

2018  
2019

# High School Handbook

PASSION | CREATIVITY | AMBITION



**International School of Kenya**

Empowering students to create solutions for tomorrow's challenges

Dear ISK Students and Parents:

On behalf of the high school faculty and leadership team, welcome to the 2018-19 academic year at the International School of Kenya (ISK). The ISK community strives to keep students, their personal aspirations and growth, and of course their learning at the forefront of every decision. This handbook demonstrates that commitment and is your guide to understanding exactly how the high school structures its programs to best support students and their physical, social, emotional, and academic development.

While ISK strives to provide each student with a challenging academic program that encourages ambitious individual goals and high of critical thinking, an ISK education extends well beyond the walls of a classroom. By coming to ISK, you are choosing to be part of a community that is committed to developing positive and respectful relationships both within our own diverse community as well as within our Kenyan setting and wider international context. ISK students are challenged and encouraged to become active in making a positive impact on their immediate, local, and global surroundings in ways that are meaningful and lasting. As a home to about 1000 students and faculty of many different nationalities, the diversity of people and cultures at ISK is one of our greatest strengths.

Even if you have been a part of ISK for many years, the faculty and administration ask all parents and students to read through this handbook carefully. Amendments are made to the handbook each year; this year you may wish to pay particular attention to the revised high school academic schedule in section two, guidelines for cell phones and other electronic devices in section three, attendance and late work guidelines in section five, and information about child protection at ISK in section nine.

As students and parents, you are expected to understand the information on these pages and agree to follow the expectations for participation in this learning community as defined in this handbook. You are encouraged to reference the handbook as needed throughout the year. The education of our children is a partnership that requires the cooperation and collaboration of school staff, parents, and students. Part of that partnership involves informed and transparent two-way communication on all fronts; as such you may wish to pay particular attention to the section in the handbook regarding communications. Please let me know if you have any questions about the information contained in this handbook.

Overall, ISK is always looking for ways to improve student experiences. This process involves staying current with recent research and best practices, gathering input from our students, and maintaining effective channels of communication across our school community. I encourage ISK students to take ownership of their education and encourage ISK parents to actively participate in school life. A successful home-school partnership is a key aspect of a high quality educational experience. As ever, all ISK community members should feel free to contact the appropriate member of our high school team directly with any ideas or concerns.

Finally, as a community with many families having just arrived at ISK I would ask that parents and students help to make all our new families and staff feel welcome here. As many of us believe, you are joining one of the finest international schools in the world. We feel very excited and privileged to be working with you this year.

On behalf of the high school team, I wish you a wonderful and enriching academic year.

Robert Blanchard, Ed.D.  
High School Principal  
+254 733 639342/0733 639343/0733 401619  
P.O. Box 14103-00800 Nairobi, Kenya  
rblanchard@isk.ac.ke ([www.isk.ac.ke](http://www.isk.ac.ke))

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## 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.

### MISSION

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

### VISION

Empowering students to create solutions for tomorrow's challenges

### EDUCATIONAL AIMS



## 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 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-SCHOOL EXPECTATIONS and COMMITMENT

**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 complete 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.
- Communicate appropriately within the school community.

**Parent.** *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.
- Communicate in a manner that furthers positive school improvement and a respectful community.
- Agree to abide by the ISK communication guidelines and expectations as outlined throughout this handbook. I further understand that violation of any of these principles may result in serious sanctions including my child/children's potential dismissal from ISK.

**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 are 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 are up to date on important educational developments and initiatives that might affect your child, and inform you of these at given meetings where appropriate.



## 2. SCHOOL STRUCTURE

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 counselors. Additionally, the high school section has an assistant principal and IB coordinator. The overall head of the school is the Director. The curriculum of ISK is coordinated from the earliest years through the high school. Each instructional area and co-curricular activity is reviewed and revised every five years. Most teachers at ISK hold advanced degrees and although the majority calls North America home, about thirty per cent of the faculty originates from other parts of the world. Likewise, approximately 40% of ISK students come from the United States or Canada, with the remaining enrollment normally representing over 70 different nationalities. Class sizes vary, but generally range from 15-20.

### 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.

### THE SCHOOL DAY

The secondary school day begins at 8:20 am Monday to Friday, and ends at 3:20 pm on Monday, Tuesday, Thursday, and Friday with buses leaving campus at 3:30 pm on these days. Activity buses depart at 5:00 pm. High school students are provided a lunch break during the middle of the day. Wednesday of each week consists of an earlier 1:25 pm dismissal for most students, with buses departing at 1:35 pm. Some IB HL classes run on a Wednesday afternoon from 1:35-4:45 pm. The schedule for these classes will be published at the beginning of each semester. ISK Service Learning projects often meet on Wednesday afternoons - there are 5:00 pm buses home on the Wednesdays when the service learning program is running. Teachers engage in professional learning activities called IMPACT following student dismissal on Wednesdays.

### CLASS SIZE

The class size policy for the high school allows for up to 22 students per class. If class numbers grow too large it may be necessary to split a class by establishing another section. This will typically involve rescheduling up to half of the students. The rescheduling may result in additional changes to student schedules. The school's Director has the authority to allow for an increase in class size, as needed, depending on the circumstances.

### HIGH SCHOOL STUDENTS

ISK's high school student body consists of approximately 340 students, typically representing more than 60 different nationalities. Most of our students originate from expatriate families that reside in Kenya for 2-5 years before moving on to other overseas postings. Recently, the school has experienced an increase in the number of students who reside permanently in Kenya. The All Student Body (ASB) is the student government model and represents one main avenue for student leadership at the school. The ASB executive consists of 10 elected positions with representation from each grade. Among many other things, the ASB meets with the principal each week, coordinates high school assemblies and manages a school *Facebook* page that supports positive, respectful, effective communication within the high school community.

### ACADEMIC SCHEDULE

The basic framework of the schedule follows an eight-day rotation, not including Wednesdays: eight class

blocks are spread out over two instructional days, then the rotation begins again. Over those eight days, each course will meet four different times. While there is some time in the academic timetable for particular activities, many co-curricular programs take place before and after the instructional day.

<b>High School 2018/2019 Schedule</b>									
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Wednesday
8:20-9:40	A1	B1	A2	B2	A3	B3	A4	B4	8:20-9:25 Period 1
9:40-9:50	<i>Passing Time (10 min)</i>								
9:50-10:25	<b>Activity Block</b>								9:35-10:40 Period 2
10:25-10:30	<i>Passing Time (5 min)</i>								
10:30-11:50	A2	B2	A3	B3	A4	B4	A1	B1	10:50-11:55 Period 3
11:50-12:30	<b>Lunch</b>								
12:30-1:50	A3	B3	A4	B4	A1	B1	A2	B2	12:20-1:25 Period 4
1:50-2:00	<i>Passing Time (10 min)</i>								
2:00-3:20	A4	B4	A1	B1	A2	B2	A3	B3	HL Superblock 1:35-4:45
	<b>Activity Block</b>								
	<b>Monday</b>	<b>Clubs and Wellness</b>							
	<b>Tuesday</b>	<b>Advisory 9-12 Social/Emotional</b>							
	<b>Thursday</b>	<b>Assembly / Advisory 9-12 (academic)</b>							
	<b>Friday</b>	<b>Clubs and Wellness</b>							

**HIGH SCHOOL LEADERSHIP AND ADMINISTRATION***Principal*

Robert Blanchard

*Counselors*DeeDee Werner  
Michael Maldonado*Athletic Director*

William Moore

*Assistant Principal*

Jarrod Dale

*Service Learning/Activity/IC trips*

Pierina Redler

*HS Office Staff*Ruth Onyango  
Miriam Uhuru  
Jennifer Ndegwa  
Christine Wambui*IB Coordinator*

Linda Henderson

*Student Support Services*

Heidi Laws

**SCHOOL-WIDE ADMINISTRATION***Director*

David Henry

*Business Manager*

Moez Jiwani

*Curriculum & Instruction*

Jodi Lake

*Security*

Robert Onyango

*Operations*

Theo Fernandes

*Technology*

Doug Irish

**HIGH SCHOOL FACULTY***Creative Arts*Gwendolyn Anding (Department Head)  
Charlie Nicholas  
Jill Hire  
Gakunju Kaigwa*Mathematics*Keir Paesel (Department Head)  
Anthony Charette  
Karen Sibrian  
Fiona Thangata  
David Fischer  
Susan Yates*English*Brian Hire (Department Head)  
Tom Wallbridge  
Rachel Kagwa (Gr 10 Leader)  
Jeffrey Dibler  
Bill Parsons  
Stewart Schmid*Physical Education & Health*Carrie Wood (Department Head)  
Nixon Nyangaga*English for Speakers of Other Languages*

Rachel Kagwa

*Science*Djorf Amirouche (Department Head)  
Linda Henderson  
Denzil Mackrory  
Jaime Mackrory  
Hai Nguyen  
Mark McGarigal*Learning Support*Priya Shah  
Jillian Nichols (Gr 9 Leader)  
Derek Pierce*Social Studies*Patricio Saenz (Department Head)  
Alicia Zents (Gr 12 Leader)  
Mike Fisher  
Etienne Simonet (Gr 11 Leader)  
Kent Reschke  
Anthony Charette  
Sekou Otondi*Librarian* Bobbi Nicholas*Modern Languages*Ashley Maxson (Department Head)  
Severine Fumoux  
Maria Vioque  
George Ndungu  
Emma Petit-Simonet (Mother Tongue coordination)  
Annalisa Di Paolo*Technology*Maciej Sudra  
Gakunju Kaigwa

**PARENT-TEACHER ORGANIZATION (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 and faculty to discuss issues, come to a consensus, and provide services and resources to the ISK community. Membership in the PTO is open to all teachers and parents. Please contact the PTO executive or any member of school administration for more information.

