

2017
2018

Elementary School Handbook

PASSION | CREATIVITY | AMBITION





August 2017

Dear ISK Families,

It is indeed my pleasure to say jambo and a very warm welcome to the 2017-18 school year at ISK. On behalf of us all here in the Elementary School, we extend a warm welcome back to our returning students and special greetings to all our ISK elementary families. We have a beautiful campus, an environment that is most conducive to helping your child learn, play, grow and mature.

I am pleased and proud to support such a hard working, dedicated and experienced faculty and staff who will work closely with your children during the one hundred and eighty school days ahead.

Arriving in a new country can be both daunting and exciting and for us who have been here a few years now, let us assure our new families that we have a wonderfully supportive and welcoming community.

The elementary school at ISK offers a strong cognitive, social/emotional and physical program for all its students built around our Mission, Vision and Educational Aims. We pride ourselves in getting to know the strengths and areas for growth of all our students. We then work with them so that they reach their optimal potential. For the most part, we offer an inclusive program for those that need extra support. Assistance is also available with learning English. We have a student government (PRIDE), Peer Helpers (children helping children), Service Learning Program, Co-curricular Activities (CCA), monthly assemblies, concerts, field trips and many other events and activities that enhance learning over the course of the year.

This year we will continue to build on helping our students become students of character who learn, create, act and solve in a collaborative and engaging environment. This guides our Code of Conduct as well as forming the basis for our school culture.

As with any good school, communication i.e., home and school working in partnership is the cornerstone for successful student learning at ISK. Teachers are available through their Moodle webpage or their ISK email, and there is also a monthly school wide electronic newsletter. This keeps you up to date with current school events in addition to reporting students' experiences and accomplishments. I encourage you to get to know your child's teacher. Working closely together can only enhance your child's schooling experience.

The school provides most of the school supplies and either the registrar office or the elementary school office will give the list of what you need to purchase to you. This list has also been sent out by the ESO to all new & returning families.

We are available by email, telephone or just pop into the elementary office to set up a meeting. We always have tea/coffee and a cold drink available. I am looking forward to working with your children and getting to know you, the families that make up our wonderful school. Wishing you a great year as we all get used to being in our wonderful new facility.

In partnership,

Patricia Salleh Matta

Elementary School Principal

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SECTION 1: SCHOOL DESCRIPTION

History

The International School of Kenya (ISK) was established in 1976 under the co-sponsorship of the Canadian High Commission and the United States Embassy. The school, known as the Nairobi International School, had pre-existed that date by a few years, but was purchased from its original owner, the United States International University, in 1976. ISK has been located on the same picturesque 25-hectare campus, located on the outskirts of Nairobi since its establishment.

The ISK Mission

ISK inspires and nurtures passion, creativity and ambition in pursuit of a better world.

The ISK Vision

Empowering students to create solutions for tomorrow's challenges

Educational Aims

We strive to develop students of character who learn, create, act and solve in a collaborative and engaging environment.



Characteristics of ISK students

Principled: Students will act with integrity and honesty, with a strong sense of fairness and justice. They will take responsibility for their own actions and the consequences that accompany them.

Respectful: Students will demonstrate respect for the dignity of the individual, groups and communities in their interactions.

Open-Minded: Students will understand and appreciate their own cultures and personal histories and will be open to the perspectives, values and traditions of other individuals and communities.

Caring: Students will show empathy, compassion and respect towards the needs and feelings of others.

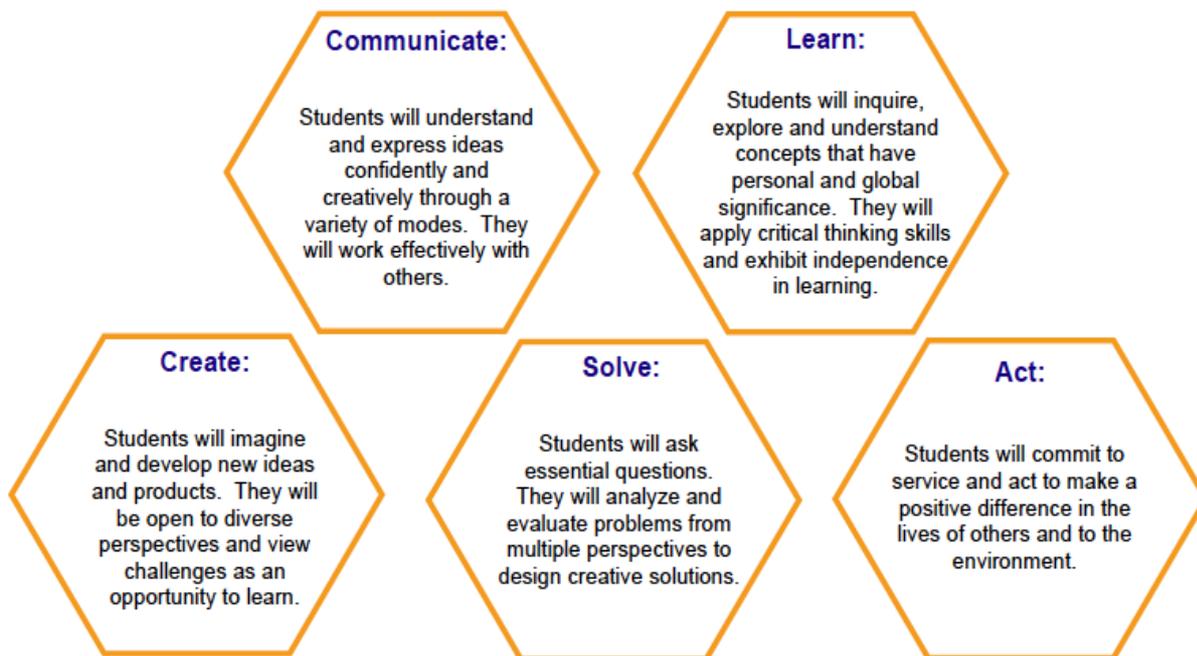
Risk Takers: Students will approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They will be brave and articulate in defending their beliefs.

Balanced: Students will understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: Students will give thoughtful consideration to their own learning and experience. They will be able to assess and understand their strengths and limitations in order to support their learning and personal development.

Persevering: Students will persist in a task or course of action and seek out solutions to problems despite challenges, failure or opposition.

ISK students will apply these character traits in order to communicate, learn, create, solve and act in ways that will enrich themselves, their communities, and the world around them.



Student- Parent- Teacher Expectations

The Student

As a student at ISK I commit to fulfilling the expectations for students as they are presented in the ISK Mission, Vision and Aims.

As a student, I agree to:

- Be at school on time each day, prepared with assignments completed and materials ready.
- Respect my classmates, teachers and support staff, including their beliefs and property.
- Give my best effort in everything I do.

- Be willing to accept appropriate challenges.
- Take responsibility for my learning and my actions.
- Be a positive ambassador of ISK and my family.

The Parent(s)

We acknowledge that by enrolling our children at ISK we understand the values embedded in the ISK Mission, Vision and Aims. We also recognize the importance of these values in the education of our children, and agree to reinforce these values at home.

I / we will:

- Interact with other ISK stakeholders, including all members of staff, in a direct, positive and respectful manner.
- Agree to follow ISK's communication protocol as defined in Section 3 of this handbook.
- Ensure that my child attends school regularly and that unavoidable absences are properly notified.
- Ensure that my child arrives on time each school day and is picked up promptly at the end of the day.
- Support the school's policies and guidelines on behavior, and reinforce ISK's core values in the home.
- Support my child in his/her homework and, wherever possible, promote opportunities for extension or enrichment learning experiences.
- Attend parent education evenings and conferences about my child's progress at school.
- Be present in Nairobi, and, if we must leave, arrange for guardianship of our children*, and inform the school of those arrangements (including emergency contact information).

* This guardian must be able to serve in the capacity of *in loco parentis*, with full authority to make parental decisions to ensure appropriate supervision and care, and to respond to a medical emergency.

The School

The ISK administration and staff are committed to making the ISK Mission, Vision and Aims come alive through an active partnership with parents.

Teachers, Administrators and Support Staff will:

- Ensure your child's physical and social well-being and foster feelings of confidence, self-worth and belonging.
- Interact with students and other stakeholders in a positive and respectful manner.
- Deliver a balanced and carefully planned curriculum that meets the needs of your child.
- Provide well-planned, stimulating and child-centered lessons.
- Provide a range of co-curricular activities designed to enrich your child's experience.
- Ensure that homework tasks are given regularly, and that they reflect your child's learning needs.
- Actively welcome you into the life of the school and ensure that teaching staff is available, by mutual agreement, to discuss any concerns you might have about your children's progress or general welfare.
- Keep you informed about the school's policies, guidelines and other general school matters.
- Keep you informed about your child's progress and development in all areas in a timely manner.
- Ensure that all staff is up to date on important educational developments and initiatives that might affect your child, and inform you of these at given meetings where appropriate.

SECTION 2: SCHOOL STRUCTURE

In General

ISK has three school divisions: Elementary School (Pre-Kindergarten through Grade 5), Middle School (Grades 6-8) and High School (Grades 9-12). Each division has a principal and counselor. The Director oversees the three divisions. The curriculum of ISK is coordinated from the earliest years through the high school. Each instructional area, co-curricular activity is reviewed and revised every five years or less. Most teachers at ISK hold advanced degrees and although the majority calls North America home, about 30% of the faculty is from various countries around the world. Likewise, approximately 40% of ISK students are citizens of the United States or Canada with the remaining enrolment representing about seventy different nationalities.

School Governance

A seven-member Board of Governors comprised of diplomats from both the Canadian High Commission and the United States Embassy oversees ISK and its development. While this governing board retains financial responsibility for the school's development, a nine-member Board of Directors is charged with policy setting for the school. Four of these members hold two-year terms and are ISK parents elected at the Annual General Meeting held each April. The Board directly appoints two members for three-year terms. The American Ambassador and the Canadian High Commissioner appoint the remaining three members for indefinite terms. The Board of Directors delegates the day-to-day management of the school to the school's administration.

Leadership & Administration

David Henry	Director
Patricia Salleh Matta	Principal – Elementary School
Alexa Schmid	Principal- Middle School
Rob Blanchard	Principal- High School
Jodi Lake	Director of Teaching & Learning
Robert Onyango	Security Liaison Manager
Irene Chifallu	Human Resources Manager
Moez Jiwani	Business Manager
Theo Fernandes	Operations Manager
Lynn Wells	Director of Advancement
Doug Irish	IT Director
Registrar	Fareen Lalani- Butt
Student Support Services Coordinator	Sue Small
Technology Integration Coordinator	Kathleen Chromicz

Elementary School Faculty & Staff

<i>Grade</i>	<i>Teacher/ Staff</i>	<i>Teaching Assistant</i>
ES Assistant Principal	Jessie Coyle	
ES Counselor	Benjamin Fishman	
ES Counselor	Heather Cronk	
ES Admin Assistant	Anne Wanja	
ES Admin Assistant	Lillian Livondo	
Pre-K B	Victoria Beiner	Penina Tendwa
Pre K S	Saloni Shah	Irene Gitau
KDG-D	Sandra Dibler	Susan Maina
KDG-H	Alison Haswell	Esther Nyagah
KDG-T	Rosa Maria Taboada	Rose Shuo
1D	Gisela Dale	Phiona Mugasia
1M	Karen Moore	Angela Njeri
1N	Grace Ng'ang'a	Vida Irungu
1R	Suzanne Robinson	Emily Maina
2H	Heidi Williams	Serah Abraham
2P	Joanna Print	Mercy Pere

2W	Amreen Wallbridge	Annie George
3L	Scott Lavack	Edward Ndiku
3S	Ronnie Spilsbury	Ann Abogi
3SJ	Susan Skiman-Jones	Betty Musyoka
4F	Amanda Fine	Faith Williams
4GL	Karen Gakuya-Leteipan	Matilda Njogi
4P	Lesley Potter	Edward Ondungili
4R	Maria Ramilo	Edward Leiyan
5C	Harshna Chandaria	Harriet Akinyi
5EP	Carolyn Enow- Pluchino	Resper Otonda
5G	David Guarnieri	Sekou Otondi
5T	Theresa Irish	Rahab Ndungu
Art-KG	Eleanor Miller	Josphat Magut
Art- 1-5	Jodi Watkins	
Music- PK - 2	Rachel Aondo	Margaret Oganda
Music- 3-5	Laois Rogers	
PE- PK- 2	Yuanita Owuor	Hannah Wainaina
PE- Gr 3- 5	Mark Rogers	Franklin Kiyondi
Swimming- Gr 1-5	Adrienne Donohue	
French- Gr. 1-5	Julie Caron	
French- Gr. 1-5	Marjanne Jansen	
Spanish- Gr. 1-5	Francis Atemo	
Spanish- Gr. 1-5	Maylin Parsons	
Kiswahili	Alividza A. Otieno	
PK & KG ESOL/LS	Jessica Schnepple	Eunice Ng'ang'a
Gr 1 ESOL/LS	Femida Gulam	Banice Ndirangu
Gr 2 ESOL/LS	Donica Merhazion	Irene Ngugi
Gr 3 ESOL/LS	Arman Kassam	Benjamin Ogollah
Gr 4 ESOL/LS	Catherine Gatheru	
Gr 5 ESOL/LS	Alicia Messing	
Technology Integration	Brendan Lea	Peris Mwangi
Librarian	Barbara Jones	Jane Gichuru
ES Science Lab Assistant		James Nderu

ISK Students

The school has a diverse student community comprised of over 60 nationalities. The largest percentages are American, representing about 25%, followed by Kenyan at about 10%, British, 10%, Canadian at 8%, and Dutch at 4%.

Class Size Guidelines in Elementary School

Pre-Kindergarten- Grade 2 18 students

Grade 3-5 20 students

Exceptions may be made based on guidelines in our Board policy manual.

