
- Students should take responsibility for spilled food or other accidents.
- Students should talk in indoor voices and stay seated until it is time to leave the cafeteria.
- Students should ask permission before leaving the cafeteria for bathroom use, to go to classrooms for forgotten items, etc. This will ensure that all students are properly supervised at all times.
- At the end of lunch, students should clean up areas when finished eating, carry tray to tray bucket, push in chairs, and throw away any rubbish.

### ***Playground & Field Area***

- Students should play in designated areas only.
- Students should ask permission before leaving the playing fields for any reason. This will ensure that all students are properly supervised at all times.
- Students should respect the school property and grounds. Students should use playground equipment in the manner it was designed, and they should also clean up properly at the end of play.
- Student play should be fair, show good sportsmanship, and be inclusive of all.

### ***In General***

- Violence of any kind is prohibited; no pushing/pulling, kicking, hitting or throwing rocks anywhere.
- Students should use positive language with each other at all times.
- Students should listen to instructions from all adults.
- Students should show respect to themselves, each other, and to school property.

### ***Use of Technology***

- Students at ISKR should have reasonable, monitored access to internet and technology based devices such as a computer and/or tablet at school and at home. According to the curriculum and student goals, classroom teachers will sometimes require students to use technology to complete home assignments and projects. This includes the use of the Seesaw App (see Communication).
- Electronic games and equipment must be stored and out of sight during school hours unless permitted by teachers for in school activities or projects or for special circumstances.
- Cell (mobile) phones are off and safely stored out of sight. They may ONLY be used after 3:15 pm to contact parents for pick-up or in the case of an emergency. School internet is not permitted for use on student mobile phones.
- All students are expected to adhere to the school's Digital Citizenship and Internet Safety Agreement and show a commitment to cyber safety. Students should refrain from any type of cyber-bullying or misuse.

### **Community Agreements in Action**

As a school we expect to see positive examples of this core community agreement in action, including attention to the key responsibilities.

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

We will make formal efforts to celebrate students who follow the key responsibilities and exhibit exemplary behaviors in order to further develop them.

As a school we will also make formal efforts to address behaviors which don't respect this agreement. To illustrate what this looks like, each of the key responsibilities have been described along with behaviors that would require discipline procedures. In such instances the school's faculty and administration will rely upon our disciplinary guidelines to help promote positive behaviors and limit negative behaviors.

When the community agreement is not respected, faculty and administration will respond in a manner to promote discussion and reflection on alternative positive behaviors. It is our goal to empower our students to learn from mistakes in order to make better decisions in the future as well as to teach them a sense of responsibility for their own behavior. Concrete examples of the steps taken when applying consequences are given in the disciplinary guidelines, but in general, the following courses of action can be expected:

**1st Occurrence or Minor Situation** – teacher intervenes directly with student; incident documented

**2nd Occurrence or Significant Situation** – teacher and/or admin intervenes directly with student and informs parents, incident documented in student file

**3rd Occurrence or Severe Situation** – student referred to administration; incident documented

## SUSPENSION

For any incident determined to be severe, or those that are repeated at a disturbing rate, a student may be suspended from school. A suspension is a serious consequence intended to signal possible permanent removal from the community should disciplinary problems persist. *Suspensions may be in-school or out of school and will be determined by the administration.*

## EXPULSION

A student recommended for expulsion will have a hearing in which the director, the Elementary Coordinator, the student, the student's family will be present. Following the hearing, the director will present the case and make a recommendation for expulsion. The director will make the final decision in regard to the expulsion.

## ATTENDANCE POLICY

### Overview

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

### Attendance Policies

1. Absences may be classified as either Excused or Unexcused
  - o An absence will be marked as **excused** if it is due to illness or injury, a family emergency, or the observance of a religious event.
  - o In order for an absence to be excused, the school must receive appropriate documentation from the parent or guardian immediately upon return to school
2. A student is expected to attend school a minimum of 170 days through the year to receive year credit and be promoted to the next grade level.
3. Students who miss more than 10 days of school over the year due to **Excused Absences** may still be promoted, as determined on an individual basis at the

discretion of the Administration.

4. A student with **20 or more absences for any reason may be considered for retention.**
5. Students off campus due to school related events will be marked as Present.
6. A student must be in school for at least two hours of school to be marked Present for the day.
7. A student must be marked Present to participate in extracurricular activities that day.
8. Students who are not in class on time for morning attendance will be marked as Tardy.
  - o If a student is late to school, she/he must go first to the Business Office to sign in.
9. Students going home for illness cannot return to school until the following school day, or as advised by the school nurse.