**FRIENDS OF THE ARTS**

Friends of the Arts (FOTA) is an association of ISK parents who support the teaching, learning, and performing of dance, drama, art, and music at ISK. The FOTA executive consists of a chair, co-chair, secretary, and treasurer. FOTA works with the teachers, administration, and PTO to assist in the enhancement of the arts at ISK. FOTA supports the arts through a variety of functions and activities including an annual art show & sale.

### 3. COMMUNICATION

#### COMMUNICATION PROTOCOL at ISK

Effective communication is critical within our diverse community. The guiding principle for effective communication at ISK is direct, open, and respectful communication. We believe that this is the best way to preserve a sense of community by valuing relationships.

#### Communication Guidelines and Expectations

The following guidelines and expectations are based on positive assumptions about all community members' commitment to both continuous school improvement and a respectful community. There are many ways the school shares information. These include the ISK website, meetings, *The Link*, daily or weekly bulletins, emails and numerous forums on specific topics. There are also a variety of ways for parents to share information with the school, such as Parent Teas/Advisories hosted by the Director and each divisional principal, surveys, conferences, PTO meetings and meetings with teachers and administration.

Social media and email, when used in a manner respectful of those in our community, are also positive ways to communicate. Given that ISK shares email addresses and other personal information of those in our community, misuse of these public forums in a manner that damages ISK or any member of the ISK community, is considered a serious violation of the ISK communication guidelines and expectations. In the high school, student email accounts are provided for the purpose of appropriate, safe, mindful, and courteous school-related communication. Mass emails, using ISK email group lists, online petitions, and related forms of mass communication are generally considered to be inappropriate; students and parents must obtain administrative pre-approval for any forms of mass communication. Email usage may be monitored and archived. Any inappropriate student communication is subject to disciplinary action.

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 expectations for sharing questions or concerns is therefore a simple one: communicate directly with the person who is closest to the area of concern. If direct communication does not resolve the issue, then the next step is to speak with the person's supervisor. Issues should not be "escalated upwards" until there has first been a sincere attempt to resolve the issue at the most direct level. Expectations for resolving issues or complaints are designed to ensure that such communication is managed promptly, directly, and in the interest of our sense of community and common purpose. Resolution of issues at the most direct level helps to ensure transparency and positive working relationships within our community.

#### CONTACT INFORMATION

It is essential that the high school office has up-to-date names, addresses, telephone numbers, and emails for parents and guardians, including someone who will serve as emergency contact. The emergency contact is someone whom your child knows and has agreed to make medical or other urgent decisions on your behalf if the school cannot contact you. More than one emergency contact person is preferred. Emergency telephone numbers, local legal guardians and health information must be submitted, in case of emergency. Parents must notify the school of any essential information such as a change of address, email or telephone number.

#### GUARDIANSHIP

Parents are expected to be in residence in Nairobi to supervise their child's education and well-being. If both parents (or the sole parent in the case of a single-parent household) or the permanent legal guardian are absent due to travel, they must delegate parental responsibilities to another adult temporary guardian fully charged to act on their behalf. In such cases the school must be notified in writing prior to travel. The named adult guardian must be able to serve in the capacity of *in loco parentis* guardian (with full legal authority to make parental decisions to ensure appropriate supervision and care), including being able to respond and act

in case of a medical emergency. Cases involving parental travel of two weeks or more will involve extra steps such as submission of an additional form through the school registrar. Also, parents are expected to ensure that the school is provided with up-to-date emergency telephone numbers, local legal guardians and health information. Information related to appropriate guardianship must be communicated via parents, not students.

### **SCHOOL TELEPHONES**

The school maintains general landline numbers that ring through to the central switchboard. The high school office also has a separate cell phone line (0733 639342) that rings through to the high school. Students may use the telephone in the high school office, free of charge, for matters related to school business.

### **CELL PHONES & ELECTRONIC DEVICES**

Students may use personal cellular phones on campus, except when in the library, attending classes or meetings, or completing examinations. Phones should not be used in a manner that disrupts activities, for example in a nearby classroom. All phones and other electronic devices not approved for educational use by the teacher or administration must be turned off and put away in a bag or locker when a student is in class, a meeting, or the library; failure to do so will result in confiscation of the device for the remainder of the day for a first offense, 24 hours for a second offense, and possible permanent prohibition for a third offense. Any electronic device that interferes with the work or learning of others is not permitted. The school cannot accept responsibility for the loss or damage of any personal electronic devices. Any recording of school activities (e.g., picture, video, audio) should be for educational purposes, published only within the ISK community, and respectful of the privacy, reputation, safety, and feelings of others at ISK.

### **THE ISK WEBSITE**

For current information on everything that is happening at ISK, go to our website ([www.isk.ac.ke](http://www.isk.ac.ke)) or read *The Link*. The website is updated periodically. The *The Link* contains the latest news and special announcements.

### **DAILY BULLETIN**

This internal communication is largely intended for student and teacher information, but parents are also invited to receive and read this daily communication. The bulletin provides information and reminders of what is happening on that day or in that week - a good source of the current information impacting students.

### **THE LINK**

*The Link* is published electronically and includes information related to school life, with updates from the principal, director, and others. The publication also contains student work, articles, and/or reviews of activities. The high school uses *The Link* as a key vehicle for communicating with parents. Parents are therefore expected to review *The Link* to stay informed about school business, updates, and upcoming events.

### **ACADEMIC CALENDAR**

Parents are provided with an events calendar in hard copy at the beginning of the year. While some dates may change over the course of the year, this calendar serves as the basis for dates and timing on most events directly involving the students in each division. Additionally, the school maintains an electronic calendar via the school web site ([www.isk.ac.ke](http://www.isk.ac.ke)), which contains the most up-to-date information about school events.

### **PRINCIPAL & PARENTS TEA**

The principal hosts periodic parent meetings, an opportunity for the principal to share information and maintain effective two-way communication with families. All parents are invited to join and suggest ideas for agendas.

### **ACRONYMS and ABBREVIATIONS**

A list of common ISK acronyms and abbreviations is provided in the appendix at the end of this handbook in order to help students and parents to better understand the school and its programs.

#### 4. ADMISSIONS, TRANSFERS and WITHDRAWALS

Students may only be enrolled in the International School of Kenya after completing the requirements for enrollment and receiving approval for admission from the Administration. Admission is open to students who, in the administration's opinion, will benefit from a challenging, international, English-language education that prepares them for higher education and a life of challenge, change and purpose. By policy ISK aims to admit only those students whose academic, personal, social and emotional needs can be met by the school's programs and services, and who can be successful in a mainstream learning environment. ISK provides additional learning support for a managed number of students, as explained below. The school uses entrance/placement testing and other screening tools to determine whether a child's needs can be met by the school. Application materials may be obtained from the ISK registrar's office.

##### ADMISSIONS GUIDELINES

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

- ✓ A completed application form (available to download from the ISK website)
- ✓ Two recent photographs
- ✓ Application fee paid to the ISK business office
- ✓ School records from the 3 previous years
- ✓ A confidential school report
- ✓ A completed health form (available to download from the ISK website)
- ✓ A school-leaving certificate if transferring from another school in Nairobi
- ✓ Any other pertinent/relevant educational documents (e.g., IEP, testing reports, etc.)

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
- ✓ Evidence of satisfactory completion of schooling to date, including the earning of sufficient credits and meeting of graduation requirements at previous schools (when relevant) hence being on track to graduate from ISK
- ✓ Current class size at a given grade level
- ✓ Proof that age is appropriate for the grade level
- ✓ Documentation of the last successfully completed grade indicated on school records

It is important to note the following when it comes to placement for new or returning students:

- In doubtful cases, a student may be admitted on a provisional or probationary status
- Students may later be placed on probation
- All classes are generally constructed in a heterogeneous fashion
- Parental requests for specific teachers and/or classes are not accepted
- Students requiring ESOL services are not normally accepted after 10<sup>th</sup> grade

The registrar will not forward applications to the high school office for review until the admission packet is complete. Failing to provide all application documentation in full and answer all questions in full may delay the application process. Tuition and fees must be paid each semester before students may enter classes. Inquiries about fees may be made to the Business Manager.

##### SCHOOL RECORDS

Previous school records are required upon application before an official acceptance for enrollment can be made. Failure to submit full records, or the misrepresentation of past school performance and behavior, regardless of when it is discovered, may result in denial of admission or withdrawal of enrollment from ISK.



All ISK student records shall generally be considered private and confidential in nature, accessible only to ISK school personnel; families should instruct the school when they wish to have individual school records shared with other schools, universities, or outside parties. Confidentiality expectations may be overridden in cases where the school deems that legal or ethical considerations outweigh the protection of personal privacy. Individual student records, including health-related documents, shall be kept as hard copies for five years after the student leaves ISK, and thereafter in electronic format only. See Section 8 of this handbook for additional important information about record-keeping and information-sharing.