Organization Of The School Day

Pre-Kindergarten			
Quarter 1		Rest of the school year	
Monday - Friday	8:35 a.m. 12:00 p.m.	Monday - Friday	8:35 a.m. – 3:20 p.m.
Wednesday Schedule	8:35 a.m. – 1:25 p.m.	Wednesday Schedule	8:35 a.m. – 1:25 p.m.
Lunch	12:20 p.m. – 1:00 p.m.	12:05 p.m. – 12:40 p.m.	
Kindergarten – Grade 2			
Semester 1&2		Lunch Break	
Monday - Friday	8:35 a.m. – 3:20 p.m.	12:20 p.m. – 1:00 p.m.	
Wednesday Schedule	8:35 a.m. – 1:25 p.m.	12:05 p.m. – 12:40 p.m.	

Grades 3-5		
Semester 1&2		Lunch Break
Monday - Friday	8:15 a.m. – 3:20 p.m.	1:05 p.m. – 1:50 p.m.
Wednesday Schedule	8:15 a.m. – 1:25 p.m.	11:45 a.m. – 12:15 p.m.

- Elementary students may participate in a hot lunch program from Monday to Friday (lunch costs are paid by the parents).
- Co-curricular activities when in session, take place between 3.45 p.m. and 4.45 p.m.

Dropping Off and Picking Up/Dismissal Procedure for ISK Elementary Students

Permission To Leave School During The School Day

ISK is a closed campus, meaning that students remain on campus for the duration of the academic day. Students may leave campus during the school day only for valid reasons and with parent permission. Preferring to study at home rather than utilize a designated *Independent Learning Time* at ISK is not a valid reason. Parent permission must be received in advance of student departure, either by a phone call, email, or written note from parents; in some cases such as a field trip permission the school expects parent permission to be signed in writing. During the school day, students will not be allowed to leave campus without direct communication from parents or guardians to the office, and without a 'gate pass' that must be submitted to the guards at the gate upon departure. Students returning to school at any time during the school day must report to the office immediately upon arrival on campus. School ends at 3:20, except for Wednesday's 1:25 finish, at which point students may leave campus without a gate pass.

Transport And Parent Responsibility

It is the parents' responsibility to ensure that their child arrives on time each school day and is picked up promptly at the end of the day's activities. For families that do not use the bus service and arrange their own transportation, students should be dropped at school by 8:15 am. Pick-up time is dependent on student after-school activity choices. For all after-school activities that finish after 5:00 pm, it is the responsibility of parents to collect their student from the ISK Upper Parking Lot in a timely manner.

From 5:00 pm onwards, students will be expected to await collection at the upper gate pick-up area next to the ISK security office. The High School and Art Center parking lots will not be available for after-hours student pick-up except in the case of special events that take place after hours in the arts center or high school buildings. If needed, students can use the security office phone at the upper gate to let parents know that they are awaiting collection. It is the parents' responsibility to make appropriate arrangements for their child's safe collection from school, and ensure that the child is not left waiting at the ISK security office for an unreasonable duration of time. The same expectations apply for weekends and holidays.

Important additional information about student departure from the ISK campus:

- Permission to walk home requires residency in close proximity to the school and a letter from the parents submitted through the relevant divisional office. No student is allowed to walk off campus without explicit permission of the parent.
- Permission to leave campus by means other than private ISK-stickered transportation or school transportation (e.g., taxi) requires explicit parental permission submitted through the relevant divisional office, otherwise the student will be held at security in the interest of safety until the parent collects their child. ISK does not support the use of motorcycle taxis as a safe means of student transportation.
- In an after-hours emergency, parents can communicate directly with the ISK security office (0733-524174) to inform the school and grant permission for alternate transportation arrangements.

SECTION 3: COMMUNICATION

a. Parent-Teacher

The most important school-home communication is between a child's teachers and his/her parents or guardians. We welcome parent communication regarding concerns and/or positive issues related to the school. Concerns related to individual teachers or classes should be initially expressed directly to the teacher. To this end the following options are available:

- Call the elementary school office to make an appointment with the teacher.
- Write a home-school agenda note.
- Log on to the teacher's Moodle webpage.
- Email the teacher.
- Engage in student conversations.
- Please note that parents should not disturb a teacher while he/she is conducting a lesson, unless there is an emergency.

b. Elementary Office-Parent Communication

- The school publishes and sends parents a monthly newsletter (The Link) on Friday, via email. It can also be accessed on the ISK website. This informs ISK families of upcoming events and special programs at the school. It may also contain articles and/or items of interest from the ISK PTO.
- The ES Express, for elementary only, is incorporated in the Link. Questions about the ES Express should be directed to the Elementary School Office.
- If parents or students have any announcements that may be of interest to parents or the student body, they should contact the Advancement office.
- The Elementary Office also has a Moodle page on the ISK website. This contains standard items of information about the elementary school and is updated regularly.

c. School Wide Communication

The Link is published monthly to announce whole school activities. This publication is sent home via email. Questions about the Link should be directed to the Advancement Office via thelink@isk.ac.ke

d. Parent Volunteers

We encourage parent volunteers, either through the Homeroom Parent representative, or organized through the class or special subject teacher for various activities. Having a parent 'on board' is such a benefit for all!

e. Homeroom Parents (HRP)

Each classroom needs at least one parent who can be a contact person and general all-round support for our various activities and events. Volunteers are sought at the start of each school year.

The role of the HRP is:

- To serve as a link between the PTO and parents.
- To serve as a liaison between the teacher and the parents of the class.
- To provide support for the teacher in designated activities.
- To be a contact and support person for new families.

Guidelines:

- Parent meets with the teacher at the beginning of the year to get an idea of events scheduled for the year.
- Grade levels are encouraged to have the same types of parties for that year. Teachers may have set ideas for events, etc., or may let the HRP make most of the decisions.
- A letter of introduction can be sent out to the families from the HRP at the beginning of the year outlining her/his role or the homeroom teacher may choose to introduce the HRP.
- The HRP can organize the party/event, telephoning families that have been assigned to the party/activity to coordinate refreshments and organizing games or activities.
- Often the HRP will be called on to help with special activities the class has, such as drama or art activities, special exhibitions or to accompany the class on day field trips. However, for overnight trips our Board Policy as follows applies: "In support of the development of student independence, parents shall not accompany their children on overnight field trips. Exceptions may be made when the accompanying parent is a teacher of the class taking the trip."
- The HRP can be the liaison person to solicit extra help for events when needed.
- The HRP will be a contact point for new families joining 'their' grade during the year.

f. Principal's Teas

Each year, the elementary school principal hosts a number of informal meetings with parents to share with them ongoing events and activities in the elementary school. At these sessions the elementary school welcomes parents' recommendations and commendations, and general discussion on different events throughout the year. At these sessions, concerns regarding individual teachers will not be discussed. Dates and times are well publicized in advance.

g. Parent Responsibilities

Communication with the school is very important. ISK expects open and ongoing communication between parents and their child's teacher. It is important that parents attend the two formal home-school conferences each year. If a parent is unhappy with a situation in the classroom the procedure is as follows:

- Speak with the teacher involved and endeavor to resolve the situation,
- If unresolved at the teacher level, the parent should contact the assistant principal,
- The assistant principal will arrange a meeting between the teacher, parent and assistant principal,
- If the situation remains unresolved, the parent should contact the principal,
- If the situation remains unresolved, the parent should contact the school director,
- Finally, the ISK school Board may be contacted should the school director not resolve the situation.

h. Guardianship

The school must be notified when both parents travel at the same time. Emergency telephone numbers, local legal guardians and health information must be left at the school should an emergency arise. This information must be communicated via parents and not one's child.

i. The ISK Parent Teacher Organization (ISK PTO)

The ISK-PTO is a body dedicated to the improvement and advancement of the school. It aims to promote a cooperative relationship between the home and the school that will benefit the education of all ISK students. The PTO provides opportunities for parents, faculty and students to get together, discuss issues, come to a consensus, and provide services and resources to the ISK community.

The official role of the ISK-PTO is;

- Partner/team builder within the school community
- Supporting good communication and public relations within and outside the school
- Sponsoring social activities
- Raising funds for special projects.

Membership in the ISK-PTO is open to all teachers and parents. Please contact any member of the school administration for more information about participating. The PTO shop on campus has opening hours each school day and stocks a variety of items for student/parent use.

j. Friends of the Arts- FOTA

Friends of the Arts (FOTA) is an association made up of parents of ISK students who support the teaching, learning, and performing of dance, drama, art, and music at ISK. The executive committee consists of a chair, co-chair, secretary, and treasurer. FOTA works in cooperation with the teachers, administration, and the PTO to develop ways in which they can assist in the enhancement of the arts. FOTA supports the arts through a variety of activities and events including an annual art show and sale that supports more than 100 local artists and the sale of FOTA merchandise.

k. Private Tutors

While private tutors are a routine feature of many schools, ISK discourages parents from hiring tutors except in special circumstances, and in consultation with the divisional Student Support Team, counselor or principal.

The main reason for this practice is that ISK already has an expectation of our teachers, teaching assistants, and learning support specialists to provide the necessary support to ensure all students learn. ISK teachers give extra time to students before/after school, at lunch, and often at other times during the day, in person or electronically. They are committed to the learning of all students, and reciprocate the effort that each student is willing to put in.

A second reason for discouraging private tuition is that tutors unconnected to ISK are unfamiliar with our educational philosophy and often do not know our curriculum. Tutors, much like well-intentioned parents who help their children do their homework, can sometimes cause *misconceptions* by not teaching through the same approach the teacher is using, or by not "scaffolding" concepts on what the teacher knows to be prior knowledge.

There are times when it is appropriate for a family to hire a private tutor. In those cases the learning support teachers in each division are the best people to make the judgment call. If your child is struggling in a particular subject, we ask that you first consult with the teacher, then the learning support specialists, before taking the step of hiring a private tutor.

When that step is necessary, it will be important for the teacher, tutor and learning support teachers (and teaching assistant in the elementary grades) to be “on the same page” for all to have a clear idea of the learning goals for the student. Such a dialogue also allows the school to track where and when tutors are being employed, and to collect appropriate feedback on their effectiveness.

l. Communication Protocol at ISK

Effective communication is critical within our diverse community at International School of Kenya. That is true for both proactive and reactive communications.

In the case of proactive communication—essentially information management—there are many forums for the school to share information. Those include the ISK website, information meetings, *The Link* (ISK’s monthly electronic newsletter), divisional newsletters, emails and numerous other forums and bulletins. There are also a variety of forums for parents to express their opinions or ideas, such as Principal’s Teas (monthly for each division as well as school-wide), or special-topic discussion forums organized within each division, as outlined in this Handbook.

Choosing an effective channel of communication is especially important when people have a complaint or problem, because emotions and cultural perceptions can pose complicating challenges to normal communication and relationships. ISK’s protocol for parents sharing their problems or complaints is, therefore, a simple one: **communicate directly with the person who is closest to the area of concern**. That may be another parent, a teacher, a teaching assistant, a member of the support staff, or an administrator.

If that direct communication does not resolve the issue, then the next step is to speak with the person’s supervisor (or the principal, assistant principal or counselor if the unresolved issue is with another parent). If that step still does not provide resolution the next step is to go to *that* person’s supervisor. However, something should not be “escalated upwards” unless there has not been resolution at the most direct level first.

The guiding principle is this: *direct, open, respectful communication is the best way to preserve a sense of community by valuing relationships.*

The school’s protocol for resolving problems or complaints is designed to ensure that such communication be managed promptly, directly, and in the interest of reinforcing our sense of community and common purpose. The steps, therefore, promote resolution **at the most direct level** to ensure transparency and positive working relationships within our community. The protocol is also based on positive assumptions about all community members’ commitment to both **continuous school improvement** and **a respectful community**.

m. Child Protection Service

The school has a child protection policy and guidelines in place to ensure the safety of all children. If you have any concerns about child welfare, please contact your divisional counselor or principal.

The child protection policy states: that all children should be protected from any form of abuse and neglect.

SECTION 4: ADMISSIONS, TRANSFERS & WITHDRAWALS

Admissions

Students may be enrolled in the International School of Kenya after completing the requirements for enrolment and receiving approval from the Administration. Application materials are available from our website or from the Registrar's office. ISK wishes to create a warm and welcoming environment for all its new students. To this end the following procedures are in place to assist you.

- New families are received in the Registrar's office.
- New families receive an application pack.
- Families are taken on a tour of the school and introduced to divisional principals as available and requested by prospective families.
- Once a family is interested in joining ISK the application process begins. See admissions guidelines below.
- Once the admissions guidelines are completed a time for student assessment is confirmed.
- The admissions team (counselor, assistant principal, principal or member of the Student Support Services (SSS) department) will carry out this assessment.
- Should concern arise as a result of testing and/or former schooling records, consultation will take place between the administration and the relevant faculty member. Admission to ISK may be delayed until further clarification or documentation is received.
- Once testing is satisfactorily completed, the admissions team decides on class placement.
- The student file is copied (Elementary Only) and the assessor will speak to the teacher informing him/her to expect a new student. The assessor will give the teacher a copy of the current student file (Elementary Only).
- Parents are informed of acceptance and a starting date.
- The divisional office gives one days' notice to teachers before admitting a new student.
- A general notice is sent out to all division staff (e.g. health office and library) a minimum of one day prior to the start date of a new student, giving details of the new student and the specific start date.
- Lists of expected students are regularly sent out to teachers, health office, business office and library.

Admissions Guidelines

The following are required in order to be considered for enrolment at ISK:

- Application fee of US\$400 paid to the business office (non-refundable)
- Completed Online Application Form
- Confidential School Report (can be downloaded from the ISK website)
- School records from the 3 previous years (translated into English by a certified translator, if applicable)
- Any pertinent/relevant educational documents (IEP, psycho-educational testing reports, etc.) as applicable
- Photocopy of the passport to verify age
- Completed Health Form (can be downloaded from the ISK website)
- Two current passport size photographs (attached to the application and health form)
- For a student transferring from a local school, a School Leaving Certificate from the previous school is required before the child begins at ISK
- Application for Pupil's Pass (if applicable, document on ISK website)
- Parent Agreement Letter (can be downloaded from the ISK website)

The following are also considered before a student can be accepted and placed:

- Evidence of the student's ability to achieve success in ISK's program based on entrance assessments that will be conducted (all points above must be in place before entrance assessments can be scheduled and conducted);
- Current class size at a given grade level;
- Documentation of the last successfully completed grade indicated on school records;
- In cases where students come from a system using a grade level system different than ISK's, students will be placed in the grade following the equivalent of the highest grade completed based on ISK's grade level system;
- In some cases, a student may be admitted on probation or may later be placed on a probationary status.
- All classes are generally constructed in a heterogeneous fashion;
- Parental requests for specific teachers and/or classes are not accepted.