### **Student Expectations**

1. If a student is absent, all missed work must be made up.
2. Before an anticipated absence students are expected to meet with teachers prior to leaving and establish work to be completed.
3. Following an absence, students are to bring appropriate documentation if it is to be noted as excused.
4. Students arriving late to school are to first check in at the office.
5. Students leaving school early must have parental permission and check out with the office.

### **Teacher Practices**

1. Classroom teachers are expected to take attendance every day. Students will mark students as present (p), absent (a), or tardy (t). Students arriving after 8:00AM for any reason, excused or unexcused, will be counted as tardy.
2. Following an absence, teachers will provide students with necessary resources and materials needed to complete missed work, when possible. Teachers are, however, **not** expected to re-teach the material to individual students except in special circumstances.

### **Administration Practices**

1. The Administration will establish and maintain a high profile for attendance and

punctuality in order to make them a priority for all members of the community.

2. The Administration will review attendance periodically & respond proactively to potential problems.
3. If a student has 20 or more absences for any reason, the Administration may 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 the School Director.
4. Students in Elementary will have an attendance report on each academic report, four times per school year.

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

## PHOTOGRAPHING

Students may not photograph other students at school without their clear permission nor may they upload any photos of other students to the Internet without their clear permission. Parents are invited to sign a form to be kept on record if they do not wish their child or children to be photographed for the school's website, yearbook, etc.

## 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 closure of the school year, or student withdrawal, in a condition that shows they were treated with care. Texts or other school property which are lost, stolen or carelessly handled must be replaced at cost, including shipping and handling.

## STUDENT SERVICES AND SUPPORT

### GUIDANCE COUNSELING

Counseling services through the guidance office is an integral part of the total education of a student. Our counselor believes that such services are most successful with the cooperation and participation of the parents. The 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 elementary school curriculum be consistent with what is required to pursue education in a variety of countries and contexts.

**Personal counseling** - Students have a wide range of personal needs. While there are no clear-cut solutions to basic human needs, the counselor attempts 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, sudden change in behavior, 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 school counselor leads school-wide bullying prevention efforts and is available to address any instances of bullying or suspected bullying.

*For more information about bullying refer to the Child Protection Handbook.*

## **MEDICAL SERVICE**

There is a 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.

If a student sees the nurse for any reason, the incident is documented and a copy is sent home to parents for communication purposes.

If a student is sent home for any medical concern, he or she is not permitted to return to school until the next day, or as recommended by the school nurse.

## **PERSONAL SOCIAL, AND HEALTH EDUCATION (PSHE)**

Life skills and health education issues are addressed at various times in the Elementary School. Some of the information may be delivered through the curricula in IPC, English, or Physical Education. In addition, students participate in PSHE (Personal, Social, and Health Education) one class period per week. This course is taught by the school counselor, with support from the school nurse, and covers a variety of social & emotional issues relevant to students' developmental needs. Students in grade 5 also participate in an age-appropriate sexual health course taught in the spring. At this level, the course focuses on puberty and and positive relationships.

## **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.

*Borrowing limits are as follows:*

- Early Childhood-Grade 5: 2 books
- Grades 6-12: 4 books
- Parents: 4 books
- Teachers may check out an unlimited number of books for curriculum use, or 4 items for personal use.

## **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. Materials are also carefully selected for student reading level and emotional maturity level. Please see the school's teacher-librarian if you have questions or concerns about materials found in the library.

## **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 and all procedures for replacement or payment are handled by the ISKR business office. Please contact the teacher-librarian if you have lost or damaged materials ([library@iskr.org](mailto:library@iskr.org)).

## **EXTENSION PROGRAM**

At ISKR, we believe in fulfilling the potential of all our students and to facilitate improvement at all levels and abilities. We also believe it is the responsibility of every teacher to reach students through in class differentiation, whether they are gifted and talented or otherwise. As part of our student services, this extension program will serve to reach our high ability and high achieving students in the elementary school, generally from grades 2-5.

## **Program Components**

Students will participate in a number of self-directed and teacher directed activities, often with a project based focus. Some examples will be Maker-Space activities with a focus on

STEAM (science, technology, engineering, arts, and math) and a 'passion project' directed by individual student interest.

### **Identification**

Students will be identified by a combination of high achieving scores in MAP (Measures of Academic Progress), student portfolio samples, and by teacher nomination and parent recommendation. The program includes students who are formally identified by previous schools as gifted and talented and students who have not previously been identified as gifted and talented. Decisions will also be made based on resources and spaces allotted. The final decision will be left to the discretion of the Elementary Coordinator, with input from the ISKR Director and Deputy Director.