### **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. This process often involves requests for additional information. The counselor and/or principal will make this assessment.

Students attempting to transfer into the school in the middle of a full IB diploma program should communicate with the ISK IB coordinator early in the admissions process, as the IB coordinator will make a determination about the feasibility of a mid-IB transfer to ISK. Such mid-IB transfers are not uncommon. However, in some cases they are not possible if the courses of study at the previous school and ISK do not align.

### **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 for admission to 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, 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. Entry into the ESOL program is determined by means of the student's performance on an English proficiency test, writing samples and interviews to determine if the student's needs can be accommodated in the current program at the grade level to which the student is applying. There is no entry into the ESOL program in Grades 11 and 12.

### **WITHDRAWALS**

Because of the transient nature of the ISK student body, withdrawals, like admissions, can 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 completes a withdrawal form several days before the

final day, to ensure that all school books and property are returned, so that school records can be released.

## **TRANSCRIPTS**

All semester grades earned at ISK will be recorded on each student's official school transcript. These records will be maintained in the school's files. Once grades are entered onto a student's transcript, they are final. A change of grade cannot take place after the completion of the semester without a formal petition to and the consent of the principal.

Transcripts are not issued until the entire withdrawal process is complete. Thereafter, the production of official documentation from the school, including transcripts, requires at least 5 business days from the date the withdrawal. This time frame holds true for graduating seniors, hence final transcripts for graduates also take 5 days to prepare. School records for withdrawing students will not be released if students have outstanding fees, library books, textbooks, sports uniforms or other school materials. Families that are leaving ISK permanently at any time through the year should understand that it is impossible to produce transcripts until all grades have been posted. A *School Leaving Certificate* can be prepared for departing students, upon request.

## **GRADE PLACEMENT**

High school students are placed in a particular grade at the beginning of the academic year based on the number of credits earned toward graduation. Students are placed in classes according to the following criteria:

- |  |          |
|--|----------|
| ➤ Below 5 credits                          | Grade 9  |
| ➤ 5-9 credits (including one in English)   | Grade 10 |
| ➤ 10-16 credits (including two in English) | Grade 11 |
| ➤ 17+ credits (including three in English) | Grade 12 |

Other factors such as student age may also be taken into account when making a determination about grade placement. New students may be awarded a maximum of 8 credits per year of high school attendance before enrolment at ISK.

## **GRADE 12 STUDENTS NEW TO ISK**

Students entering ISK in the second semester of their senior year may enroll in courses. However, students must be in attendance a minimum of two semesters in order to receive a diploma from the International School of Kenya. Exceptions to this rule may be granted upon appeal to the Director. Students entering ISK in the beginning of grade 12 must earn a minimum of 6 credits at ISK to be awarded an ISK diploma, provided all other ISK graduation requirements are met.

## **STUDENTS DISMISSED FROM OTHER SCHOOLS**

ISK reserves the right to not grant admission 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.

## **GRADE 13 ADMISSION or REPEAT OF GRADE 12**

ISK does not offer grade 13 (Post Graduate) or repeat of grade 12. Students who have previously earned a high school diploma from ISK or elsewhere will not be admitted to ISK or offered a grade 13. Students who fail to earn enough credits to graduate from high school following the completion of grade 12, elsewhere or at ISK, will not be admitted to ISK for a repeat of the grade 12 year.

## **CONTINUED ENROLLMENT**

A student would normally continue to be enrolled at ISK, except when the school determines that the child's academic, personal, social, and emotional needs can no longer be met, there is reasonable doubt about the child's prospect for success at ISK, the student's behavior is deemed to jeopardize the safety and/or learning of others, the parent or student acts contrary to the expectations in this handbook, or school fees are

outstanding.

## 5. SCHOOL PROGRAM: ACADEMICS

### CURRICULUM INFORMATION

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 more than a list of standards students must achieve in order to move on to the next grade or course; 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 requirements of accrediting agencies (*Council of International Schools* and *Middle States Association*). By policy, ISK is committed to offering the International Baccalaureate Diploma Program to qualified students in grades 11 and 12 in addition to a North American high school diploma for all graduating students.

Information about the high school academic program is located in the annual electronic publication of the ISK *Guide to High School Academic Programs*. This summary of the high school curriculum includes information about all courses offered. The school website and *Moodle* site, an online learning platform accessible to both students and parents, provide online access to key course and curriculum information.

### INTERNATIONAL BACCALAUREATE ENROLMENT

IB courses are open to all students on the basis that the student has passed the prerequisite courses and the student will have a reasonable chance of success in the course/program. As with all courses, the ISK teachers, counselors, IB coordinator, and principal will advise on course selection based on previous academic performance. The school may direct a student to take courses other than the one(s) requested, hence certain IB courses may not be available to all students. The school sometimes allows a student to enroll in an IB course on an IB probationary status. The conditions and duration of IB probation will be clearly stated, and the student will be removed from the IB course if the conditions are not met. Removal from an IB course may mean the student cannot earn a full IB diploma. On occasion, the courses requested by a student may be unavailable due to scheduling conflicts, in which case the student will select other courses to complete the program.

### GRADUATION REQUIREMENTS

All students at ISK must enroll in a program leading to a U.S. High School diploma attainable by the age of 20 years. Students enrolling after grade 9 will be required to select courses appropriate for their grade and also to complete any other required courses not already taken. To qualify for an ISK diploma, seniors must meet the following graduation requirements between the 9th and 12th grades:

<i>Subject</i>	<i>Required Credits</i>	<i>Recommended Credits</i>
English	4	4
Social Studies	3	4
Mathematics	3	4
Science	3	4
Modern Languages	2	3-4
Physical Education	1.5	1.5
Health	.5	.5
Creative Arts	1	2-3
Electives	6	4
<b>Total</b>	<b>24</b>	<b>28</b>

In addition, all students are required to:

1. Demonstrate a minimum level of competency in a second language through one of the

following means: a. earning two credits in the same language offered at ISK (French, Spanish, or Kiswahili in grades 9-12); or b. preparing for and completing an IB language exam in another 'external' language (not English, French, Spanish, or Kiswahili) outside of school - this preparation is monitored and verified by the IB coordinator (students qualifying under option B still need the requisite total credits to graduate). Starting 2015-16, a student can also meet this requirement by earning two credits (two successful years of study) in the same language through the school's online independent study option.

2. Starting from the 2012-13 academic year, successfully complete an Intercultural Activity for each year in the ISK high school, normally involving attendance on a school-organized week-long intercultural trip and completion of a final reflection about the trip.
3. Starting from the 2012-13 academic year, successfully complete an acceptable Creativity, Action, and Service (and Leadership) program for each year in the ISK high school, as defined by the CAS guidelines for full IB diploma students or CASL booklet for all other high school students.

### **CREDIT**

A student who enrolls in a course, meets the school attendance policy requirements, completes all work for the course, and earns a grade of 3 (out of 7) or above will earn credit for the course. Course credit is normally awarded at the end of each semester for a semester course (.5 credit), and at the end of the academic year for a year-long course (1 credit). Partial credit (.5 credit) can be granted for a year-long course if a student leaves or enters the school at the beginning/end of a semester. As shown above, a student must accrue a minimum of 24 total credits in grades 9-12, and meet other requirements, in order to qualify for an ISK diploma.

### **HONORS COURSES AT ISK**

IB courses at ISK are generally recognized as honors courses. Therefore a designation of 'H' (for honors) will normally appear next to each IB course on the ISK transcript. However, students wishing to have the designation 'IB' accompanying the title of a course on their transcripts are expected to complete all components of that IB course, including the culminating external IB examination papers. Students who meet the requirements of the class but do not complete all components of the IB course (e.g., sitting the final IB exam papers) will have 'Honors' (instead of 'IB') recorded on their transcript for the title of that course. Given that there may be little difference in the academic rigor and assessment expectations of the IB and honors-only versions of a course, the honors option may not be a good fit for all students. Seniors who are new to ISK in their Grade 12 year can, where appropriate, enroll in IB classes, though in most cases they will not be able to meet the requirements to register for and sit the IB May exam. Students who take an IB course but do not complete all components of the IB course such as the exam papers are given an ISK exam instead, with 'Honors' (instead of 'IB') recorded on their final transcript in such cases.

### **DEADLINE FOR ENROLLMENT CREDIT**

Students in grades 9-12 who enroll in classes at ISK after the first day of the fifth week of a semester may not receive credit for that semester, unless the student has been attending classes in a previous school earlier in the semester of enrolment.

### **CLASS LOAD**

ISK does not enroll students on a part-time basis, except in extremely rare instances when among other things such an admission is supported by the recommendation of a medical doctor. Students in grades 9-12 are required to take a minimum of seven classes per semester. Full IB students in grade 12 may take six classes in the first semester if an IB external language is being taken or if an IB course has been anticipated/completed in the IB examination session at the end of grade 11, and/or may take six classes in the second semester after the completion of the *Theory of Knowledge 12* course. Students can enroll in eight classes if they so desire, and if their class requests can be scheduled.

## **DROP/ADD (COURSES)**

Students and their parents may initiate a withdrawal or change of schedule within the first three weeks of each semester for non-IB courses or four weeks for IB courses. In special circumstances, a teacher may initiate a student withdrawal/change from a class after this time. Changes require the signatures of the teacher, counselor, parent, and principal. Students should not assume that a change has been effected without written confirmation from the counselor. Any withdrawals after the 3-4 week period are subject to a transcribed grade of W (Withdrawn).