Tuition and fees must be paid each semester before students may enter classes. Inquiries about this may be made to the Business Manager.

Admissions Assessments

All students seeking admission to ISK must sit for a series of assessments. In the elementary school the following assessments are given:

- Mathematics
- Reading comprehension
- Writing

The counselor, learning support teacher, ESOL teacher or principal will administer admission assessments at ISK. Remote testing is also available (Grade 5 only) by contacting the registrar (registrar@isk.ac.ke). The primary purpose of the assessments is to determine if students are likely to achieve academic success with ISK's program if they are accepted. If concerns are raised based on the results of the tests, parents will be notified. If more serious concerns are raised, the parents may be required to obtain outside psycho-educational testing from a professional school psychologist in order for ISK to make a more informed decision regarding enrollment. If this is required, the cost of the testing is the responsibility of the parents.

Modern Language Placement

ISK's language program offers French and Spanish. It is important to note that language instruction at ISK is designed solely for those students who have not previously had significant exposure to the language. Proficient/fluent/near fluent speakers of French or Spanish will be required to take the alternate language. ISK's language teachers make the final determination as to which level a student can be placed into based on written or oral entrance assessments. If a student is assessed to have language skills higher than those offered in a given division, they will be required to take the alternate language.

Student Support Services

Learning Support (LS): ISK serves a managed number of students representing a range of learning differences from mild to moderate needs as well as the highly capable.

Consideration to provide Learning Support is given to students who are performing up to two grade levels behind their peers. Moderate support is provided for a managed number of students who may be performing more than two years below grade level based on standardized assessments or whose social/emotional behaviors impact academic performance. Each applicant is considered on a case-by-case basis by the Student Support Services Coordinator in consultation with the Principal, Assistant Principal, Counselor, and Learning Support Teacher, taking into account the availability of places to meet the student's level of need in the grade level to which they are applying.

Parents of students with identified learning or emotional/social needs are invited to submit an application form together with all relevant assessment reports or evaluations that clarify their son or daughter's special educational needs. Individual Education Plans (IEPs) from previous schools; specialists' assessments and recommendations; and medical information related to the student's learning must also be included. In cases where there is no formal psycho-educational evaluation, the school may require such testing as a condition of admission, the cost of which will be the parent's responsibility.

This comprehensive information is considered together with the results of ISK's entrance assessments to decide whether the needs of the student can be accommodated within the current program at the grade level to which they are applying.

Failure to provide accurate information or to disclose a known learning disability during the admission process may result in an admission refusal or the subsequent removal of the place.

English for Speakers of other Languages (ESOL): ISK provides an ESOL program for students whose first language is not English and whose English language skills limit full access to the regular grade level curriculum.

Payment of Fees

Tuition and fees must be paid each semester before students may enter classes. Inquiries about this may be made to the Business Manager.

Transfer Students

Many students come to ISK from schools that utilize different evaluation and grade placement systems from ISK. Because of this, it is imperative that we carefully review records from previous schools in order to place students in the appropriate grades or in the appropriate level for certain classes. The counselor and/or principal will make this assessment.

Withdrawals

Because of the transient nature of ISK's student body, withdrawals, like admissions, tend to occur throughout the school year. When it is known by a parent that his or her child must withdraw, a letter stating intent and the final day of enrollment (if known) is required. The student (or with teacher help for our younger students) completes a withdrawal form several days before his or her final day. This is to ensure that all textbooks and library books (or other school property) have been returned so that school records can be released. School records will not be released if students have outstanding fees, library books, sports uniforms or other school materials.

Withholding Information from Other Schools

ISK reserves the right not to grant enrollment to students who have poor academic records or who do not fit our admission criteria related to special education (see SSS/LS procedure manual). Failure to provide school records in a timely manner may result in the withdrawal of admission.

Students Dismissed From Other Schools

ISK reserves the right not to grant enrollment to students who were dismissed from other schools for academic, disciplinary or other reasons. Students failing to reveal such a record at the time of enrollment will be subject to withdrawal of enrollment when school officials learn of the record.

School Records

Previous school records are required to be submitted before a child is admitted to ISK. Failure to do so, or the misinterpretation of past school performance and record of behavior, regardless of when it has been discovered, may result in the denial of admission or withdrawal from ISK.

SECTION 5: SCHOOL PROGRAM- ACADEMICS

Curriculum Information

By definition, curriculum is “all the courses of study offered by a school.” Curriculum is not just the group of lessons or activities that take place in a classroom; it includes the full scope of a student’s day including such activities as advisory, field trips, or clubs. At ISK, the curriculum is not merely a list of standards that students must achieve in order to move on to the next grade or course, but it embraces all that is incorporated into a child’s education. The ISK curriculum is founded on what is considered best practice in educational research and guided by the requirements of ISK’s accrediting agencies (Council of International Schools and Middle States Association.)

ISK’s Learning Design is based on students becoming increasingly independent and self-directed. Alongside the rigorous academic standards in each of the subject disciplines (see below), the ISK Educational Aims are of equal importance. Students are engaged in activities, which allow them to develop the following learning behaviors as well as collect evidence of their growth in each of the Aims.

Learn	Communicate	Create	Solve	Act
Self-Directed	Interpretive skills	Generate Ideas	Design Thinking	Collaboration
Growth Mindset	Expressive skills	Innovate	Critical Thinking	Risk-Taking
Inquiry	Empathy	Flexible Thinking	Systems Thinking	Personal Responsibility

Multiple pathways for learning and developing skills, knowledge and behaviors are part of the school’s program. These pathways include:

- Integrated learning
- Personalized learning
- Experiential/Service learning

Students in Pre-Kindergarten - Grade 5 are each assigned to a homeroom teacher. This teacher is responsible for the math, literacy, science and social studies instruction. Students may see specialist teachers* once, twice or three times a week for specialists’ subjects. English is the language of instruction. Below is a list of subject areas found within the context of the elementary school program:

Humanities:	Language Arts (reading, writing, speaking, listening) Social Studies Modern Languages (French or Spanish: Grades 1-5, Kiswahili: Grades K-3)* Library *
STEM:	Science Technology Engineering Mathematics
The Arts:	Music * Visual Arts *
Wellness:	PE Swimming * Guidance / Character Education *
Co-Curricular Programs	Intercultural Trips (grades 3 - 5) Co-Curricular after-school activities Mother Tongue Programs (paid for separately) Service Learning

*The ES staff includes specialist teachers for these subjects.

An active parent volunteer group organized through the PTO supports many activities, which complement curriculum delivery.

Music: The ES Music program provides students with a multitude of opportunities to experience the many forms of music from all parts of the world. Classroom activities include: listening, singing alone and with others, playing tuned and un-tuned percussion instruments and creative movement/dance. Students also perform in two concerts each year.

Visual Arts: The ES Art program focuses on four areas: art history and artists, art elements and principles, art production, art criticism. Disciplines include drawing, painting, sculpture, textiles, printmaking, collage, crafts, design and mixed media.

Physical Education (PE): PE classes focus on age appropriate activities, games, skills, and sports in order to enhance students' physical, social, and emotional development. Good sportsmanship, fair play, doing one's best, and respect for self and others are key components of the program. The swimming program focuses on comfort and safety in the water and stroke development.

Library: The goal in the library is to enable students to become lifelong readers and learners. In addition to choosing books, students practice research skills, listen to a variety of types of literature and learn to use a library effectively.

Elementary Modern Language Program

The main objective of the Modern Language (ML) program is to develop a long lasting love for language learning. It is very important at the elementary level to foster curiosity and a thirst for discovery. ML classes use a variety of modern and illustrated textbooks, cartoons, videos, DVDs and songs, together with a significant amount of language games.

In grades 1 and 2, the focus is on oral communication. The goal is also to stimulate a desire to learn and to develop confidence in using the language through authentic activities.

In grades 3, 4 and 5, the general objective of ML is to help students attain a degree of proficiency particularly in speaking and listening. Some reading and writing is included in grades 4 and 5.

Kiswahili lessons are also given in grades kindergarten, 1, 2 and 3 and lessons are integrated into the Gr. 4 and 5 social studies units when Kenya is a focus.

Technology Integration

The Technology Integration (TI) Department aims to weave technology seamlessly into the curriculum in ways that support and enrich the curriculum. Students learn to question and search for answers, to innovate, and to create evidence of their learning. A full-time ES technology facilitator assists teachers in planning technology-rich lessons, and is available to support teachers through co-teaching and Professional Learning.

Students in Pre-K to Grade 2 use grade-level sets of iPads to create, innovate, and to express their learning. While they will not be using email, they will learn how to organize their work in a Google Drive. All teachers are also free to book a fully equipped technology lab, staffed by an assistant.

Students in grades 3-5 participate in a 1:1 iPad program in which iPads remain at the school. Each of these grades is also supported with a cart of Chrome books. These students are taught to use an ISK Gmail account, which includes the Google Suite Apps for Education. The Gmail accounts for elementary students are in a "walled garden" that prevents email from being sent or received from outside the ISK domain.

All elementary school students learn to code, build robots and games, and learn to use a Design Cycle while creating individual projects within Maker Spaces in each grade level area. Students learn to integrate technology in the respectful and ethical manner required for rich and energetic participation as global digital citizens.

Field trips- Intercultural program

All school trips shall be approved in advance by the administration and organized in accordance with specific criteria listed below:

- Parental permission is required for any student going on a field trip.
- At the discretion of the school nurse and Director, physical examinations may be required for specific school field trips.
- The trip leader must carry a list of names of all participants.

- The trip leader must secure a first aid kit.
- At least one chaperone shall, to the greatest extent possible, have first aid training.
- The trip leader, to the greatest extent possible, will remain in regular communication with the school via radio contact, mobile telephone or means suitable to the environment.
- All participants including chaperones must have proper identification.
- Chaperone/student ratios shall be 1:8 for Grades Pre-K - 5.
- Emergency telephone contacts of all participants must be left with the principal designated person in charge.
- Any intention to deviate from the recorded plan must be communicated as soon as possible to the elementary principal or designated person in charge

Student Support Services (SSS)

Student Support Services are available at the elementary level for students with mild and moderate learning differences or lack of adequate progress in learning. Additional information can be found in the ISK website.

Learning Support

The Elementary, Middle and High Schools each have dedicated Student Support Teams and the Student Support Services Coordinator oversees the school-wide support program. ISK provides learning support through a balanced service delivery model of small group instruction, in-class support, co-teaching and accommodations. Differentiated instruction is at the heart of learning support at ISK and the collaborative, team approach between Learning Support and Mainstream teachers enhances the design of interventions to meet the individual needs of students.

English for Speakers of Other Languages (ESOL) Support

The ESOL program provides for different levels of language proficiency while incorporating the mainstream English curricula. The language-rich environment integrates reading, writing, speaking and listening to develop students' acquisition and proficiency of communicative and academic language skills to enable them to function successfully in the regular class programs. ESOL support is provided through small pullout classes, which provide focused teaching to develop specific language skills, as well as through in-class support for language practice in the mainstream curriculum.

Guidance Services / Counseling

The Counseling Department consists of counselors at all levels (ES, MS, HS). The counselors are available to both students and parents to assist with personal, social, developmental, emotional, or academic difficulties the students may have. Students may request an appointment with the counselor on their own, or teachers and parents may refer them.

Specific responsibilities of the Elementary School Counselor include but are not limited to:

- Administering counseling services that address the personal, social, developmental, emotional and academic needs of the students;
- Conducting entrance assessments for new students;
- Consulting with parents to help guide parents dealing with the social/emotional issues of their son and/or daughter;
- Liaising with teachers to discuss student concerns;
- Attending all Student Support Team (SST) meetings;
- Observing students in classrooms to help determine potential classroom interventions;
- Referring to outside community agencies as needed.

Attendance Policy

The learning experiences that take place in the classroom environment are a meaningful and essential part of the education program. Time lost from class due to absences is irretrievable, particularly in terms of lost opportunity for the interaction and exchange of ideas and information between students and teachers. Attempting to retrieve past assignments is not a satisfactory substitute for time spent in the classroom. Furthermore, it is unfair to other students who have made the effort to be in attendance, as it impedes the progress of the entire class. Therefore, the school will apply the following attendance procedures to determine whether a student will receive a regular report card (ES) for classes attended at ISK.

Minimum Attendance

A student may not be absent for more than ten (10) days during any semester. ISK defines absences, as any time the student is not in class during the instructional day. The accumulation of more than ten (10) days in non-attendance in any one semester may be considered reason for the student not receiving a regular report card for the semester or being promoted to the next grade level. It is assumed that the same number of days within the allowed ten (10) days is a reasonable time frame within which the missed work can be made up. It is the responsibility of the student and/or parent to arrange with the teachers to make up work missed as soon as s/he returns to school and to submit it within the allotted number of days.

Student Absence Procedures

Day-to-Day Absences

Notification of illness, emergencies, appointments

Students who are absent from school require a written notification to the school (via email or a written message) to the Homeroom teacher and the ES Office or a phone call to the ES Office.

Contact details

Before 7:00: Switchboard numbers: 0733 639 343/ 0720 639 363

After 7:30 a.m.: ES Office numbers: 0733 639 340 or email: esmail@isk.ac.ke

Planned Absences (more than 5 consecutive school days)

Prolonged absence due to illness or family circumstance

Parents who plan to take their children out of school for a planned absence or an extended absence must notify the Homeroom teacher and the School office. The Principal, Assistant Principal or Counselor may approach the parents if there is concern about the amount of time the child will be absent and how this may impact on the child's social and cognitive development.