Students will enter the program at the beginning of the year, pending MAP scores for new students, or on a case by case basis if students enter ISKR after the beginning of the school year. Parents can also opt out of the program.

### **TUTORING**

From time to time, the school may recommend that a student work with a private tutor outside of school hours. The school can recommend a tutor for parents to use at their own discretion and cost. Members of the ISKR faculty are available on a limited basis to help to students outside scheduled class time. However, faculty may not charge a fee to tutor students in their own courses.

### **AFTER SCHOOL ACTIVITIES PROGRAM**

There is an active after school activities program for elementary students which may include:\*

Football	Judo	Yearbook
Basketball	Fencing	Student Council
Volleyball	Art	French Club
Yoga	Music	Cooking Club
Taekwondo	Drama Club	

Activities are offered each quarter, while some athletics teams will run for a semester. Activity schedules are set by the after school activities coordinator. Activities may be limited to certain age groups, numbers of students, etc. Limits are placed by the after school activities coordinator and the sponsor of the club. Some clubs may carry a fee. The fees are set by club sponsors in consultation with the after school activities coordinator, and they are non negotiable. Issuing refunds due to club cancelation, weather, or student absences is up to the discretion of the Activities Coordinator. In general, fees will not be refunded. Fees may be paid to the school office in advance of the student beginning the activity.

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. If you are interested in beginning a club or activity, please contact our athletics and after school activities coordinator.

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

## SECURITY

### DROP OFF AND PICK UP

#### **Drop-off: 7:45 – 8:00am**

Elementary students will be dropped off at the gate to building A (Elementary Building). Before 7:55, students will be permitted to gather at the front entrance near building A. They are not permitted to enter the building, play in the field areas behind the building, or use play equipment without adult permission and supervision. A teacher/staff member will have morning duty from 7:45-8:00. He or she will be responsible for supervision of elementary students during this time.

At 7:55, a bell will sound for all students to line up in their designated line and the classroom teachers will meet students outside and take them to their classrooms.

If behavioral issues arise, the supervising teacher will ask students to silently stand or sit in their designated area for line up until 8:00.

**It is extremely important that students come to school on time each day.**

#### **Pick-up: 3:15 – 3:30pm**

At 3:15, classroom teachers will release students to the front courtyard for parent pick-up. Students are not permitted to do free play activities at 3:15 if they have clubs, or after 4:15 when clubs are finished.

Classroom teachers and assistants are responsible for supervising students' transition to after school clubs. Students are not permitted to wait for siblings without going to a club. They must be engaged in an activity after school to ensure proper supervision. If a student claims to not be enrolled in a club, classroom teachers and/or the Elementary Coordinator will determine if there is an open club that a student can join. The student may also be permitted to wait for pick-up near the office. This time will not be used as student free play without direct adult supervision from parents or teachers.

#### **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 entrance.

### **SUPERVISION AFTER CLASS**

Students in Elementary should leave campus after regular school hours unless they have a supervised activity. After 4:30PM and before 07:30AM the next morning the campus is off limits to students without permission and direct supervision.

### **EMERGENCY DRILLS**

Evacuation drills are held regularly and participation by all students and staff is mandatory. A thorough set of instructions is posted and reviewed with students periodically by teachers. Students participate in earthquake drills, fire drills, and lockdown (intruder) drills.

### **GENERAL SECURITY**

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

### **PARENT/GUARDIAN RECOGNITION**

Only the parent or legal guardian is recognized to give permission for participation in school activities, sign forms, write notes of absence, allow students to return home in case of illness and pick up students from school. Any person designated to do so other than the parent/guardian must be communicated to the administration in writing, stating clearly the dates during which the alternate will act as the parent/guardian. Ordinarily, students must be residing with the parent/guardian while attending ISKR, and must have regular supervision. A student who does not have regular supervision by a parent or guardian may be withdrawn by the school.

Please inform the school and the classroom teacher of any extended absences outside of Rwanda by the legal parents and/or legal guardians before they occur. Parents are required to fill out the [Extended Absence Reporting Form](#) for any extended absences. Please ensure the school has proper records for contact information for parents while traveling as well as contact information for the temporary caregiver.

### **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 check in with security, report to the school office after entering the main gate, and wear a visitor's pass while on school property. If something needs to be delivered to a student it should be done only through the school office. No parent should seek out a student or teacher without reporting to the school office staff.