## **EARLY GRADUATION**

An ISK high school diploma can only be earned by ISK students attending the school in Grade 12 from August to May as full-time students. ISK does not provide opportunity for students to earn an ISK high school diploma prior to the completion of Grade 12 each May.

## **CERTIFICATE OF ATTENDANCE**

Students who have completed four years of high school attendance without obtaining the required number of credits or meeting course requirements may be permitted to participate in the graduation ceremony and may be issued a "Certificate of Attendance" upon the recommendation of the principal.

## **ATTENDANCE AT ISK**

The foundation for learning at ISK is based upon the on-campus interaction between students and teachers as well as between students and other students in the interactive, classroom environment. This interaction is essential and irreplaceable for successful learning at ISK.

Students will attend 80% of each course per semester to receive credit for that course that semester. We understand that students may occasionally miss school due to illness, religious holiday, co-curricular participation, or family emergency; nonetheless, absences for these reasons should be held to a minimum and a student must have a satisfactory record of attendance in class in order to receive credit for each course. The guideline for satisfactory attendance is a minimum on-campus, in-class attendance of 80%, regardless of the reason for the absences. The 20% allowance includes all absences of any type, including school-sponsored absences. This requirement for credit is in addition to the required demonstration of learning at a level three or above against academic standards. Students who fail to meet the minimum attendance requirement for any course may lose credit and receive a "NC" (No Credit) for the semester, regardless of the grade or evidence of learning.

Parents must inform the school and provide a reason for any absence. Parents should call or email the high school receptionist before 8:30 if their child will be absent that day. If a student is reported absent by the first period teacher and no call is received from the parent, the office will normally call home. Any student who has been absent must report to the office when returning to school. Students who are more than 15 minutes late for any class will be marked absent unless it is the result of a late school bus. Students arriving late due to a late school bus will have their attendance record adjusted after the receptionist has confirmed the bus delay with the transportation office. Days missed as a result of out of school suspensions count as absences against the maximum of six absences. School holidays are provided for in our school calendar; absences on account of a family holiday also count as absences against the maximum of six absences.

If a student misses a summative assessment due to a medical issue then a medical certificate from a doctor is normally required in order to allow the student to complete the summative assessment when they return to school.

Online courses are considered on an individual basis as a thoughtful complement to a student's overall

on-campus learning program, not as a replacement for it. See the *Independent Study* guidelines for more information. An approved independent study course is normally allocated a block in the student's schedule.

The last day of regular classes for seniors normally occurs at the end of April. Following that date, seniors will complete final summative assessments in the form of examinations either: 1) following the IB Examination schedule in the case of IB Diploma students; or 2) following the ISK Senior Examination schedule in the case of students doing IB Certificate and/or ISK Credit classes. All Grade 12 students complete a final summative assessment - either an IB exam or an ISK exam - for each class in which they are enrolled.

### **SCHOOL-SPONSORED ABSENCES**

Students participating in school-sponsored activities must have written permission and must obtain this permission in compliance with the procedures indicated by the principal, teacher, or sponsor of the group involved. Students who miss classes as a result of participation in school-sponsored activities are not considered absent from school for that day or part of the day; nonetheless students should not be absent from any course or class for more than 80% of the lessons for the semester regardless of the reason or type of absence. In some cases, therefore, the school may not permit a student to attend a school-sponsored activity based upon overall attendance record for the semester.

On occasion, faculty members may recommend that a student not participate in a particular school-sponsored activity for academic or behavioral reasons. In such cases, a team normally comprising a principal, counselor, and program coordinator will consult with the relevant professionals (e.g., teachers, coach, advisor) in order to decide whether participation in the activity is in the best interest of the student. Final authority for participation in school-sponsored activities rests with the principal.

In all cases, students are expected to complete make-up work for classes missed (see *Make Up Work Guidelines* below). Students may not participate in any school-sponsored activities if they arrive at school after 1:00 pm (or miss a class without permission) on the day of the scheduled activity. Students scheduled to travel with a school-sponsored group will not be allowed to travel if either of these conditions occur. Students absent on the day following major school events, such as a school play or MUN, may be prevented from participating in major school events in the future. All students will use transportation provided by the school for school-sponsored activities.

The school recognizes that occasionally a senior student may be required to miss school in order to conduct a college visitation. A maximum of 3 days of absences per school year due to college visitation may be granted upon request to the principal; therefore these absences will not count against the student's absence total.

### **CHECK-IN TIME**

The school day begins at 8:20 am for all students. All students who have *Independent Learning Time* scheduled the first period of the day must sign in at the high school office by 8:20 am. Any student who fails to report as required will lose this privilege and will be required to attend the *Supervised Study Hall*.

### **SENIOR PRIVILEGE**

Senior class members may apply for off-campus privileges if their first or last class period of the day is *Independent Learning Time* time. This senior privilege extends arrival time to 9:45 am and allows seniors to leave campus early and/or arrive late. Senior privilege does not apply for last block on Wednesdays. A parent permission form that details expectations must be signed before this privilege is granted. Students are entitled to senior privilege only at the principal's discretion, and the privilege may be withdrawn at the principal's discretion at any time. All senior privilege students must check in at the high school office upon arrival at school and/or when leaving campus. Seniors are not allowed to return to campus on a day that they have exercised their senior privilege, unless it is for an official after school activity.

## PERMISSION TO LEAVE SCHOOL

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 reason 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.

## TARDINESS

Students who are not in their seats and prepared to begin learning at the scheduled starting time are considered tardy to class. The tardy will be considered unexcused unless the student has a note from a teacher, counselor, secretary, nurse, or principal. As being to class on time is considered essential at ISK, students who are late to class will be required to serve a detention as a consequence. Students who are repeatedly late to class and who continue to demonstrate an inability to arrive at class on time will be subject to further disciplinary consequences at the principal's discretion.

Students who arrive late to school must report directly to the high school office to obtain an admittance slip. This includes students arriving on a late bus.

## CLASS CUT

A student who is present at school but is absent from a class without the explicit permission of a teacher, counselor, nurse, or principal is considered to have cut (aka skipped) class. Class cuts counts as absences against the maximum of six absences allowed per semester, and will result in disciplinary action at the assistant principal's or principal's discretion.

## TRUANCY

Truancy is defined at ISK as a student's absence from school grounds without authorization of a parent. Absences resulting from truancy are unexcused and students may not be able to make up work missed. Truancy may result in suspension, and continued truancy may result in a recommendation that the student be expelled from the school.

## LATE WORK GUIDELINES

Most major assessments (essays and projects for example) normally have a **draft due date** and a **final deadline**.

- A. The **draft due date** is the date a student is required to submit a draft of their work in order to receive feedback from their teachers and make improvements.
- B. Students and their parents (copy the advisor) are contacted via email if a student misses the draft due date and are reminded about the consequence of missing the final deadline.
- C. The **final deadline** is the date the assignment is due. Any work not submitted by the deadline will receive a grade of 1, meaning minimal / no evidence. If the student submits a draft of their work but nothing on the deadline, the teacher will assess the draft for the final achievement level.
- D. For a missed final deadline, the teacher will notify the Advisor and Grade Level Leader (GLL) who will speak with the student at the appropriate time. If a student shows a pattern of not meeting deadlines



(more than three times in a semester across all subjects), the Assistant Principal will follow up and take further action.

- E. There may be legitimate circumstances in which a student may be at risk of missing a deadline, for reasons outside their control (e.g. major illness, bereavement, etc.). In these cases, it is incumbent on the student (or parent, if the student is unable) to communicate directly with their teacher. The teacher, in cooperation with the student, will prepare a written agreement (to be acknowledged by the student and their parents) outlining any changes made to the deadlines for that student.
- F. Note that there are additional guidelines and specific requirements for IB assessments; additionally there may be instances when late student work can no longer be accepted.

### **MAKE UP WORK GUIDELINES**

When students miss school due to an extended illness or their participation in school sponsored activities that lead to multiple days away from classes, the following make up work procedures apply:

- A. Students are expected to communicate directly with all their teachers to make appropriate arrangements for make-up work and, as far as possible, the completion of assignments in advance.
- B. Work that is due on the day of departure should be turned in prior to departure.
- C. As a general guidelines, make-up work will not normally be required for submission earlier than an equal number of school days missed during an illness or activity.
- D. Major summative assessments will not normally be required for a student the first two days following their return to school. However, in the case of a shorter one or two day absence, students should be prepared to take any pre-scheduled assessments upon their return. At the discretion of the teacher, ALL missed assessments may be made up as early as the third school day following a school-sponsored absence.
- E. It is the responsibility of students to plan a make up strategy with teachers; in exceptional cases (e.g., extended illness) the above guidelines may not apply and the counselor can assist.

### **EDUCATIONAL MATERIALS**

All students are issued most of the educational materials required for their learning program. Examples of exceptions to this include physical education clothing, calculators, flash drives, pencils, pens, and notebooks for different subjects. All students are responsible for the proper care of their workbooks and textbooks. The workbooks are the students' property but textbooks must be returned, in good condition, to the school at the end of the school year or at the time of withdrawal. In case of loss or damage, the replacement costs will be the actual cost of the book. In the absence of this information, students are required to pay \$US 25 for any soft covered book and \$US 100 for any hard covered book. Students will be expected to return the specific textbook assigned to them when books are collected.