If a child has been absent due to illness, the parents must provide a medical certificate on the child's return to school.

Children who are absent for more than 10 school days, may be asked to complete tasks at home to ensure areas of the curriculum are covered sufficiently throughout the year.

If a parent wishes a child to complete homework due to a planned absence they may approach the teacher to request activities. This must be requested at least 72 hours before the commencement of the trip.

Absences for Vacations

These are discouraged. School vacation dates are published annually to allow for families to plan for their time together. Missing time from school is a serious disruption from the learning process and should be avoided during the school year.

Important message

Students who miss more than 50% of tuition in one semester will not receive a report card for that semester. If this is the case the parents will be required to meet with the ES Principal and Counselor to determine if any interventions are required to support the family or student.

Leaving school during the school day

Parental permission to leave during the school day

ISK is a closed campus. Children should remain on campus for the whole of the school day 8:20- 3:20 (or 1:25 on Wednesday). Children may leave during the school day for valid reasons and with parent permission.

Parents should inform the homeroom teacher and ES office in advance if a child is to be taken out of school during the school day.

Parents or designated guardian should collect their child from the classroom and gain a 'Gate Pass' from the ES Office. This will need to be presented to the guards to allow the child to leave the school campus.

Medical Permission to leave the school during the day

If a child falls ill or is injured during the school day, the ISK Clinic will contact the parents. The parents

should organize for the child to be collected. Parents or designated guardian should collect their child and gain a 'Gate Pass' from the ISK clinic. This will need to be presented to the guards to allow the child to leave the school campus.

Changes to Pick Up Arrangements

If a child is going home in a manner that is different to their normal route, the parent should contact the homeroom teacher and ES office.

Children travelling on buses that are not their own will receive a bus pass allowing them to travel on that bus. Children travelling with other parents in private vehicles must have a release note from their parent authorizing the change of route.

Children who are not picked up at the end of the school day (3:20) will be escorted to the ES office and the parents will be informed to make arrangements for them to be collected.

Children not collected after co-curricular activities (4:45-5:00) will be taken to the school's main security office and the parents contacted to make arrangements for them to be collected.

School Materials

Each year the school provides students at each grade level a list of supplies that they need to purchase for the year, e.g., swimsuit, sun hat, etc. Other than this list, the school provides most of the supplies that are needed for the classroom.

P.E. Uniforms

Students are required to dress in ISK PE T-shirts and shorts for Physical Education. This is compulsory. ISK P.E. shirts, shorts and sweat pants are for sale in the ISK Supplies Room, located in the Commons building. Hats and water bottles are required on these days as well. For swimming, a swimsuit, towel and goggles are needed; swim caps are optional.

Homework

The purpose of homework is to foster the development of the student's ability for independent study and to reinforce skills learned in the classroom setting. As a guideline homework timing is no greater than 60 minutes depending on the grade level as follows: - Grade 1 & 2 30 minutes of which 15 minutes is spent on reading, grade 3 x 30 minutes, grade 4 & 5 x 60 minutes. Each parent should provide a quiet study area for the child and assist him/her in developing a scheduled time for study each evening. This will promote better study habits and a better attitude toward school responsibilities. Mandatory homework is not to be sent home at weekends, long weekends or holidays - recommendations for optional learning activities and reflections are permissible for holidays.

Home/School Agenda & Planner Book

Children in Grades 1-5 may be provided with an agenda at the beginning of each semester. This agenda is used to write homework and other reminders, home/school notes. Included in this agenda are Elementary School Homework Guidelines.

Library

The ISK Library is a facility that serves all members of the ISK community. ES classes visit it weekly for library lessons and to check out books. All ES students are expected to have a library bag to transport their library books to and from school on library day. These can be purchased from the ISK Supplies Room in the Commons building or parents may supply a bag from home.

The library provides a wealth of materials for both pleasure and study, including online databases, DVD's, videos, books, magazines, reference materials, and computers. It is open Monday-Friday from 8.00 a.m. to 4:45 p.m. and on Saturdays from 8:00 a.m. to 12:00noon. It is closed on Sundays and national holidays but is open during some school holidays (consult The Link or the library webpage for exact dates). Parents may borrow up to 10 books at a time for a three-week period. The library's collection of videos/DVD is intended primarily for classroom use (to support the curriculum); therefore parent use of these items is limited to times when school is not in session (after 3:20pm on Fridays until 8:30am Monday and over holidays). All library users are expected to respect library materials and return them on time.

Special Events In Elementary School

a. School Concerts

The elementary school holds two major concerts over the course of the year, one at the end of each semester (December and May). All students participate in these concerts, which are a combination of drama, performance and music.

b. Art Exhibitions and Portfolios

The elementary school puts on two art exhibitions over the course of the year, at the end of each semester. Usually these occur during the same week as the elementary concert. The exhibits are in the Arts Centre Foyer and are open to the public. Portfolios of student work will be returned to each child after the semester art show. Each show has an enduring understanding; a bigger learning that is themed.

c. Field Days

Elementary Field Days are organized by the PE Department and are held during the second semester of each school year. The emphasis is on sportsmanship and participation. Parental involvement is welcomed and invited.

d. Just Write Competition

Each year students in Grades 1-5 may opt to participate in this school wide creative writing competition. This takes place during the second semester. The winners are announced at a special elementary assembly in April.

e. Elementary Assemblies

Near monthly elementary assemblies are held in the Arts Theatre and are attended by all students. Parents are invited to attend. Each month a grade level acts as a host. During the end of Semester 1 & 2 assemblies, children are recognized for being an upstanding ISK AIMS Way student. Assemblies close with our Spirit Song.

Academic Honesty

All students are expected to do their own work. This applies to all assignments, quizzes, projects and tests. Typically, in cases of cheating (may include copying from someone else, giving work to someone to copy, plagiarizing, etc.) students' work will not be acknowledged, parents will be contacted by the teacher and the Principal is informed. Repeat offenses may lead to social probation for a specified period. If a student continues to cheat, plagiarize or use other student's work in any way, after a third offense the student's continued enrollment at ISK may be reviewed.

SECTION 6: SCHOOL PROGRAMME-CO-CURRICULAR AND SERVICE LEARNING

Co-Curricular Program

Co-curricular Activities (CCA)

The Elementary Co Curricular Philosophy is:

The elementary Co-Curricular Activities (CCA) program provides **a range of experiences to support and enrich students' learning** and **to develop** social skills through communicating, creating, acting, learning and solving.

Elementary School offers many activities after school for students in grades 1-5. These may include swimming, karate, soccer, dance, and clay pottery among others. The offering of activities changes each quarter and is dependent on staff availability. Parents receive information regarding all of these activities before or at the start of each quarter. ISK reserves the right to limit individual student participation in co-curricular activities based on academic or behavioral concerns or availability of space. A teacher may question the participation of a student in these activities at any time. The question is directed to the Activities' Coordinator and the Elementary Principal. A decision is made based on consultation with the student's teachers. Please note below the Co-curricular Activities Code of Conduct, which is included with all CCA information sent home to parents.

Co-curricular Activities Code of Conduct

- Students are to stay in the play area in front of the ES office until the co-curricular program activities begin. The bell rings at 3.40 p.m. to go to the activities, which begin at 3.45 p.m.
- Students will have their attendance recorded by their CCA instructor(s) before the activity begins.
- Students are to respectfully follow the directions of their instructor(s) at all times. The Co-curricular Activities Coordinator will warn students who fail to behave according to ISK standards, and the parents will be immediately informed via email or a telephone call. If the negative behavior is repeated, the student will be removed from the activity for the remainder of the quarter.
- Students are to proceed to the upper lot for the late bus (which leaves at 5.00 p.m.) or the lower lot for car pick-up when the activity finishes at 4.45 p.m. The car pick up time is at 4.45 p.m. to 5.00 p.m. Students who are repeatedly not picked up on time (after 5.00p.m) will be removed from the activities. Parents will be reminded in advance if this is imminent.
- If a child is not collected by 5.00 p.m. he/she is taken to the Security Office at the main ISK gate. Security will contact parents to arrange collection.
- **IMPORTANT TO NOTE.** Children may not stay in school to wait for others in CCA's. All children not in CCA's must leave campus by 3.40 p.m. unless supervised by an adult.

Sports

Ongoing sporting activities form an important part of our CCA program. The following are offered in the Elementary School: soccer, tennis, swimming, basketball, track and field, roller hockey, netball, lacrosse and running club. Attendance is optional. An Elementary Saturday Sports Program runs throughout the year and offers different seasons of sports: Each year a commissioner is appointed for each season and the success of each program depends on student and/or parent volunteers. The Elementary Program is not competitive in nature but focuses on developing each child's skills, teamwork and participation. Occasionally other schools are invited for friendly matches and the elementary school participates in regular swimming competitions.

Peer Helpers

Peer Helpers is a trained group of Grade 4 and 5 students who have various responsibilities in the Elementary School. They are selected either by their peers and/or teachers or can also self-select. They assist with problem solving, active listening, playground duty, peer coaching, supporting new students, giving school tours to new families, just to name a few! A team of teachers advises the Peer Helpers.

PRIDE (ES Community Leaders)

PRIDE is an ES student leadership group that helps develop leadership skills through active community involvement. PRIDE members work on projects and activities that focus on promoting school spirit and promote community building through service learning. PRIDE members are selected from grades 3 to 5 with the consent of parents, teachers and PRIDE coordinators. Members must attend all meetings, check-in frequently with their PRIDE classroom, participate in all PRIDE activities and attend the one afternoon's event during Quarters 2, 3 and 4.

PRIDE's yearly goals are:

- Create and organize initiatives to help ISK's and Kenya's environmental efforts

- Create and organize initiatives to help ISK students connect with the local Kenyan community.
- Help facilitate a positive environment at ISK.
- Foster opportunities to practice leadership and communication skills.

Private Music Lessons

An extensive after school music program has been established. This offers a wide range of individual instrument tuition opportunities. If you are interested in having your child participate, please contact the Private Music Lessons Coordinator, Rachel Aondo at raondo@isk.ac.ke for further information.

Service Learning Program

ISK's Service Learning Program Philosophy: The Service Learning Program provides meaningful opportunities for students to initiate and reflect upon sustainable community projects that are mutually beneficial. These projects cultivate both personal and community growth, while building recognition of human interdependence.

Goals

The over arching goal of our Service Learning Program is to develop students who are confident and competent in contributing to and learning from their community. Students will be able to apply these learned skills and dispositions, starting with their home and family and working towards impacting the global community.

ISK's service learning program therefore aims to:

A. Develop individuals who are:

- Reflective thinkers who are balanced intellectually, physically, creatively and emotionally
- Willing to accept new challenges and new roles
- Responsible for and aware of each other, the community and the environment
- Aware of their personal impact on a community and are empowered to act upon it
- Initiating opportunities, which broaden their understanding of community.
- Dedicated to one sustainable, collaborative project for an extended period of time

B. Have a positive impact on a community by:

- Creating community networks
- Modeling positive values of altruism, selflessness and community responsibility
- Identifying and addressing real world issues
- Ensuring environmental stewardship

In the Elementary School, the goal of our community service program is to:

- Raise our students' awareness of the lives of others
- Connect with others in the community
- Help our students become aware of the various social, cultural, and economic differences of those around us
- Create awareness that change is possible and that individuals can make an impact.

SECTION 7: ASSESSMENT AND REPORTING

Assessment

Assessment is the continuous process of gathering, analyzing and interpreting evidence so students and teachers can make informed decisions that enhance student learning. Assessment policy and practice is the cornerstone of a school's approach to student achievement and success. At the center of ISK's assessment practices is 'Assessment FOR Learning.' To that end, assessment at ISK takes two primary forms: formative assessments allow students and teachers to monitor children's learning as they progress, and summative assessments allow students to demonstrate what they have learned. Both are important and valuable in order to ensure that learning is taking place.

Habits of Learning (HOL)

There are many variables that contribute to the academic success of a student. These variables include student behaviors as well as student performance. At ISK, we believe that academic grades should come from the student's performance against the academic standards. We also believe that the learning *behaviors* or habits of students are of such importance that they should be articulated specifically and reported clearly. ISK elementary school has separated non-academic HOL behaviors from the grade reporting formula and reports both academic and non-academic grades on the grade report.

Academic Grades

Scale	Descriptors
4	Exceeds (grade level) standard <ul style="list-style-type: none"> ● Demonstrates detailed understanding of concepts and skills taught ● Applies and extends concepts and processes above the standard with no major errors or omissions. ● Consistently exceeds grade level standard (with minimal support)
3	Meets (grade level) standard <ul style="list-style-type: none"> ● Demonstrates general understanding of concepts and skills taught. ● Applies concepts and processes with few errors or omissions ● Requires limited support
2	Approaching grade level standard <ul style="list-style-type: none"> ● Demonstrates partial understanding of concepts and skills taught ● Applies concepts and processes with some errors or omissions ● Requires frequent support.
1	Below grade level standard <ul style="list-style-type: none"> ● Demonstrates minimal understanding of concepts ● Applies concepts and processes with frequent errors or omissions ● Requires considerable support

Non-Academic Grades for HOL's

E	Exceeding Expectations: the student consistently and exceptionally...
M	Meeting Expectations: the student consistently...
A	Approaching Expectations: the student sometimes...
B	Below Expectation: the student rarely...

Reporting Systems and Procedures

- Written report cards are prepared at the end of each semester for Pre-Kindergarten- Grade 5.
- Students' reports are distributed at the conclusion of each semester based on student achievement against the standards and expectations for each subject. Students in pre-kindergarten and

kindergarten receive written statement progress report. Student achievement in grades 1-5 is reported on a 4-point scale. This scale is consistent throughout the ES and provides teachers and students with a consistent framework and vocabulary during a student's elementary school experience at ISK.