Permission to bring a student guest to school should be sought in advance from the 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 via email, phone call, notes home, or other means. 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. Please also see the Blended Learning procedures for more information about academics during a school closure.

## **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 outlines the Rights & Responsibilities of parents in the ISKR community. This will be shared and signed electronically and discussed at Back to School Night annually.

[Link to Parent Code of Conduct](#)

## **COMMUNICATIONS**

### **CHANNELS OF COMMUNICATION**

Teachers may be contacted in person before or after school, by email, through Seesaw, or by calling the school office and requesting a return phone call. We encourage parents to contact teachers directly so they are able to promptly address any questions or concerns.

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

1. Speak first to the person closest to the concern, e.g. the classroom teacher or school counselor. If the concern relates to general school matters, policies or administrative decisions, you should first speak to the Elementary School Coordinator. The Elementary Coordinator can be reached at: [jfeldhaus@iskr.org](mailto:jfeldhaus@iskr.org)
2. Communicate with the Elementary School Coordinator if the matter has not been resolved at the teacher's level, or with the School Director if it is not resolved at the coordinator's level.

**NOTE:** For safety and security reasons, teachers are not permitted to give out personal student or family information to other parents or students. This includes personal or work related phone numbers or email addresses. Please contact the school Director if there are questions related to this issue.

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

At ISKR, we believe that parents and teachers should be partners in a child's success at school, and therefore we value frequent, honest, and useful communication about the academic, social and behavioral well being of all students.

Parents can expect to receive home-school communication in the following ways:

1. Parents will receive general communication from the classroom teacher at least twice per month about events and academics in the form of a class newsletter. The purpose of this communication is to inform parents of upcoming school-wide or in-class events. It is also an update on current topics, projects, or units covered in your child's classroom. This communication may be in electronic or paper form, and the choice of formatting is left up to the teacher's discretion.
2. [Seesaw](#) - Seesaw is a web-based app designed to bridge communication between school and home through digital student portfolios that can only be seen by designated teachers, students, and parents. All elementary teachers will use Seesaw to communicate. Some examples of ways teachers will use Seesaw are: photos of classroom activities, individual student assessments, and for individual and group assignments. Seesaw is also an easy way to send text based messages between school and home. **All parents are required to sign up for Seesaw if they do not already have an account. Teachers will provide more information at the time of Open House and Back to School Night.** Further information about the Seesaw app and a free download are located at: <https://web.seesaw.me/>

3. Parents will receive communication about individual student behavior and assignment completion on an as needed basis. The frequency of this communication is left up to the discretion of the classroom teacher.
4. As classes begin each International Primary Curriculum (IPC) unit, an overview of the unit and ways in which parents or other community members can be involved will be sent home with each child.
5. Academic reports are sent home four times per year. These reports show student progress in academic and self developmental areas. (See the section on assessment for more information about how students are evaluated for reports.)
6. School-wide communication updates are sent by the school Director, and Elementary Section updates or reminders for events are sent by the Elementary Coordinator. As we move to a more environmentally friendly model, this communication will be sent most frequently by email. **Please ensure the school has an accurate email address for each family so these communications are received.**

## **PARENT/TEACHER CONFERENCES**

Elementary School parent-teacher conferences are held once in the first term and once in the second term. All parents are invited to participate in conferences to encourage face-to-face feedback about student progress. Student portfolios will be shared with parents during this time. Parents and teachers may schedule additional conferences as needed.

## **MISCELLANEOUS**

### **LOST AND FOUND**

Lost and found cupboards are located near the teacher kitchen and copy room. Items not collected from lost and found are periodically donated to local organizations. **Please label student personal items such as water bottles, jackets, lunch bags, hats, etc with full name, grade level, and classroom teacher name.** This will allow teachers, students, and staff to return lost items promptly.

### **PETS**

Dogs or other pets are not permitted on school grounds without the permission of the director.

### **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 on campus at a designated time. Students may bring packed lunches from home, or may purchase hot lunches from our on-site caterer, Food & Stuff. Lunches can be arranged directly with Food & Stuff. Contact: [info@foodandstuff.co](mailto:info@foodandstuff.co) for menus, pricing, and other information.

Parents are strongly encouraged to provide students with **healthy choices** for snack and lunch. Please do not send students with carbonated beverages (soda) or excessive sweets. Students are discouraged from sharing daily snacks/lunches with each other to minimize conflicts. It is also not permitted to use the microwave or refrigerator to heat/cool lunches. These devices are only permitted for use by ISKR staff.

## 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 Elementary School Coordinator or School Director in this event.

*Last Edited: August 2018*