The ISK high school will be a 1-to-1 BYOD (bring your own device) school. Having a laptop every day is one essential element for success of our technology vision of how students learn in the 21st Century. As such, each high school student is expected to bring his/her own laptop to school each day. The basic requirements are wi-fi, an Internet browser, anti-virus protection, and six hours of battery life. We highly recommend an 11" or 13" Apple Mac Air laptop. The school cannot accept responsibility for loss or damage to individual student laptops, and as such student are encouraged to take special care with their laptops while parents are encouraged to consider whether additional insurance for the laptop is needed.

### **PHYSICAL EDUCATION UNIFORMS**

High school students are not required to wear P.E. uniforms during their physical education classes. However, students must bring a change of clothes for physical education classes including shorts or track pants, a t-shirt and/or sweatshirt, and tennis shoes or trainers. Clothing with logos promoting alcohol, drugs, violence or other inappropriate topics are not permitted in P.E. classes.

## **LIBRARY**

The ISK Library is designed to support ISK students in the learning environment. Students are encouraged to check out magazines and books in support of independent reading and assignments given from their regular classroom teachers. Reference books may be checked out overnight. Current magazines may not be checked out but past issues may. Students may check out a maximum of three books at one time. The library is open on Saturdays - for both student and parent use - from 8:30 a.m. to 12:00 noon. All items checked out from the library must eventually be returned or, if lost, paid for. The high school librarian is available to assist students at any times with questions they have about issues related to the library, as well the research process at ISK.

## **INDEPENDENT LEARNING TIME (ILT)**

High school students are sometimes provided with *Independent Learning Time (ILT)* during the academic day. This time exists during one of the school's eight instructional blocks when a student is not in a taught class or assigned to a *Supervised Study Hall*. *ILT* is designed as a way to support learning in each student's overall course of studies, while also promoting student responsibility and the effective use of time. While students are allowed to use some of this time to socialize with friends, the expectation is that students use the time to continue their learning by engaging in the following activities: completing homework, conducting research, meeting with teachers, preparing for collaborative learning tasks with peers, etc.

Any student who has *ILT* the first block of the day must sign in at the high school office by 8:20. In the case of an emergency, a student who has *ILT* must report to the high school parking lot or the nearest assembly point in the case of a fire alarm, or get into the nearest building in the case of a duck-and-cover alarm. Students who consistently demonstrate that they cannot make effective use of *ILT* may be assigned to *Supervised Study Hall* by the counselor, assistant principal, or principal.

## **SUPERVISED STUDY HALL (SSH)**

Students may be assigned to *Supervised Study Hall (SSH)* for a variety of reasons: at their own request, at the request of a parent, as part of academic probation, or by assignment of the principal for disciplinary reasons. Study halls are quiet periods for students to complete academic work or to read quietly.

All students assigned to SSH report to a designated room and complete work for the full duration of the class period. On occasion, a supervisor will allow a student to go the library during SSH, but this should be on rare occasions and for a limited amount of time. The student must return in the time specified with a pass signed by a library staff member. Teacher supervisors will take attendance as with any other class.

All Grade 9 students who are not enrolled in eight courses are automatically assigned to SSH for the duration of the freshman year. At the end of the first semester, a Grade 9 student may petition to be allowed to take *Independent Learning Time* for the second semester - instead of SSH - by filling out a SSH Release form. Such a petition requires the approval of each teacher and the parents before any change is made.

## **MIDDLE SCHOOL STUDENTS ENROLLED IN HIGH SCHOOL COURSES**

Middle school students enrolled in high school courses will not have those courses and semester grades recorded on their high school transcripts. Neither credits nor grades earned will count toward cumulative high school credits.

## **REPEATING COURSES**

A student who does not earn credit for a course may be required to repeat that course in order to earn credit towards graduation. Both grades for the course will ultimately appear on the transcript. Normally a student may not take a course more than twice. In some cases, with recommendation of the teacher and approval of the counselor, students can repeat certain elective courses and earn credit.

## **INCOMPLETE GRADES**

Any incomplete grade in semester one must be authorized by the principal based upon special circumstances and made up within two weeks of resumption of school in January. If the work is not made up within two weeks, the final grade for the course is determined under the assumption that the incomplete work is awarded the lowest possible mark. No incomplete grades may be given at the end of the school year in June.

## **ACADEMIC PROBATION**

Academic probation is a mechanism designed to provide counseling and academic support for students who are struggling to meet the demands of their academic course load and are considered 'at risk'. At the end of each semester, student grades are reviewed and any student with the following grades is automatically placed on academic probation:

- A grade of 1 in any course
- A grade of 2 in two or more courses
- A grade of 3 or lower in three or more courses

Any final grade other than a credit-bearing grade (this means a 3 or above at ISK or a C for 'Credit') is considered a failing grade for the purposes of academic probation review. Outcomes such as Withdrawn, No Credit, Audit will be treated as a grade of 2.

At mid-term, the school will review the progress of all students and may decide at that time that a student who is 'at risk' should be placed on probation immediately. A student is normally placed on academic probation for one semester, though this would likely vary for a student placed on probation in the middle of a semester. A student on academic probation will normally be assigned to at least one *Supervised Study Hall* block supervised by the Learning Support team and receive the following additional services:

- Bi-weekly narrative reports from teachers
- Weekly counseling session with the school counselor

At the principal's discretion, the school may also implement the following for a student on academic probation:

- Organization of a Student Study Team meeting
- Review and possible reduction in number of extracurricular activities
- Other supports as required at the start of or during the course of the probationary period

During the probationary period, the student's progress is monitored. At the end of the probationary period, the student's grades are reviewed to determine whether or not the student has made satisfactory progress. In order to exit probation, the student must demonstrate improvement by meeting the following minimum criteria:

- No grades of 2 or below
- No more than two grades of 3 or below

A student who is removed from probation will continue to be monitored for the subsequent semester. The purpose of this monitoring is to help to ensure that the student continues to improve. Certain services offered during probation may continue through the monitoring period at the principal's discretion.

If a student remains on academic probation for two consecutive semesters, the high school leadership team will conduct a formal review of the student's status. Should such a review conclude that either ISK does not offer a program that meets the needs of the student or the student is not making the progress necessary to improve his or her academic standing, the student may be assigned to repeat the a grade level or may be asked to withdraw from ISK.

## **STUDENT SUPPORT SERVICES (SSS) and LEARNING SUPPORT (LS)**

The Elementary, Middle and High Schools each have dedicated Student Support Services teachers and a

coordinator who oversees the school-wide SSS program. ISK provides Learning Support (LS) 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 the LS team and mainstream teachers enhances the design of interventions to meet the individual needs of students.

ISK makes provision for modified courses for Learning Support students who are on IEPs, in order to meet individual learning needs. The number of modified courses is determined by the student's needs. A limited number of modified courses may be counted for graduation credit and will be documented as "modified" on the student's transcript. Up to a maximum of four modified courses is permitted for any one student, corresponding to the maximum number of credits required in any one department or area of learning over the course of high school. A student with no more than four modified grades (of 3 or above) during high school will be entitled to earn a regular ISK diploma.

### **COUNSELING and GUIDANCE**

The Counseling Department consists of counselors at all levels (ES, MS, HS). The two high school counselors are available to 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. In some cases, a student may be required to meet with the counselor. Small and large group sessions are offered to cover a variety of areas, including but not limited to substance use, transitions, university life, signs of suicide, and conflict resolution. Parent college information nights are offered for grades 9-12, and ISK's counselors provide group and individual support to students and their families involved in the university selection/application process. Responsibilities of the Counselors include but are not limited to:

- Administering counseling services that address the personal, social, developmental, emotional and academic needs of the students
- College counseling
- Overseeing entrance assessments for new students
- Consulting with parents to help guide parents dealing with the adolescent issues of their son and/or daughter
- Overseeing credit checks and the scheduling of students, addressing special cases as needed
- Liaising with teachers to discuss student concerns
- Attending Student Study Team (SST) meetings
- Assisting in facilitating school forums
- Oversight of the advisory program
- Career counseling
- Observing students in classrooms to help determine potential classroom interventions
- Coordinating child protection processes in conjunction with the school administration
- Referring to outside community agencies or professionals as needed

*A Life After ISK: Your Path to Successful College/University Placement* booklet is a school counseling resource designed to guide students and families through the college admissions process. Grade 11 students normally receive a hard copy of the booklet; otherwise, the booklet is available electronically via the school website. Note that the school will process up to eight college applications at no charge; additional applications will attract an additional processing fee).

### **ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)**

The ESOL program is designed to help students with limited English proficiency gain the skills necessary to participate successfully in content area classes. 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 pull-out classes, which provide focused teaching to develop specific language skills, as well as through in-class support for language practice in the mainstream curriculum.

The number of periods per day assigned to ESOL is determined by the ESOL teacher and is based on English Proficiency Test scores, writing samples, and interviews. A maximum of two class periods will be assigned according to need. In special situations, grade nine students may be allowed to take three ESOL classes if their attendance at ISK is their first exposure to academic study in English. Normally, ISK expects that a high school student will need no more than three continuous semesters of ESOL instruction as preparation for full participation in the regular classroom program. Students are normally exited from ESOL by the end of grade 10. In special cases, a student in grade 11 will be assigned to one period of ESOL.