- Conferences are scheduled for each family at the end of the first and third quarters. It is essential that parents meet with their son's/daughter's teachers to understand their child's progress and to enhance home-school relations. Students in Kindergarten-5 lead the third quarter conference, and in most grades, they are responsible for presenting a report of their progress during this conference and discussing this with their teacher and parents.
- In order to receive a regular report card, children need to be in school for 50% of each quarter (i.e. 50% of any semester). Children in attendance for less than this time may receive a narrative progress report from the homeroom teacher on school letterhead. If a child is leaving early, school reports cannot be given before the designated distribution day.
- The administration reserves the right to hold records, which include semester report cards, transcripts, transfer records, and other formal school documents, in the event that any fees are owed the school (tuition fees, cost of lost text and library books, school sport uniforms, etc.)

Standardized Testing

ISK administers the standardized MAP (Measures of Academic Progress) to all Grade 3-5 students in September and April each year. Results are shared with parents after each testing period. These results are not factored into a student's grades, but they are used to set learning goals for teachers and to measure ISK's program against like international schools.

SECTION 8: STUDENT BEHAVIORAL EXPECTATIONS

ES Code of Conduct Philosophy

The School believes that parents, students and staff work together to develop principled citizens.

The Elementary School has a set of guidelines and procedures for behavior management that supports students to learn how to conduct themselves appropriately in order to enrich themselves, the community and the world around them.

Behavior is related to reasonable guidelines, a consistent process of responsibility training, cooperation with parents and outstanding teaching. The discipline process at ISK is first and foremost a process of learning, guidance and support. The Elementary School employs intrinsic behavior management strategies to develop students with integrity and emotional management skills.

Code of Conduct

The Elementary School strives to develop students of character who learn, create, communicate, act and solve in a collaborative and engaging environment.

Students are expected to:

- Wear appropriate attire
- Be courteous and respectful to everyone at all times
- Resolve conflicts using effective strategies
- Communicate respectfully with all members of our community
- Use appropriate language at school
- Respect the school environment and belongings
- Work to their best ability
- Adhere to the guidance of teachers

Positive Behavior

Adhering to the Elementary School Code of Conduct, teachers have autonomy to develop strategies to promote positive behaviors. The Elementary School believes rewards are developed through intrinsic motivational methods e.g. goal setting, bucket filling, self-esteem, praise. Positive behaviors are modeled and explicitly taught through Habits Of Learning, Aims and Guidance sessions.

Consequences for Inappropriate Behavior

The Elementary School uses the Behavior Pyramid to evaluate the consequences of inappropriate behavior. It is a tiered approach based on the level of behavior and number of instances. The Pyramid is to be used to enable students to make amends and learn from their experiences in order to develop moral character and socially acceptable behavior for the good of the whole community, as well as on an individual level.

It is possible that a student may go through several cycles of a tier if behaviors lie within that tier, rather than moving on to a higher tier if behaviors are repeated. For example; where a student may be disrespectful in Tier 1 and do this on four occasions and then this behavior is repeated in 2 weeks time, they would go through the cycle of Tier 1 again. Continual infringements may result in some work with the counselor, if this is deemed appropriate.

The consequences of each behavior is outlined on the Behavior Pyramid and administered on an individual level. Discretion may be used based on the age of the student, the situation or if a student has a Learning Plan or Behavior Plan.

Documentation and Parent Contact

In certain cases, it is important to monitor or track behavior in order to identify possible triggers and guide the staff as to the best way to support a student. When the Assistant Principal sees a student, the incident and consequences will be logged. At this point, the parent will be informed by the Assistant Principal to outline the issue and gain any circumstantial information, which may have been a factor. This interaction will be noted on the Behavior Tracking Sheet. No further action will be taken at this time.

Where an inappropriate action or series of actions are reported to the Elementary School Principal, parents will be asked to attend a meeting to discuss further steps as they relate to the action and number of instances on the behavior pyramid. The aim of this meeting is to ascertain the facts and identify the best course of action. This information is entered onto the student's school file as a record of the incident and consequences.

Definition of Consequences

Time Out - Student is removed from the group in class or on the playground for a short period to contemplate a given behavior. The student should suggest how to behave appropriately before re-entering the group.

Loss of Privilege - Student may miss a recess (or part) or miss out on a class social activity. Students can be sent to the Elementary School Office for the duration or kept in class/playground. The student should outline how to behave appropriately before re-entering the class.

In School Suspension - Student is removed from the class and work is completed in an area away from the class. Elementary School Office can be used for this purpose. A reflection sheet is completed as part of the re-entry into class.

Home Suspension - Student is kept at home for the given period. The student cannot attend co-curricular activities or other ISK activities during this time. No schoolwork is set. A meeting with parents and the student takes place and a plan discussed before re-entry into class.

Expulsion - Student is disenrolled from ISK due to an unprecedented action that endangers the wellbeing of the student, members of the School Community or the School. The Director in discussion with the Elementary School Principal takes this decision. The Director informs the Board of Governors of such an action. The parents have the right to approach the Board of Governors to appeal the action.

Notice of Right to Appeal and Final Decision

The interpretation and enforcement of all school rules and policies is subject to the right of appeal by students and/or parents. Decisions by faculty members may be appealed to the Assistant Principal; decision by the Assistant Principal may be appealed to the Elementary Principal; decisions by the Elementary School Principal may be appealed to the Director; the final decision may be appealed to the Board.

Clarification of Bullying, Cyber bullying and Peer Aggression

The School is committed to ensuring a safe and supportive learning environment based on the school's core values of integrity, commitment to personal well-being, respect for individual differences, and cooperation. Bullying, cyber bullying and peer aggression are not tolerated at ISK and the school will be proactive in ensuring a safe learning environment for all students and adults.

It is the responsibility of every ISK community member to confront or report any incidents (or suspected incidents) of bullying, to a responsible member of the school community who would raise it with the homeroom teacher, Counselor, Assistant or Elementary School Principal. Students not comfortable challenging a bullying or harassment incident at ISK are expected to bring the incident to the attention of an adult so that it can be dealt with effectively. This expectation helps to promote a safe and supportive environment for all.

Bullying

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."
Dan Olweus

This definition includes three important components: Aggressive and unwanted action, patterns of repeated behavior and an imbalance of power or strength.

Bullying examples:

- **Physical** bullying includes: hitting, pushing, tripping, spitting on others, kicking, and destruction or theft of another person's property.
- **Verbal** bullying includes: teasing, using offensive names, ridiculing, spreading rumors, offensive notes or graffiti, gossip or malicious rumors about others, and extortion.
- **Emotional** bullying includes: rude gestures, or spreading embarrassing or intimidating pictures or video.

Peer Aggression Definition:

"Behaviors that are intended to hurt or harm others," (Crick & Grotpeter, 1995).

Peer Aggression Examples:

- **Peer Exclusion:** (Relational Aggression): NOT inviting someone and letting everyone know, talking about an event/party someone wasn't invited to in front of them, forming cliques, etc.

- **Building Alliances:** Requiring friends to drop other, friends in order to be included in your group, getting others to agree with you and act against someone else behind their back, using lies and confidential information to get others mad at someone or to stop liking someone, etc.

Cyber bullying Definition:

Cyber bullying is bullying through email, instant messaging (IMing), chat room exchanges, Web site posts, or digital messages or images sent to a cellular phone or personal digital assistant (PDA) (Kowalski et al. 2008). Cyber bullying, like traditional bullying, involves an imbalance of power, aggression, and a negative action that is often repeated. This includes, malicious discussions or gossip on blogs or websites like Facebook, intimidating text messages, or threats expressed through any electronic media, internally and out of school.

Cyber bullying Examples:

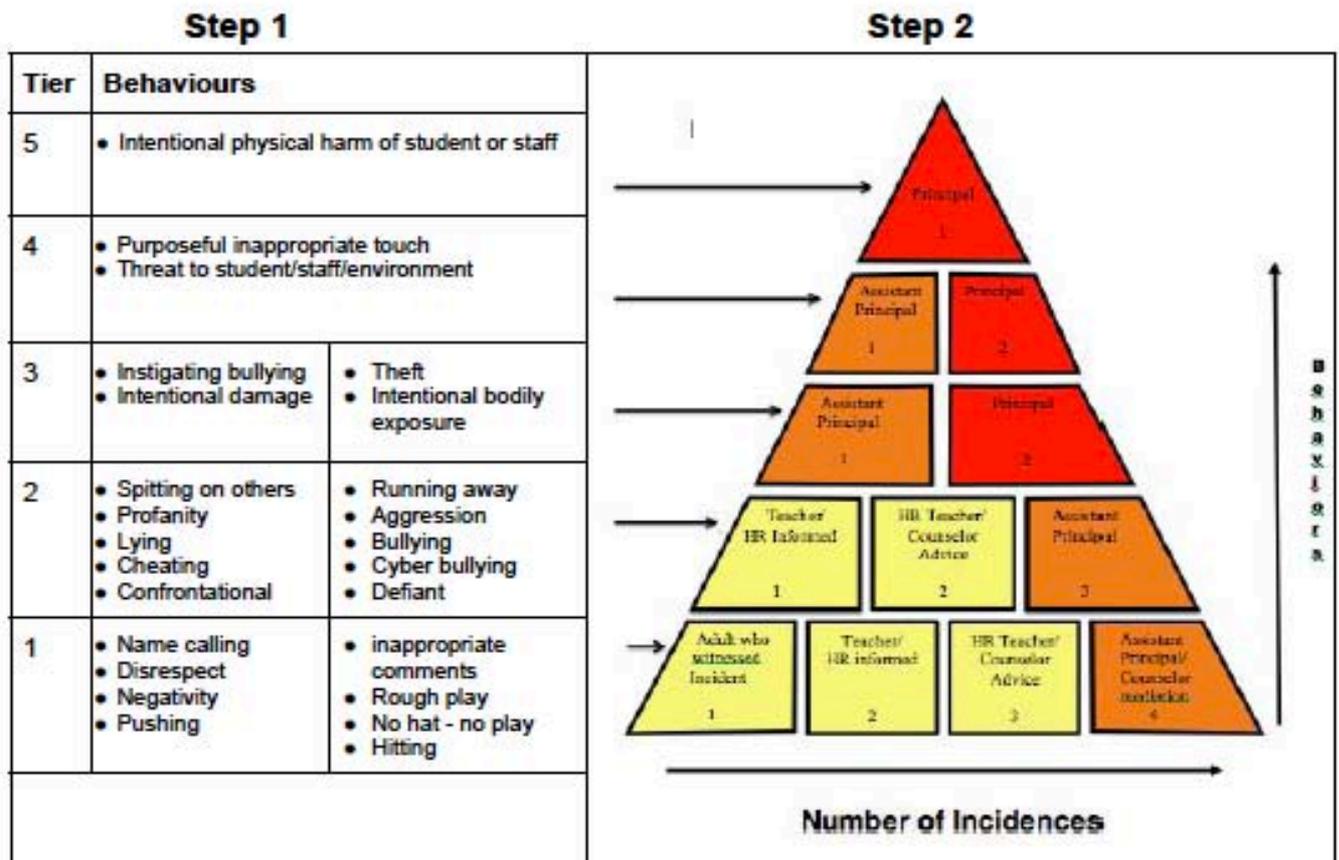
- **Harassment:** Repeatedly sending offensive, rude, threatening and insulting messages
- **Denigration:** Distributing information about another that is derogatory and untrue through posting it on a Web page, sending it to others through email or instant messaging, or posting or sending digitally altered photos of someone
- **Flaming:** Online "fighting" using electronic messages with angry, vulgar language
- **Impersonation:** Breaking into an email or social networking account and using that person's online identity to send or post vicious or embarrassing material to/about others.
- **Outing and Trickery:** Sharing someone's secrets or embarrassing information, or tricking someone into revealing secrets or embarrassing information and forwarding it to others.
- **Cyber Stalking:** Repeatedly sending messages that include threats of harm or are highly intimidating, or engaging in other online activities that make a person afraid for his or her safety (depending on the content of the message, it may be illegal).

Levels of Aggression and Bullying

Level	
<p>Extreme Bullying: <i>May include one or more of the following:</i></p> <ol style="list-style-type: none"> 1. Is a threat to the immediate safety (physically or emotionally) of the target and/or others 2. Target contemplates hurting self or others to end unwanted behaviors <p>These examples represent very intense and serious behaviors. They may be aggression or bullying, but require immediate action.</p>	
<p>Bullying: <i>Includes ALL of the following:</i></p> <ol style="list-style-type: none"> 1. Aggressive behaviors that are unsolicited by the target 2. Aggression is repeated, often with increased intensity 3. Imbalance in power or strength by the aggressor over the target <p>Aggression tends to be isolated incidents where bullying describes a pattern of behaviors that repeatedly hurt a target.</p>	
<p>Aggression: <i>A behavior intended to harm or harm others. Can be physical, verbal, relational, or cyber. Each situation involves a target, an aggressor and may also have bystanders.</i></p> <p>The big difference between aggression and a bumper is the intent to do harm.</p>	
<p>Poor Choice: <i>A situation that is not particularly desirable but is not aggressive in nature.</i></p> <p>A person may feel like a target, but the perceived aggressor did not intentionally hurt anyone.</p>	

ES Behaviour Pyramid

Step 1 Behaviour	Step 2 Incidences	Step 3 Strategies/Procedures
Define student behaviour and identify tier.	Define number of incidents to identify who is to deal with discipline within that tier.	Define action for incident, discipline and record accordingly



Step 3

<ul style="list-style-type: none"> Verbal warning of consequence Time out Apology Reflection sheet Loss of privilege For strategies visit - www.pbisworld.com Ask for support if required 	<ul style="list-style-type: none"> Immediate meeting with Ass. Principal Email and call home Documented internally Loss of privilege Making restitution Counselling sessions Behaviour Plan In school suspension 	<ul style="list-style-type: none"> Immediate meeting with Principal Meet with parents Document on student file Possible suspension Possible exclusion (Director involved) Student/Parent/School Contract

SECTION 9: GENERAL INFORMATION

Conferences and Office Hours/Contacts

Telephone: 0733 639 363, 0720 639 363, 0733 639 343
ES Mobile: 0733639340
Email: esmail@isk.ac.ke, psallehmatta@isk.ac.ke, Jcoyle@isk.ac.ke
Website: www.isk.ac.ke

ES Office Staff: Anne Wanja [Administrative Assistant]
Lillian Livondo [Administrative Assistant]

During regular school days, the elementary office opening hours are;
● 7:30 a.m. to 5:00 p.m. Monday - Friday

If a parent desires a conference with a teacher, an appointment should be made either directly with the teacher or through the school offices. Parents are welcome to visit classrooms for observation, but we ask that you agree with the teacher well in advance (48 hours) when you would like to visit and for what purpose.

Security on Campus

The security of the campus and our children is a high priority matter. The school employs security officers around the clock, seven days a week, to protect us or warn us of danger. All parents visiting campus MUST display a valid ISK ID at all times when on campus.

Should a situation threaten the safety of our children during the school day, we will endeavor to keep them safe until we can get them home. Unless there are reasons to act hastily, children will be transported home in the normal fashion at the end of the regular school day. Should it become necessary to close the school for a time, we will send that information home with the children or via email or other means.

Emergency Plans

While there are emergency plans in place to be activated if needed, we do not want parents unduly alarmed about their children's safety. ISK keeps in close contact with security personnel from various agencies and we keep abreast of any security matters that could affect the school.

Emergency Evacuation Procedures

Emergency evacuation procedures are a necessity to ensure the health and safety of students. Emergency drill procedures have been established and are posted next to all classroom doors. These are reviewed during the course of the academic year.

Safe havens

Faculty and student housing compounds are identified at the start of each school year that serve as safe havens for ISK school buses if routes were blocked and a bus could not return safely to ISK. All ISK buses are equipped with two-way radios and are in regular contact with the school, the buses are also tracked by GPS to ensure we know the location of all buses at anytime and anywhere in Kenya. Bus monitors are on board each bus and are trained along with the bus drivers to react appropriately in the event of an emergency. There are first aid kits on all buses.

Bus Regulations and Transportation

Parents can elect to use and pay for the ISK bus service for their child's transportation to and from school. Buses usually arrive at the school by 8:10 a.m. After-school buses depart from the school at 3:30 p.m. and a later one at 5:00 p.m. for those students participating in an after school activity. On Wednesdays, school finishes at 1:25 so buses leave campus and drop students home early on these days.

Bus routes and/or bus stops are fixed, and only with administrative approval may be changed. Under no circumstances may either parents or students change them. Due to the extensive areas covered and the length of the routes, students are expected to be at their stops promptly. If they are not there at the appointed time, the bus will continue to the next stop.

It is imperative that a known adult (parent, grand-parent, house staff, etc.) be at the bus stop to receive elementary children when they are brought home after school. If no known adult is at the designated stop to receive the child, s/he will be brought back to ISK and kept there until the parents are contacted and other arrangements are made.

If parents feel there is a situation on the bus, which needs investigating or correcting, please feel free to contact the Transportation Supervisor. It is through this system of feedback that we are able to work on situations and rectify matters to provide the best, safest service possible within the means we have at our disposal.

Students who use ISK buses are expected to observe the following regulations while on the bus:

- Students board and leave the bus in an orderly manner.
- All students will be assigned seats and must wear seat belts
- Students are to keep all body parts within the bus at all times. Students should face the front of the bus. Feet should not protrude in the aisles.
- No shouting, whistling, yelling, etc., on the bus. No devices are to be played on the bus.
- Students are expected to listen to the Bus Monitor and treat him/her as well as the Bus Driver with respect.
- If a student wishes to get off, he should ask the monitor to relay this information to the driver. ES students can only be dropped off at their designated stop.
- After school, students should board buses when designated by the teachers on duty. They are not to wait until the bus is ready to leave and jump on at the last minute.
- Students are not to change seats while the bus is in motion.
- No eating, drinking, or smoking is allowed on the bus. Glass bottles may not be transported on the bus.
- Use of inappropriate language (swearing) is strictly prohibited.
- Students may only ride their designated buses.
- Fighting is not permitted on the bus.
- Students are not to throw anything within the bus or outside the windows, or trail anything from the bus windows. This rule is strictly enforced. Students in violation will be immediately suspended from the bus and must meet with the administration before bus-riding privileges may be restored.
- Vandalism will result in immediate suspension of bus privileges as well as payment of damages.

Any student involved in behavior that is potentially dangerous or injurious to himself/herself, other bus users, pedestrians, or other vehicles, will be immediately suspended pending investigations. These behavioral expectations are designed to provide for the safety of all children. Students who choose to violate these rules will be disciplined. Unless stated otherwise, a first bus offence results in the student meeting with the division principal. A second offense receives a warning letter to the parents from the division principal. A third offense results in a three-day suspension from the bus service, and on a fourth offense, the student may be suspended from the bus service permanently.

Important details you should provide to support the school's efforts:

- Provide ISK with your telephone number to be included on ISK's Phone Tree. Please ensure that you contact the school with either new or additional numbers;
- Provide ISK with your email addresses, to be included on email listing. (esmail@isk.ac.ke);
- Provide ISK with a name and phone number of an Emergency Contact Person who can act on your behalf if you cannot be reached;
- Comply with Security Personnel requests at the main gates.

A student who wishes to go home with a friend on an ISK bus must bring a letter of request from a parent to the relevant divisional office (an email is also acceptable). If the request is approved the student will be issued with a special bus pass which should be submitted to the bus monitor; such requests must be made well in advance, would not be appropriate for numerous visits, and also apply for bus-riders who wish to go home with a friend who uses a different bus.

Transport Safety

If safe transportation is threatened, children will remain on campus until it is safe to send them home. A telephone and email network has been developed to inform parents of this kind of situation. The school maintains active contact with various security agencies to ensure that we are able to get the children to and from school safely.

Health Office

ISK Health Policy: All students enrolling at ISK must have an updated health form completed by a physician. Board policy requires that all students have a physical examination every two years and that health forms are updated and resubmitted by parents. Parents must inform the school nurse immediately of any significant change in the health status of a child. Students will not be allowed to attend school field trips if an up-to-date health form is not on file in the health office. Parents must sign an additional

permission form annually allowing students to participate in competitive sports. This form requires parents to include any relevant information that supplements the form on file at the school. The school requires medical clearance from a physician after a serious injury if a student wishes to continue with the same sport or begin a new sport. A qualified nurse is on duty every school day from 8:00 a.m. to 5:00 p.m. Monday through Friday. The school nurse attends to all minor injuries and illnesses. The staff will also ensure that all students have the requisite immunizations and health certificates for after school sports activities. Students who become ill at school should report to the school nurse accompanied by a note from their teacher or accompanied by a teaching assistant. A note from the nurse must accompany the student back to class if there is any special treatment given. If a student is unwell or falls ill during the school day, he/she should receive permission from the classroom teacher before going to the health clinic. After seeing clinic staff and being released from the clinic, the student must return immediately to his/her class. Students should not call parents to pick them up from school for illness without having seen the personnel at the health clinic. A student cannot be dismissed from school on medical grounds without the permission of the health clinic staff. Parents whose children have to take medicine during the school day or a school outing will be required to submit a signed permission slip authorizing the school nurse or appointed guardian to administer the medications. A parent's signature on the health form gives consent to the school nurse to administer first aid for minor injuries and illnesses and administer medications. If the illness persists the school nurse will make recommendations to the students and their parents to seek professional treatment outside the school.

Students who have a communicable disease (except HIV/AIDS) will be excluded from attending school until they are no longer contagious. They must bring a note from a doctor indicating that they are no longer contagious before they will be allowed to attend school. Parents of children who have head lice will be informed to take their child home immediately for treatment. They will only be allowed to attend classes after the school nurse has confirmed they are free of nits and lice.

The school nurse on duty will notify parents immediately in the following situations:

- When a student doesn't feel well enough to return to class after resting in the health office for more than 20 minutes.
- If a diagnosis is made that warrants further medical assistance (e.g., high fever, open bleeding wounds)
- When the parent hasn't completed the student's health form in order to clarify issues of drug allergies, etc.
- When a student is contagious/highly infectious
- When a student has a head injury
- When a student has head lice

For the safety of our students, the school requires the following for any student taking medication:

- All medicines taken by students while in school should be dispensed at the health office (No student should be carrying medication on school grounds) with the exception of medicine that may be used in an emergency situation like inhalers for asthmatics, an Epipen for the students who get life threatening allergic reactions, and insulin for diabetics.
- For students who are on daily medication taken during school hours, the parents should supply the ISK health office with the medications for at least a month. Parents will be informed when the supply goes down or expires for replenishment.
- For students with prescription medicine, the medications should be dropped at the health office by the parent. If a parent is unavailable, the student can be sent to drop the medicine, which should be in a sealed packet accompanied with a note from parent stating the time and dose that should be administered.

All parents whose children are under any type of medication while enrolled at ISK are required to sign a medical authorization form, which is available at the health office. All medicine must be in the original pharmacy container, labeled with: name of drug; strength and dose; name of student; directions for use, and expiry date.

Nut Allergies

Please note that we have a number of students who have severe/ life threatening nut allergies in elementary school. As this number has increased, we kindly request that parents send their children with

nut-free lunches/snacks. Please have a look at the guidelines below the school has put in place for serious allergies. Feel free to contact the School Nurse on 0733-639-344 or Patricia Salleh Matta at 0733-639-340 with any further queries.

The International School of Kenya Serious Allergy Guidelines

The following are the procedures and guidelines to be adhered to:

- When a child is enrolled at ISK, it is imperative that this allergy be made known to all before they actually start school. As soon as parents inform us of their child (ren)'s allergy and the degree of seriousness, the school will generally act as follows:
- Inform the clinic and ensure that they are involved in the information sharing process to teachers, parents and other students
- Arrange a special meeting with the parents and the main contact teacher for each child.
- The particular class/grade in conjunction with the parents will send out an informational email to each of the child's teachers.
- When a very serious nut- allergy is identified: Information will be sent home to all families in that grade level stating that their classroom environment will be nut-free and the reason, therein.
- The school clinic will organize an in-service for all teachers and teaching assistants informing them about what to look, why the allergy happens and how to react.
- The school clinic will ensure a supply of Epipen or other appropriate medication is available throughout each year.
- In each class, where a child has a severe allergy, a supply of Epipen or other appropriate medication will be stored. This will travel, in the hands of an adult, to all the specialist classes and co-curricular activities that the child will participate in during the day.
- Emergency response stations will be strategically located around the school equipped with Epipen for immediate access in an emergency.
- If at any time there is a slight chance of a reaction-taking place, but the adult is not sure, they will need to take the child to the nearest division office or clinic for immediate attention.

In the case of a severe reaction-taking place the following steps need to be taken:

1. Administer the Epipen or equivalent pertinent medication
2. Call the clinic for immediate assistance (0733 639 340)
3. Inform the pertinent division office
4. The office will then immediately call the parent

Sun Policy

Sun Smart UV Alert: Unprotected exposure to the sun while playing outside may result in sunburn and increase your child's risk of developing skin cancer. Please make sure your children put on sun protection every day before they leave home and keep sunscreen in their PE/Swimming bags as well. All elementary students on the playground are required to wear a sunhat. Children without will be asked to play and stay in the shade. Just a few serious sunburns increase your child's risk of skin cancer later in life, as UV Radiation is an invisible killer. Make sure sun screen offers both UVA and UVB protection, that the sun protection factor is equal to 15 or higher and that it is water resistant.

Campus Access

The ISK campus is a vibrant and busy place. In addition to the day-to-day academic program, the campus is alive with creative art exhibitions, music and drama performances, service projects and sporting events. Being part of the ISK Community means that you may also be at school outside of school hours or you may have family and friends who you would like to introduce to our campus. These guidelines will help ensure a safe, enjoyable experience for the entire community.

The Campus is open to ISK families from 6:30am – 6:30pm Monday to Friday and on Saturdays and Sundays from 8:00am – 5:00pm. Campus access outside of these hours requires approval by school Administration and supervision by an ISK staff member. Student pickup outside regular school hours is from the upper parking lot only. Students with parental permission to leave school by taxi or with another student must have written authorization from their divisional office.

Student Supervision

A parent or guardian must accompany Elementary School students who are on campus outside regular school hours. Middle and High School students participating in school events such as soccer or swimming, where there is a coach in charge, do not need to have a parent or guardian chaperon. If a group of Middle or High School students is on campus outside of school hours, at least one parent or guardian per group is required. Parents and guardians must always wear their photo ID badge when on campus.

Campus Safety

All school rules apply when students are on the ISK campus; the safety and security of our students, staff and families is a top priority. Students and/or their families who use the school campus outside of normal school hours do so at their own risk. KK Guards are always on campus and can also be of assistance in an emergency.

Please note that these guidelines may be updated as circumstances change; current information is always available at the Advancement Office.

Who has access to the ISK campus?

Individuals or groups with access to our campus facilities fall into the following categories:

- **Community Members** – Current staff, faculty, parents, students and their immediate families
- **Occasional Members** – Individuals involved in the occasional instruction of students and who are regularly on campus during school hours. These include but are not limited to substitute teachers, private tutors, coaches, referees & service learning activity leaders.
- **School Visitors** – Prospective families, alumni and business or service providers, etc.
- **Groups** – Sports teams, service groups, visiting schools, conference participants, etc.

Community Members

Staff and parents are issued parking stickers for their vehicles so that they can drive onto campus. We ask that you refrain from loaning your vehicle to non-ISK people to enter campus. When you sell your car, please remove the ISK parking sticker and return it to the security office. If you want to bring non-community members on campus, it is very important that you take them to the main security office to check in. They will be issued a temporary visitor's badge.

The ISK swimming pool is open for use by ISK Community Members their guests. Community members are responsible for the conduct of their guests and must accompany them while on campus. Guests are limited to four per family. Please note that access to the pool, tennis courts, and fields for walking/ running is only outside of school hours and during times when the facilities are not being used by our students.