Regardless of previously earned high school credits or previous grade placement, the highest grade placement into ESOL of a student new to ISK is grade 10. A maximum of two ESOL credits may be counted towards the four English credits required for graduation. Students who are enrolled in the ESOL program may be exempted from the Modern Languages courses and the associated graduation requirements. Such ESOL decisions are made on a case-by-case basis on the recommendation of the ESOL faculty and by approval of the principal.

### **MOTHER TONGUE PROGRAM**

The school's Mother Tongue program is an after school program that is under development and offers mother tongue classes taught by native teachers one hour per week. ISK students from K to 12 with a mother tongue other than English may enroll in the appropriate class.

### **EDUCATIONAL PSYCHOLOGIST**

When a student is referred to Learning Support, the Student Study Team (SST) may require a full psycho-educational evaluation of the student's cognitive and academic skills to determine the best strategies and accommodations to support the student's learning. ISK can arrange for assessments to be scheduled with an Educational Psychologist at the school, the cost of which will be the parent's responsibility. After the assessment the Psychologist will meet with the teachers and parents to review the results and recommendations and a formal written report detailing the evaluation results, conclusions and recommendations will be provided to both parents and Learning Support.

### **INDEPENDENT STUDY AND ONLINE COURSES**

ISK offers the possibility for students to take an *Independent Study* course provided the student is able to secure a supervising teacher and get a program of study approved through the counselors. Reasons and options for an *Independent Study* course include, but may not be limited to, the following:

- Students in grade 11 and 12 who have completed all ISK course offerings in a subject area and wish to continue studies in the subject at a higher level
- IB full diploma students pursuing an IB external language that is not offered at ISK
- Transfer students who require a special program in order to meet IB or ISK graduation requirements
- Students medically excused who need an independent study in lieu of a required course
- A Student Support Services recommendation
- A particular course cannot fit into the student's schedule or is not offered specifically at ISK
- Enrolling in an online course through the ISK online academy option.
- IB *Pamoja* online courses are sometimes possible for students at ISK as follows: with the IB coordinator's approval; using a co-pay model whereby ISK will cover 50% of the registration costs for the course (not including any separate costs such as exam fees or learning materials which the family must pay in full); ISK does not make its payment until the family has paid their 50% through the ISK cashier; *Pamoja* normally bills the year 1 and year 2 separately (this may be subject to change);

*Pamoja* courses are only offered at ISK in cases when students want to pursue an IB course not available at ISK.

The *Guide to High School Academic Programs* provides a detailed description of the guidelines that must be followed for requesting, obtaining approval for, and completing an Independent Study course at ISK, including online courses. Independent Study courses are taken on a Credit/No Credit basis (students will not receive a grade on the 1-7 scale) with the supervising teacher determining whether or not credit has been earned. When a student completes an independent study through the ISK online academy or directly through a pre-approved accredited online university, the university will award the grade for this course - the ISK transcript will indicate in the right hand column whether or not credit has been earned while also listing the actual grade.

### **PRIVATE TUTORS**

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

In rare instances, it may be appropriate for a private outside tutor to work with a student on the ISK campus. In such cases, a request should be made directly to the principal, who will require a clear rationale with the support of an ISK faculty member, a copy of the tutor’s resume and ID, and confirmation that clearance to work on campus has been obtained from the school’s Human Resource Office. Once pre-approval has been obtained, the family recommends tutoring times to the principal, who makes a final decision and allocates a room for the tutoring. Tutors must comply with all ISK security measures, as any other campus visitor. Tutors/parents are encouraged to consult with the student’s teacher. While ISK will assist with tutors when possible, the school does not publish a list of tutors nor does the school arrange tutors for individual students.

## 6. SCHOOL PROGRAM: CO-CURRICULAR

The ISK co-curricular program is considered essential to student development. It provides a structure for 'whole student' experiences that reinforce the curriculum and extend learning through exploration, character building, community engagement, experiential learning and the pursuit of individual passions.

### ELIGIBILITY FOR CO-CURRICULAR PARTICIPATION

ISK reserves the right to limit individual student participation in any co-curricular activities based on academic or behavioral concerns. Co-curricular activities include athletics (sports teams), clubs, service groups, field trips, etc. not required as part of a class. A teacher or administrator may question the participation of a student in athletics or a club at any time. The question is often addressed by the program coordinator. If necessary, the high school principal will make a final decision on participation in consultation with relevant faculty members (e.g., the teacher, counselor, activity sponsor, co-curricular coordinator). For co-curricular overnight trips, students failing (2 or below) any course will normally not be allowed to travel; time permitting students may have the opportunity to demonstrate improvement before the deadline for trip sign-up.

### CO-CURRICULAR COMMITMENT and PARTICIPATION AGREEMENT

All students and the parents of students who participate in the school's co-curricular program are expected to carefully review and abide by the following rules for participation:

1. Club/Team members are expected to attend 100% of all meetings, events (awards, meetings, etc).
  - All appointments should be scheduled outside of club/team meeting time
  - If a member has an unexcused absence, he/she will have to give an explanation prior to the next meeting
  - Club/team members who are absent from school or serving a suspension may not participate on that day
  - Members must consult/inform their club/team supervisor before missing a meeting in the event of a conflict
  - Students who skip a class may not participate. *In the event that class cutting is established too late to prevent participation on the same day, the student must miss the next meeting.*
2. Members who make a club/team and commit to playing must be prepared to remain with the team for the entire semester. Students who quit mid-season will not be allowed to join another activity until the next season begins.
3. Club/team members representing ISK are required to follow all ISK and club/team rules, guidelines and policies. Members are expected to exhibit excellent membership and respect for opponents, officials and audiences at all times.
4. ISK club/team members are students first and must maintain academic standards as outlined in this handbook. Positive citizenship and satisfactory levels of effort are expected in all aspects of school life.
5. ISK club/team members must strictly adhere to the ISK's policies regarding tobacco, alcohol and illegal drugs. Students who violate the school's substance abuse policy also risk exclusion from co-curricular participation.
6. Each student club/team member must have a completed and updated medical form on file in the health office to be allowed to participate in clubs.
7. Club/team members will travel to events on ISK buses, together as a team both to and from the venue. Members will not be collected or dropped off en-route under any circumstance. Parents can collect members from a venue only in person or with a written note to go with a driver.
8. Members missing class time due to games or travel are responsible for all missed work. Members are responsible for consulting with their teachers and returning a pre-planned absence form to the H.S. office prior to missing any school.
9. For all meetings/events – in or outside school - that finish after 5:00 pm (and in all instances when students are on campus after 5:00 pm), it is the responsibility of parents to collect their student from the ISK Upper



Parking Lot in a timely manner. Students will be expected to await collection at the upper gate pick-up area next to the ISK security office, and the High School and Art Center parking lots will no longer be available for after-hours student pick-up. If needed, students can use the security office phone at the upper gate to let parents know that they are awaiting collection.

The ISK Co-Curricular program coordinators reserve the right to adjust discipline for rule transgressions as appropriate and in accordance with ISK policy.

As stated above, students scheduled to participate in a school-sponsored activity (e.g., sports match) are not allowed to do so if they arrive at school after 1:00 pm or if they miss a class without permission on the day of the scheduled activity. Students who are absent the day following a major school activity, such as a tournament or ISSEA trip, may be prevented from participating in such events in the future.

### **CREATIVITY, ACTION, SERVICE & LEADERSHIP (CASL)**

The CASL program at ISK provides a meaningful framework for co-curricular 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. All ISK students are required to complete annual projects and meet some basic requirements, as follows:

- At least one sustainable service project (weekly for 9 weeks or biweekly over the semester), and
- At least one new action activity, and
- At least one new creative activity, and
- Self evaluation and reflection for each new activity undertaken

The aims and specific requirements of the program can be found in the high school CASL handbook, available in *Moodle* and on the ISK website. Full IB diploma students are required to complete a more extensive CAS program, as defined by the International Baccalaureate Organization.

### **FIELD TRIPS and INTERCULTURAL PROGRAM**

The intercultural program at ISK extends from grade 3 through grade 12. At the beginning of semester one, all high school students are required to participate in an intercultural trip. Grade 9 students hike up Mount Kenya, while grade 10-12 students choose from a variety of trip options lasting five days. Costs for the trips are included in tuition, with the exception of trips requiring airline transportation, which must be subsidized in part by the participants' parents. Communication with parents about trips takes place well before the trips and a parent evening for each trip is scheduled to offer specific information. Successful completion of an intercultural trip activity for each year at ISK is a graduation requirement.

Written parent/guardian permission must be secured by ISK before a child is allowed to attend an intercultural trip or any other off-campus trip; the exception being for sports teams that travel regularly during the season and for which parents agree that their child can travel to all sports matches by signing the sports contract.

Some off-campus student activity groups (e.g., service learning) may complete the parental permission process for all group travel dates using one form and in advance, reducing paperwork and making it easier for parents to keep track of their child's activities/commitments. Permission for trips given on the telephone will not be accepted. Students who do not return a complete, signed permission form (including a health form in some cases) will not be allowed to attend the trip or earn credit for it, instead normally remaining on campus and forfeiting any fees that may have been paid for the trip. Prior to each field or intercultural trip, the school security manager reviews the trip proposal and may consult with resources such as embassy security officers or the local authorities in the interest of student safety.