Swimming Pool Schedule 2017-2018

The swimming pool is open to the **ISK Community** at the following times:

Mornings: 7:00am to 8:00am – Wednesday only
Afternoons: 5:00pm to 6:00pm – Monday and Tuesday
1:30pm to 5:00pm – Wednesday
Weekends: 10:00am to 5:00pm (lap swim 10:00am to 12:30pm)

On ISK holidays, the pool follows a weekend schedule. On Kenyan and religious holidays, the pool is closed. Pool use rules are posted at the swimming pool and we ask that you familiarize yourself with them before entering the pool.

Fitness Center

The fitness center is open to the **ISK Community** at the following times:

Afternoons: 5:00pm to 6:15pm – Monday, Tuesday, Thursday and Friday
1:30pm to 6:00pm – Wednesday
Saturday: 8:00am to 3:00pm
Sunday: Closed

Occasional Members

Individuals involved in the occasional instruction of ISK students and who are regularly on campus must have a **Personal Data Form** on file with the HR department. They are also required to have a current **Certificate of Good Conduct**. Updated lists are to be provided to the Security Office by HR for substitute teachers and by the head of the appropriate department for all other coaches, referees and activity leaders.

Upon arrival to campus, they check in with security, are issued their ISK photo ID in exchange for personal ID. Security contacts the appropriate office to confirm that they are to be reporting for duty. They need to pick up their ID card from the security office, and return it upon leaving each day. It is expected that these instructors would only be on campus when they have duties to perform. If instructors solicit private clients to be taught on ISK premises, they may need to complete a rental contract and pay a facility usage fee, which can be organized through the Advancement Office.

School Visitors (including Alumni, e.g. former students, parents & staff) – When visitors come to the campus they park in the visitor parking area outside the main gate and report to the Security Office. All visitors must leave an ID at security in exchange for a visitor's badge. Security notifies the appropriate person or office that they are here to see, and then either directs them or accompanies them there. When the visitors leave campus they turn in their visitor badge and retrieves their ID. This enables us to know who is on campus at any given time. Visitors to campus are not permitted to roam around campus unaccompanied.

Groups & Events - Groups with some ISK community members & some non-ISK people (language classes, community sports groups, birthday parties) – There may be a fee for use of ISK facilities by groups. Inquiries should be sent to communications@isk.ac.ke. If there is a fee, contracts need to be completed at the Advancement Office with payment made in advance.

Events hosted by ISK at which non-ISK people also attend (drama and musical presentations, FOTA exhibition, visiting teams and fans for sporting events) – ISK provides additional security staff for these events. Security personnel will direct traffic to the appropriate parking area. ISK community members in stickered vehicles park on campus and assume responsibility for guests whom they bring on campus. Visitors arriving on their own park in visitor parking outside the main gate proceed through the Security Office and are directed by security to the appropriate venue.

Renters of facilities from outside of the ISK community – On occasion people from outside of the ISK community rent our facilities. These are limited to events, which are family-oriented, that could potentially be of interest to our community, and that we feel fulfill our own institutional corporate responsibility. All inquiries should be directed to the Advancement Office, or emailed to communications@isk.ac.ke.

Use of campus facilities outside of school hours - ISK does not assume any liability for injuries or accidents sustained when people are using the campus facilities outside of school hours.

Use of rollerblades, skateboards, scooters and bicycles are prohibited on school property.

Dogs on Campus

No dogs are allowed on campus at any time.

No Smoking on Campus

ISK is a smoke free campus. No smoking is allowed on campus at anytime. This includes but is not limited to tobacco and e-cigarettes.

Swimming Pool Rules and Regulations – Appropriate swimwear is required at all times. Swimmers must take a shower with soap before entering the pool. Admission will be denied to anyone having communicable diseases, wearing bandages, or with skin abrasions, colds, coughs, extremely inflamed eyes, infections, open sores, excessive sunburn, nasal or ear discharges. Please familiarize yourself with the following Swimming Pool Rules & Regulations. Adherence to these rules ensures your safety and health.

ISK Swimming Pool Rules & Regulations

1. ISK Community Members must accompany their guests. An adult must accompany children under twelve at all times.
2. To avoid offending others, please use the locker rooms to change and refrain from nude or semi-nude sunbathing.
3. In the pool area, please refrain from;
 - Eating or bringing in glass containers
 - Wearing footwear on the pool deck
 - Spitting
4. While swimming, please observe the following:
 - Shower before entering water.
 - Do not dive in the shallow end. Dive only beyond the 2.2m mark for added safety.
 - Do not chew gum while swimming.
5. Demonstrate proper conduct: no running, pushing, wrestling, dunking or bombing
6. Do not swim under or hang on to the ropes
7. Rafts, inner tubes, toys, balls, fins, snorkels, etc. are prohibited during recreational swims
8. When the pool is crowded, lifeguards may choose to clear the pool for ten minutes each hour to have a short break. Your cooperation with this is requested.
9. In the diving area, look before you leap
10. Only one person is allowed on a diving board at a time
11. Divers must wait until the previous diver has reached the pool exit ladder before diving
12. Recreational swimming in the diving area is prohibited
13. Children who are not toilet-trained must wear cloth diapers and rubber pants or a swim diaper. Regular disposable diapers are not allowed in the pool at any time. Children 2 years of age and under are only allowed in the baby pool and must be accompanied by an adult.

Technology Integration at ISK

At ISK, students develop lifelong Information Communication Technology (ICT) capabilities as they learn to use ICT effectively and responsibly in their learning. Grades 3 to 7 students have access to an individual iPad throughout the day. Grade 8 students use Chromebooks and in the High School, all students bring their own Mac laptops each day. ISK also has specialized labs per division, a design lab, a multimedia lab as well as a number of laptop / iPad carts throughout the school.

ISK Responsible Use Agreement for Network and Technology Services

ISK network and equipment are intended for educational purposes. Access to online content via the school's network may be restricted in accordance with ISK policies and government regulations. Misuse of ISK resources will result in disciplinary action to be determined by the Administration. ISK will not be held accountable for any harm or damages that result from misuse of school technologies.

Usage Policies

All users of ISK technologies must follow the specifics of this document, and are expected to engage with ISK technologies in an appropriate manner. Students may be subject to specific restrictions by division. Users unfamiliar with proper technology protocols should seek clarity from ISK before using school provided technologies. Use good common sense and when in doubt ask.

Web Access

ISK provides its users with access to the Internet, including web sites, resources, content, and online tools. That access may be restricted as deemed appropriate by the Board of Directors or school administration. Web browsing is monitored and records of all online activities are retained for the duration of time deemed necessary. Any attempt to circumvent web filters will warrant appropriate disciplinary actions. Sites that should never be accessed from ISK or using ISK technologies include, but are not limited to, sites hosting pornographic or adult material, gambling activities, non-educational games, or sites whose materials are deemed hateful. Users may not use ISK technologies to illegally download entertainment material such as music, movies or e-books.

Respect Others Privacy

Any attempt to access accounts or electronically stored materials of individuals other than one's self without the expressed permission of that user is a breach of policy and is subject to disciplinary action.

Email

ISK provides users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school and/or division policies. Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Social / Web 2.0 / Collaborative Content / Virtual Learning Environments

ISK provides users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among multiple users. Any behavior deemed inappropriate offline is considered inappropriate online, and such behavior is subject to disciplinary action. Posts, chats, sharing, and messaging may be monitored. Users should never share personal information online.

Use of ISK Equipment

ISK may provide users with mobile computers or other devices to promote learning both inside and outside of the classroom. Users must abide by this agreement when using school devices on or off the school network. Users are expected to treat all devices with extreme care and caution. Users must report any loss, damage, or malfunction of ISK equipment to IT staff immediately. Users will be financially accountable for any damage resulting from negligence or misuse.

Personally Owned Devices

Users may use personally owned devices during school hours. All personally owned devices are required to be registered with ISK. Any misuse of personally owned devices may result in removal of that device from the network and/or disciplinary action. Students may use personally owned devices in the classroom when the classroom teacher permits. On campus use is permitted unless such use interferes with the delivery of instruction by a teacher or staff or creates a disturbance in the educational environment.

Security

Users are expected to take reasonable safeguards against the transmission of security threats (protect your home computers) over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

Downloads

Users should not attempt to download or run .exe, .dmg or any installable applications over the school network or on school resources without express permission from the IT staff. For the security of the ISK network, any downloading of digital materials (video, music, images, pdf, etc.) must be done through a reputable site. When possible downloads should be done before or after school hours.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner. Users should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see.

Plagiarism

Research (text, media, audio, and pictures, etc.) conducted via the Internet should be appropriately cited, giving credit to the original creator. Users unfamiliar with proper formatting techniques for digital media should consult the ISK recommended formatting policy (MLA).

Personal Safety

Users should never share personal information, including passwords, phone number, addresses, social security number, birthday, or financial information over the Internet without adult permission. Users should never agree to meet persons met online without parental permission, and never alone.

Cyber bullying

Cyber bullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyber stalking are all examples of cyber bullying. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyber bullying can be a crime.

Limitation of Liability of ISK Network and Technology Services

ISK will not be responsible for damage or harm to persons, files, data, or hardware. While ISK employs, and attempts to ensure the proper functioning of, various filtering and other security mechanisms, ISK makes no guarantees as to their effectiveness. ISK will not be responsible, financially or otherwise, for unauthorized transactions conducted over the school network.

Violations of this Responsible Use Agreement

Violations of this policy are grounds for disciplinary repercussions, including but not limited to:

- Suspension of access to ISK networks, technology, or computers.
- Actions may include consultation with parents, detention, suspension from school or school related activities, and in severe cases expulsion.

Lost and Found General Guidelines & Procedures

Overview

The following procedures are intended to ensure that items, whether lost or found, are properly accounted for and in the case of found items, that they are returned to their rightful owners or donated to charity.

“Lost property” means any unattended, abandoned, misplaced, or forgotten items including, but not limited to, electronic equipment, cash, jewelry, books, clothing, books, or personal identification documents which are found within the boundaries of the School. ISK assumes no responsibility for the care and/or protection of any personal belongings left unattended on ISK property or for loss, under any circumstance, including theft, vandalism, or malicious mischief, of such belongings.

As soon as you are aware of missing property, retrace your steps and if your property is not found, check with the most likely place where your lost property would have been turned in, e.g. your school division, PE or Arts Centre office. In cases where the item missing has significant personal or monetary value, report this immediately to the school office where an incident report form will be completed.

You should also check in the Lost & Found room located in the temporary building near the walkway to the Lower Parking Lot. Opening times are **Monday – Friday from 8:15am – 4:00pm when school is in session.**

Tel +254-20-209-1308/9 or +254-733-639-3631 www.isk.ac.ke Kenya

Procedures for handling Lost Property

- Any item left behind in a room, bus or in a public area is to be brought to the appropriate division office, PE office or Arts Centre office. It is then considered a “Lost & Found” item.
- Lost items with a perceived value of over \$50, e.g. phones, iPads, jewelry, passports, or cash, must be reported immediately to the student’s divisional office and a Lost Property form completed. The earlier that items are reported missing the better the chances of recovering the item.
- Found items with a perceived value of over \$50, e.g. phones, iPads, jewelry, passports, or cash, will be secured in a locked area, such as a principal’s office, with highly restricted access. These high value items are to be recorded in a Lost & Found register.
- Items with lower perceived value, e.g. shoes, sweaters, lunch boxes and t-shirts are transferred weekly to the central Lost & Found currently located in the temporary building near the walkway to the Lower Parking Lot.
- Owners may look for and claim lost property from the Lost & Found room from **8:15am – 4:00pm, Monday – Friday when school is in session.**

It is the property owner's responsibility to report and search for any lost item. High value items remaining unclaimed for one year will be disposed of under the supervision of the Business Manager as follows:

- Cash will be donated to the ISK scholarship fund; items with resale value will be sold in a restricted auction with proceeds donated to the scholarship fund.

Dress Code

ISK students are asked to consider ISK's context as an educational institution in an environment that includes diverse belief systems and cultural practices. Students should always dress appropriately for school, demonstrating respect for themselves and others. This includes dressing neatly. Clothes should not be ripped or torn nor should underwear be visible at anytime. Shoulders must be completely covered, from the neck to the edge of the shoulder, and chest should not be visible. Bare midriffs are not allowed. Shorts, dresses, and skirts must be of an appropriate length, no shorter than mid-thigh. Students are expected to wear appropriate footwear at all times. Clothing and jewelry must not contain statements or insignias of questionable taste (e.g. racist symbols, crude gestures and offensive wording). Clothing or jewelry that advertises, promotes, or contains references to drugs or alcoholic beverages is prohibited. In elementary and middle school there is a specific Physical Education uniform that students will need to purchase and wear during their PE classes. The uniform (specific shorts and shirt) will be available to purchase from the Business Office. In supporting ISK's dress code, you are supporting the cultural diversity of our school community. Thank you for your support and understanding.

Emergency Procedures at ISK

Introduction

ISK has developed a comprehensive plan to ensure the safety and security of its students while they are on the campus or when they are en route to or from the campus while riding in ISK school buses. The plan is described below. Feel free to contact the school if you have questions.

On Campus

An Emergency Procedures Handbook is in place that will serve as a guide for the administration should a serious emergency arise. A group of administrators and other personnel constitute the Safety and Security committee, which meets regularly and are the group who would put plans into effect, if needed.

An ISK family phone tree is created at the start of each school year and updated regularly. The tree would be activated in the event that vital information needs to get to parents as quickly as possible. ISK's security company provides a vehicle that patrols the immediate area surrounding the school and the main road leading to and from the school.

Local police stations provide additional security on and as needed basis. ISK has direct radio communication with the U.S. Embassy and Canadian High Commission to seek further assistance if required. We meet regularly with representatives from the United Nations, US Embassy, Canadian High Commission and ISK to review recent security affairs, assess the security situation around the country and make recommendations to the school administration. Evacuation, fire and "duck and cover" drills are conducted during the year to prepare student response.

A cadre of first-aid trained teachers is in place to assist the nurse, if called upon. Our counselors and other special service staff are trained and prepared to deal with psycho-emotional problems that might result from crisis. Identified ISK staff also has been provided with radios to be used in the event of an emergency.