The school recommends that parents consult their own family physician before the date of any travel outside Nairobi in order to seek medical advice around matters such as prophylaxis treatment and vaccination

requirements – parents should notify the school health clinic prior to travel if there has been any change in their child’s health (including medication prescribed). Parents should submit all medications and instructions for administration directly to the ISK health office prior to a trip if they wish for their child to take medication on the trip. Students are not permitted to personally carry their own medication on school trips, except in special, specific circumstances requiring the advance permission of the ISK health clinician. Parents and students must understand that other adults such as trip leaders and teachers chaperones, for example, will need to be informed of student medical conditions in the interest of student safety and may be designated as the person to carry as well as administer medicine to students on trips according to the instructions of the health office. Parents are encouraged to speak with the health office and make arrangements well in advance of trips.

All school rules relating to student behavior at ISK apply to field trips, intercultural trips or any other school-sponsored activities taking place off campus. In the interest of student safety, ISK reserves the right to have school staff administer emergency first aid and/or search student property before, during, or after trips.

## **ACTIVITIES PROGRAM**

ISK offers many co-curricular activities during and after school for students. All students are encouraged to participate. ISK offers a wide range of co-curricular activities in line with the school’s vision and aims, encompassing arts, service, STEM, clubs, sports. The following is a sample of the types of activities on offer: Model United Nations; Drama Productions; Global Issues Network; Students for the Environment; Interact Club; President’s Award; Chess Club; National Honor Society; Student Government (ASB); Artsco; Photography Club. Students may initiate new clubs by enlisting the involvement of a teacher and seeking approval from the activities coordinator and high school principal. In order to initiate a new club, students are required to fill out the online new club, activity or service project proposal form, submit it to the CAS office which will follow due process for recommendation (via the student RSQ committee, security review, etc.) As a *RoundSquare* school, a *RoundSquare* committee comprising students and faculty supports the ongoing implementation of the co-curricular program.

## **ATHLETICS / SPORTS**

As part of the co-curricular program, ISK offers a comprehensive interscholastic athletic program to high school students. High school sports teams typically play or practice four or five days per week during ten-week seasons. Students are required to attend all practice sessions in order to represent ISK in matches or games.

All varsity teams compete in the *International Schools League (ISL)*, a group of international schools located in/around Nairobi. In addition, varsity teams in soccer, volleyball, basketball, swimming, golf, and tennis compete in the *International Schools of Southern and Eastern Africa (ISSEA)* league. This league includes international schools from Harare, Kampala, Addis Ababa, Johannesburg, Maputo, Lusaka, Dar es Salaam and Nairobi.

As stated above, this is to confirm that parents agree that their child can travel to sports matches by signing the sport contract at the time that the student earns a place on the team (this applies to sports teams that travel regularly within Kenya during the given sport season).

## **HOSTING OF NON-ISK STUDENTS**

Hosting visitors is integral to the success of ISK’s important regional and international events such as sporting events, conferences and cultural activities. We expect students involved in events we are hosting (and their families) to volunteer to host during these events. During hosting periods, ISK students must abide by all the student expectations as per ISK school rules and regulations as well as additional expectations as defined in the ISK hosting agreement form. The ISK hosting agreement must be read and signed by students and parents. Parental supervision is required within the host’s house, as well as for any outside excursions or private social gatherings.

**MUSIC LESSONS**

After school music lessons are offered by private tutors on the ISK campus. Lessons are offered in areas such as piano, guitar and percussion. Students can sign up for lessons through the ISK music department, but fees for these music lessons are paid directly to the music tutor.

**ADVISORY PROGRAM**

High school students are assigned to small groups led by high school teachers which meet weekly. The advisory sessions serve some different functions depending on the grade level. The high school advisory program aims to create a caring community for small groups of students within the high school. Facilitated by an adult, who becomes a consistent support and advocate for students, advisory is a safe space that looks at developing a student holistically by personalizing their educational experience. It is a place where students come together as a peer group to develop their interpersonal and intrapersonal skills, and to support each other's academic and personal goals.

HS Advisory is a clearly articulated program with guidance provided through modelling and support in the areas of social/emotional well-being, academic, and college planning. The program seeks to foster positive relationships, communication, trust, global mindedness, and the skills necessary to have a successful school transition into and out of ISK.

## 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. The centerpiece of assessment practice at ISK is *Assessment for Learning*. Assessment for Learning treats all assessments as data gathering tools for the student and the teacher to improve student learning. Assessment for Learning puts assessments into two categories: formative assessment and summative assessment. For parents to understand better the language and processes of this cornerstone of student learning, we want to provide the following basic principles and information concerning assessment. The appendix in the last section of this handbook provides a lexicon of key assessment terminology.

### GRADING SYSTEM AND POLICIES

Students are assigned grades at the conclusion of each semester based on student achievement against the standards and expectations for each course. Student achievement is reported on a 7-point scale. This scale is consistent with and largely based upon the grading and reporting structure of the International Baccalaureate program, providing teachers and students with a consistent framework and vocabulary throughout a student's secondary school experience at ISK. The table below provides a clear description for each grade level. A student must earn a grade of 3 or above in a course at the end of the semester to earn credit towards graduation for the course.

Grade	Achievement Descriptor	Description	Credit Awarded ?
7	Exemplary	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.	Yes
6	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.	Yes
5	Proficient	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.	Yes
4	Basic	A general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.	Yes
3	Limited	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.	Yes
2	Very Limited	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.	No
1	Minimal	Minimal achievement in terms of the objectives.	No

A chart is provided below that roughly converts the 7-point scale to a letter-scale. The two grading systems are different in structure and purpose and are not one-for-one, corresponding comparisons. In many systems a C represents "average," a comparison to other students or "satisfactory," an ambiguous term without explanation.

In the 1-7 standards-based framework, the 4 represents a basic level of proficiency achieved against criteria, not a measurement of achievement compared to other students, and it more specifically defines student skill and content achievement for that level.

ISK 7-1 Grading Scale	Traditional US style A-F Grading Scale
7	A+
6	A
5	B
4	C
3	D
2/1	F (no credit)

## HABITS OF LEARNING

We believe that habits of learning contribute the academic success of students, form a framework for character development within the context of ISK's Education Aims and are key indicators of future success as global citizens in a 21<sup>st</sup> century world. We further believe that learning habits are of such importance that students should engage in ongoing reflection and receive regular, timely feedback from teachers in three key areas:

**Collaboration; Engagement; and Personal Responsibility.** Therefore, ISK has both Habits of Learning (HOL) standards and academic standards; in line with the ISK assessment philosophy these two domains for learning are assessed and reported separately. The following table presents the HOL descriptors:

Standards	(B) Below the Standard	(A) Approaching the Standard	(M) Meets the Standard	(E) Exceeds the Standard
<p><b>Collaboration</b> The student interacts positively with others in various roles to learn and to create work that is larger or deeper than he/she could create on his/her own</p> <ul style="list-style-type: none"> <li>• <i>Respects self &amp; others</i></li> <li>• <i>Cares &amp; is Courteous</i></li> <li>• <i>Works as part of Group</i></li> <li>• <i>Listens</i></li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• Is seldom courteous and respectful of others</li> <li>• Distracts others in their work, or undermines group processes</li> <li>• Seldom listens to peers and to teacher instructions</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• Is generally but not consistently courteous and respectful of others</li> <li>• Is aware of the various roles of group work</li> <li>• Cooperates with others but behavior is inconsistent</li> <li>• Quietly listens to peers and teacher</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• Is respectful, caring and courteous</li> <li>• Is effective in roles of group work, monitoring own behavior to facilitate group productivity</li> <li>• Is open to alternate ideas, actively listening to peers and teacher</li> </ul>	<p>The student...</p> <ul style="list-style-type: none"> <li>• Is a role model for others, influencing interaction in respectful, positive directions</li> <li>• Promotes a caring climate for learning</li> <li>• Is proficient the roles of group work, fluently changing roles</li> <li>• Proactively listens and organizes teams/groups to solve complex problems</li> </ul>
<p><b>Engagement</b> The student is fully engaged in learning through questioning, risk-taking, persevering, and active participation</p> <ul style="list-style-type: none"> <li>• <i>Questions &amp; Enquires</i></li> <li>• <i>Takes risks</i></li> <li>• <i>Perseveres</i></li> <li>• <i>Is Attentive</i></li> </ul>	<ul style="list-style-type: none"> <li>• Is non-responsive to teacher encouragement</li> <li>• Easily gives up on tasks</li> <li>• Is passive about his/her own learning</li> <li>• Is often inattentive or distracted</li> </ul>	<ul style="list-style-type: none"> <li>• Asks clarifying questions</li> <li>• Takes risks when encouraged</li> <li>• Is responsive when called upon and willing to work through challenges when directed</li> <li>• Is generally attentive to classroom activities, with occasional</li> </ul>	<ul style="list-style-type: none"> <li>• Questions for understanding, routinely attempting to understand "the big idea"</li> <li>• Takes risks by questioning the reasoning of others, challenging ideas respectfully</li> <li>• Perseveres in seeking resources,</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulates high level thinking in class, leading enquiry or providing feedback to the teacher/peers that results in higher level of engagement</li> <li>• Takes risks with new resources and trying new activities</li> <li>• Is highly resilient, persevering</li> </ul>