Emergency Contact

It is very important that we have the name of a contact person whom your child knows, and that this person has agreed to make medical decisions on your behalf if the school cannot contact you and your child needs emergency medical intervention. It would be better if we had more than one contact person. If both parents are going to be out of the country at the same time, the school must be notified as to who will have the legal power to make decisions for your child and this person must be an adult.

Birthday Celebrations in ES

The homeroom teacher will facilitate birthday celebrations during school days if the parent wishes to do so. Please note the following guidelines:

- The celebration will take no more than 15 minutes in length,
- The celebration may include items such as mini cupcakes, squares or pieces of fruit (no soft drinks, sugar drinks or nut products allowed) that the parent will provide, and
- The parent also provides additional supplies including napkins, paper plates, a knife to cut the cake, candles, matches and party favors.

Student Guests

An ISK student may be granted permission to bring a student guest to school for maximum one school day. The permission is granted pending permission from the child's homeroom teacher and if it does not disrupt the classroom learning. At least 48 hours notice needs to be given to the teacher.

After School Hours and Weekends at ISK

We welcome our ISK families to use this beautiful campus.

Other Student Services

Food Service

The ISK Cafeteria Lunch Program is a prepaid optional service for Elementary School students. It is managed by ISK's Head Chef and his team and runs from Monday to Friday. Students may sign up and pay for a full year, a semester or a quarter. The children may select vegetarian or non-vegetarian meals for the duration of the time they have signed up. A food services committee meets regularly to monitor and advise the school canteen. The committee ensures that the menus are nutritious, well balanced and follow the ISK Food Policy by frequently reviewing them. No pork products of any type are offered. The weekly menu is posted on the link. Parents wishing to sign their children up for canteen lunches should

go to the food services office. Elementary school children are not allowed to visit the canteen unsupervised, unless accompanied by a parent after school hours.

Please note that disposable plastic bottles are no longer sold on campus. All students are encouraged to bring their own refillable BPA beverage containers from home. These can also be purchased at the PTO store.

Safe-Keeping of Mobile Phones & Other Electronic Equipment

At ISK, we appreciate the concern some parents have that their children are equipped with mobile phones as a safety issue or they wish to bring in a camera, etc. to show and share with fellow students. If this is your wish, please note that an elementary child is expected to leave her/his phone and/or other electronic equipment with the elementary secretary in the morning and pick it up before leaving for home. If your child leaves a phone or other electronic equipment in a school bag or cubby, and it goes missing, we cannot accept responsibility for the loss

School Telephone Use

Students may use the landline telephone in the elementary school office free of charge, for items related to school business.

Educational Materials

The teaching materials at ISK are current publications, with most originating in the United States and United Kingdom. All students are issued most, if not all, educational materials required for their learning program. Exceptions to this would include physical education uniforms, pencils, pens, and notebooks for different subjects. All students are responsible for the proper care of their workbooks and textbooks. The workbooks are the student's property but textbooks must be returned to the school at the end of the school year or at the time of withdrawal. In case of loss, a charge is assessed.

Tutors

Parents are asked to discuss on-campus tutoring with the assistant principal. The schedule of tutoring times, days and location must be clarified and approved, so that security can be informed. A tutor will comply with all ISK security measures as any other campus visitor. Tutors/parents are encouraged to consult with the student's teacher, so maximum benefit can be derived from the tutoring.

SECTION 10: APPENDIX

Principles of Assessment

Assessment Terms... (What do we mean when we say...)

Standards—in current usage, the term usually refers to specific criteria for what students are expected to know and be able to do. These standards usually take two forms in the curriculum: content and skill standards, which tell what students are expected to know and be able to do in various subject areas, and performance standards, which specify what levels of learning are expected. Performance standards assess the degree to which content standards have been met.

Benchmarks—grade level specific statements of what learners will know and be able to do in order to meet the standard by a particular stage of their schooling (end of grade or end of course)

Content knowledge and skills—in the lexicon of standards/benchmarks, outcomes, objectives, and targets, content knowledge represents the “what students know” skills represent the “what students are able to do” aspect of the definition. When assessed, it is critically important that the type of assessment used is appropriate for what is being measured, knowledge or skill.

Objectives or Learning targets—these terms are used interchangeably to mean what a student is supposed to know or be able to do at the end of a lesson. They should be written to align with a curriculum benchmark for the subject or area. Targets typically begin with capability verbs that correspond to an action item and should be measurable. Unless learning targets/objectives are specifically articulated prior to instruction, they tend to reflect teacher-focused targets/objectives (covering content) rather than student-focused targets/objectives (understanding of content or development of skills).

Outcomes— what students are supposed to know and be able to do; educators and others may use the term outcomes to mean roughly the same as goals, objectives, or standards

Assessments—measuring the learning and performance of students. The type of assessment is determined by its suitability for the intended purpose. For example, multiple choice, true/false, and fill-in the blanks tend to measure basic content knowledge or skills, while a performance task would require a student to apply and use the knowledge or skills in an authentic way (Performance based assessment).

Formative assessment—formal and informal processes teachers and students use to gather evidence for the purpose of improving learning. Central to its effectiveness is the use of informal classroom discussions, tasks, and homework, the use descriptive feedback and student self- and peer -assessment.

Pre-assessments and ‘formative’ tests—usually given at the beginning of a unit of instruction to ascertain the level of knowledge, understanding, or skill the student possesses prior to instruction. Teachers will use the data from pre-assessments to differentiate for learners and to plan or adjust instruction design.

Self- and peer-assessment—the process by which students reflect on their own work or that of their peers and identify strengths and weaknesses in the work, justify their claims with evidence or support, and set goals for further learning.

Feedback—specific, clear, descriptive, timely, and actionable guidance for the student for the purpose of providing the student with information and tools on how to improve his or her performance against the criteria or standards. Ideally, the information articulates what the desired outcome is, where the student currently stands in relation to the outcome, and what is required to close the gap. Feedback is at the core of effective formative assessment and assessment for learning. **Instructional (or learning) activity**—is the process by which a teacher plans instruction for the purpose of achieving content/skill and performance objectives or targets. It involves the choice of vehicles most appropriate to gaining student understanding or skill and very much depends on the student’s abilities, interests, and readiness levels. Ideally, instructional or learning activities or designed to appeal to a variety of learners and to provide opportunities for all types of learners to access the important critical content and skills.

Differentiation—a form of instruction or assessment that seeks to “maximize each student’s growth by meeting each student where she is and helping the student to progress. In practice, it involves offering several different learning experiences or assessment opportunities in response to students’ varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to students’ interests, and by students’ preferred ways of learning or expressing themselves.”

Summative assessment—assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness. Summative assessments occur at the end of a unit of instruction.

Evidence—data or information obtained from both formative and summative assessments that contribute to how learning and planning is structured and the degree to which students are meeting or have met the standards. Data comes from observation, performance, conversation, and written work.

Evaluation—a judgment about a particular work or body of work, particularly with regards to the quality and completeness of the work or performance. In essence, assessment is about improvement; evaluation is about judgment.

Rubrics— specific descriptions or criteria of performance of a given task at several different levels of quality. Teachers use rubrics to evaluate student performance on performance tasks. Students are given the rubric, or may even help develop it, so they know in advance what they are expected to do. While holistic and analytic rubrics are most common, analytic rubrics (breaking the task down into several dimensions) is the type most used in summative assessments and program analysis. Rubrics are written in language that reflects benchmark indicators or learning targets.

Common assessment—at the individual school level, a common assessment is an assessment typically created collaboratively by a team of teachers responsible for the same grade level, course, or content area.

Characteristics of common assessment are that it measures essential student learning, it is generated/created by teachers, it reflects clearly defined essential understandings and student performance outcomes that exist for the unit of instruction, and includes all students taking the same course or grade level assessment across classes/teachers.

List Of Acronyms

School wide:

AISA **Association of International Schools in Africa**- AISA provides support services for member schools throughout Africa. Teacher training institutes are provided in addition to large conferences for teachers who are employed by international schools.

CCA **Co-curricular Activities**- This includes any type of activity that is offered between 3:30 – 4:45 p.m. after the regular academic day is finished.

CAD **Creative Arts Department**- The CAD consists of the art, drama, and music programs at ISK.

CASL **Creativity, Action, Service, Leadership** (all divisions).

Commons The new library/tech/dining building in the heart of the campus.

Commons Conference Room This conference room is located on the top floor of the Commons above the Director's Office

COMMONS MPR 3 Multi-Purpose rooms located on the top floor of the Commons (above the staff lounge).

COB **Close of Business**

SST **Student Support Team**- The SST consists of a group of teachers in addition to the LS personnel. The SST will meet to discuss issues pertaining to a specific child and the child's performance to determine what steps should be taken to be able to provide support for that student.

GYM This is a term to represent the gymnasium.

GLL/HOD **Grade Level Leaders/Heads of Department**

IEP **Individualized Education Plan**- An IEP may be developed for a student with learning needs beyond what is routinely accommodated in the classroom and outlines specific steps and strategies the classroom teacher(s) are asked to implement on behalf of the student. This is developed in conjunction with the SST and is supervised by the staff in the Learning Resources Center.

IMPACT Wednesday afternoon collaboration sessions. (**ISK Meetings for Professional Action, Collaboration and Training**)- Students are dismissed at 1:25 on Wednesdays so teachers and administration have the opportunity to work, plan and learn together from 2:00 – 3:30 p.m.

ISA **International Schools Assessment**- This is an assessment that is administered to all students in grades 3-10 usually in October. The tests are administered over two mornings

and cover aspects of reading, writing and mathematics. The results are NOT used for any sort of internal assessment or evaluation related to math or English classes. The results provide the school and parents with information as to how each student compares to a normed group of students of the same age level in schools similar to ISK. The tests do not in any way impact student grades at ISK.

TI Technology Integration- TI includes pretty much anything that is technologically based. Classes in TI are offered at all divisions and TI is incorporated into the general classroom activities throughout the different school divisions.

Library Lab Kindergarten to Grade 12 Lab for computer purposes

LRC Learning Resource Center- The LRC provides learning support for those students who have diagnosed difficulties with specific subjects or who have diagnosed learning differences. Most students with special needs have those needs met in the regular classroom with all the other students in the class. On occasion, some students will be pulled out of the regular classroom for specific assistance with specific skills. It is important to note that the LRC does not provide tutoring services.

LS Learning Support

MPR Multi-purpose Room- These are located in the high school administration building and the Commons

PD Professional Development- ISK provides a variety of PD opportunities for its teachers. PD may include summer coursework, classes taken through some other means, workshops, teacher or training conferences, or in-service opportunities.

PE Physical Education- PE is a regularly scheduled class for students at ISK.

PTO Parent/Teacher Organization- This is a group of parents that provides support and assistance to teachers in a variety of ways. All parents are welcome to become active members of the PTO.

RUA Responsible User Agreement

SSS Student Support Services- The SSS provides assessment and support for students who are in need of these special services. It includes the Learning Resources Team and the English for Speakers of Other Languages team

TA Teaching Assistant

Elementary School

ES Elementary School- The elementary school is made up of students in grades PK-5.

ESO Elementary School Office

ES PTO Elementary School Parent Teacher Organization

PRIDE Grades 1 – 5 representatives selected/elected from each ES grade level class. Representatives attend regular meetings and participate in organizing Student Government led activities. The Student Government helps organize assemblies, spirit days, fundraisers, community service, promotes school citizenship, and other activities at the Elementary School level.

PH Peer Helpers is a trained group of Grade 4 and 5 students who have various responsibilities in the elementary school. They are selected either by their peers and/or teachers or can also self-select.

RTI Response to Intervention

CICO Check-in/Checkout

SL Service Learning

IC Intercultural Trips

Middle School

MS Middle School- The middle school is made up of students in grades 6 - 8.

MSMUN Model United Nations- The MUN is a program for students that simulate how the UN works.

There are many different MUN conferences around the world.

STUCO Student Council- This is the term for the student government at the MS level.

High School

- ACT American College Test-** Some HS students take the ACT prior to attending US colleges or universities.
- ASB All Student Body-** This is the term for the student government at the HS level.
- CAS Creativity, Action, and Service** is a central component to the full International Baccalaureate program and is required of all students enrolled in the IB Diploma. Students are expected to demonstrate commitment to activities in each of the three focus areas over the course of their two-year program.
- EAMUN East African Model United Nations-** EAMUN is an annual MUN conference held in January-February and currently involves over 1000 delegates from more than 60 schools around the world. ISK students typically hold important country and committee assignments for this event.
- EE Extended Essay** is a requirement for completion of the IB Diploma. It is a 4,000 piece of original research, usually begun in the junior year (grade 11) and completed for submission in the senior year (grade 12).
- GIN Global Issues Network**, a growing international organization of students whose focus is to address issues largely concerning the environment. There are regional annual conferences for GIN, and ISK will host the 2013 conference event for Africa.
- GPA Grade Point Average.** Many universities and colleges request GPA's from high schools to determine student acceptance and placement. ISK does not report GPAs on term reports as a matter of practice.
- HS High School.** The high school is made up of students in grades 9 - 12.
- IB International Baccalaureate-** This is an academic/curricular program in the High school that provides advanced course work for students in specific subject areas.
- ISSEA International Schools of Southern and Eastern Africa-** These international schools schedule tournaments in different sports in different countries during the year.
- ISL International Schools League**
- NHS National Honor Society-** The NHS consists of HS students who are officially nominated and selected based on their academic performance and their contributions to both the ISK and local communities.
- PSAT Preliminary SAT/National Merit Scholarship Qualifying Test-** Taken in grade 11 by US citizens to qualify for the National Merit, the PSAT is also often taken by students in grades 10 and 11 as practice for the SAT.
- SAT Scholastic Aptitude Test-** The SAT is a standardized test that is written and administered by the College Board in the US. Many US colleges and universities require students to take the SAT. Results of the test are then used as part of the university entrance process. ISK is registered as an official SAT testing site and the test is administered a few times throughout the academic year. The test is for HS students.
- TOEFL Test of English as a Foreign Language-** This is an external assessment that is administered to students hoping to enter US colleges or universities. Most students whose mother tongue is not English are usually required to take this test prior to acceptance at a US university.