		redirection	answers, or new approaches to problems <ul style="list-style-type: none"> <li>• Takes initiative to use resources and seek clarity</li> </ul>	through complex challenges <ul style="list-style-type: none"> <li>• Encourages peers to participate, engage or try again</li> </ul>
<b>Personal Responsibility</b> The student demonstrates effective preparation for learning through timely completion of work, prioritizing tasks, reflecting on learning, and planning ahead <ul style="list-style-type: none"> <li>• <i>Is Timely</i></li> <li>• <i>Is Organized &amp; Productive</i></li> <li>• <i>Reflects on self &amp; learning</i></li> <li>• <i>Plans learning process</i></li> </ul>	<ul style="list-style-type: none"> <li>• Hands in assignments late</li> <li>• Is poorly organized and struggles to produce work</li> <li>• Struggles with self-reflection tasks, often assigning blame for actions on external factors</li> <li>• Frequently falls behind with work</li> </ul>	<ul style="list-style-type: none"> <li>• Meets most deadlines but needs reminders</li> <li>• Uses basic strategies such as a planner to stay organized, produce work, and plan ahead</li> <li>• Completes assignments but does not consistently reflect with insight or self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Independently meets deadlines and course commitments, effectively integrating feedback when appropriate</li> <li>• Plans effectively, setting priorities and monitoring own productivity</li> <li>• Completes work in a reflective, honest and ethical manner</li> <li>• Actively participates in own learning process</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out teacher (and peers) for feedback in advance of deadlines</li> <li>• Is highly self-aware, honest, and reflective, taking ownership of actions and continually seeking ways to improve</li> <li>• Actively plans ahead in personal learning process, effectively managing conflicts and busy periods</li> </ul>

## REPORTING

ISK uses the *PowerSchool* student management and grading system, allowing online access to student learning data as recorded by teachers. Consequently, parents and students are encouraged to access the information and monitor progress. The school does not issue progress reports during the semester for all students; instead, progress reports for individual students may be sent home on an as-needed basis. Parent-Teacher conferences are held on campus twice per year, normally in the middle of each semester; all parents and students are strongly encouraged to attend these conferences. Teachers provide narrative reports to students and families through *PowerSchool* in the second half of each semester, early enough for this feedback to be actionable and hopefully lead to improved learning. The high school does not issue a traditional printed report card to every student at the end of each semester. The school uses *PowerSchool* to electronically communicate final semester grades with students and parents. *PowerSchool* allows parents the option to print their child's semester report. The high school office can also print a semester report for a family upon special request. All final course grades are recorded on the student's individual ISK transcript.

## HONOR ROLL

An Honor Roll is generated at the end of each semester to celebrate outstanding academic achievement and commitment to *habits of learning* (HOLs). For the purpose of the honor roll calculation, *Independent Study*, ESOL, and Study Skills courses will automatically earn 5 points for a grade of credit (C) and 3 points for a grade of No Credit (NC). There are two categories for the ISK honor roll: *regular honor roll* and *high honor roll*. *Honor Roll* status is awarded to students who meet the following point total from the cumulative academic grades as well as the following habits of learning grades at the end of the semester reporting period:

	Point total			Habits of learning
	6 course load	7 course load	8 course load	
Regular Honors	32 points (27 for 5 courses plus an IS) No grade of 3 or below allowed.	37 points No grade of 3 or below allowed.	42 points No grade of 3 or below allowed.	Grade of (M) or above for all <i>habits of learning</i> grades. Three grades of (A) are allowed. No grade of (B) allowed.

High Honors	35 points. (30 for 5 courses plus an IS) No grade of 4 or below allowed.	41 points No grade of 4 or below allowed.	46 points No grade of 4 or below allowed.	Grades of (M) or above for all <i>habits of learning</i> grades. Two grades of (A) are allowed if offset by at least two grades of (E). No grade of (B) allowed.
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### CLASS RANK

ISK has a transient population with fairly small, high-performing, college-bound senior classes, making class ranking of any type difficult and less valid an indicator of comparative ability as in other school populations. ISK therefore does not report the rank of students; this includes decile rankings which were discontinued in 2017.

### SEMESTER SUMMATIVE ASSESSMENTS

Semester assessments will be given at the end of each semester for most courses. A special assessment schedule is prepared and publicized well in advance. Students are expected to take these assessments at the scheduled time as teachers will not make special arrangements for early or late testing unless they have received notification from the principal. Students who arrive late for an assessment may enter, but they will not be given additional time to complete the assessment. Students who do not complete a final summative semester assessment at the scheduled time will not be allowed a retake opportunity. Any exceptional requests for an early exam must be made by a parent directly to the principal or assistant principal for review on a case by case basis.

### STANDARDIZED TESTING

Standardized tests provide useful data for students, parents, and the school. They allow for comparison of our students in particular skill areas to students around the world. All students in grades 9 complete the *International Schools Assessment*. Students in grade 10 complete the PSAT. Other standardized tests not required of all ISK students, but completed by many, include the International Baccalaureate examinations (grade 11/12) and the SAT or ACT (grade 11/12). ISK is a PSAT, SAT, and ACT testing site.

### AWARDS at GRADUATION

Graduation exercises are held at the end of the school year for all qualifying members of the graduating class who fulfill ISK's diploma requirements. The awards listed below are designed to celebrate the outstanding success and achievement of graduating seniors in a prestigious forum, reinforcing the main aims of the school by honoring seniors who have demonstrated dedication to ISK core values.

<p><i>The Outstanding Scholar</i> The award recognizes the senior who consistently demonstrates intrinsic motivation, the highest level of intellectual curiosity, academic discipline and achievement, engagement, and is an advocate for his or her own learning.</p>
<p><i>The AISA Award for Excellence</i> The Association of International Schools in Africa seeks to reward its outstanding students through an annual AISA Award for Excellence. AISA invites each full member school to identify one student per year who exemplifies these traits as they are expressed in the philosophy of the Association for International Schools in Africa</p>
<p><i>Svetlana Kovalsky Award for Outstanding Contributions to the Arts</i> A member of the arts department who was killed in a carjacking incident in 1999, Svetlana Kovalsky is remembered for her contribution to the school as an outstanding music teacher and a dedicated, wonderful musician. In her memory ISK established the Svetlana Kovalsky award to be given to a graduating student who has made an outstanding contribution to the arts during his or her time at ISK.</p>
<p><i>The Director's Award for Creative and Critical Thought</i> Awarded by the Director of the school to celebrate a student who thinks 'out of the box', applying critical, creative and independent thinking</p>
<p><i>Reuben Gray Sportsperson of the Year Award</i> ISK honors the memory of Reuben Gray by annually presenting the Sportsperson of the Year award in his name. It is given to the athlete whose spirit and leadership has proved instrumental in team success. This</p>



athlete is an example of undying determination, while inspiring teammates and peers to higher levels of achievement. This athlete stands out as a sportsman, a spirited fan, and a leader both on and off the field. The Reuben Gray award is awarded to an athlete whose legacy will be ingrained in the memory of students, teammates, opponents, coaches, referees and spectators and written into the lore of ISK athletics.

*The Faculty Award*

The award recognizes a student who acts with integrity, inspires, and is committed to the well being of others.

*Huduma Award for Commitment to Service*

Awarded to a student who has demonstrated a long-standing history of commitment to service. The student will be a person who actively models humanitarian, altruistic, and reflective thinking by taking initiative in a community service project and building the kinds of intercommunity relationships that can lead to meaningful and lasting change.

## 8. STUDENT CONDUCT EXPECTATIONS and POLICIES

### STUDENT CONDUCT PHILOSOPHY

It is the intent of the school to nurture and educate students so that they comprehend the possible consequences of their actions, take personal responsibility for their words and conduct, and learn to act in a socially appropriate, respectful, compassionate, cooperative, persevering, and ethical manner; at the same time, the school is committed to protecting the rights of all students to a safe, respectful, and uninterrupted learning experience. This approach is meant to both educate individuals while providing all students with a safe learning environment, underscoring the purpose and objectives of ISK's mission, vision, and educational aims. This approach requires the support of parents, and each student's parent is expected to assist the school in promoting and maintaining positive conduct and community involvement. Students must assume responsibility for their conduct and must adhere to the behavioral guidelines as defined throughout this handbook.

### GENERAL EXPECTATIONS and GUIDELINES FOR STUDENT CONDUCT

Every ISK student is expected to behave appropriately at school, including:

- Listening when others are speaking
- Advocating for self and learning as well as accepting responsibility for actions and words
- Being courteous and respectful to everyone at all times
- Respecting self and others in actions, words, and dress
- Respecting the environment
- Being truthful in dealing with school staff and fellow students
- Reporting to class on time, including arriving prepared with homework and all necessary books/supplies
- Being only in authorized locations, including eating in appropriate areas at appropriate times
- Following all directives given by staff members
- Following all classroom expectations
- Following all school rules, including the contents of this handbook
- Acting in a legal and ethical manner

Student behaviors that are dangerous, intimidating, disrespectful, illegal, or that infringe on the rights of others to a safe learning experience are inappropriate and unacceptable, including (but not limited to):

- Violent, aggressive, dangerous, abusive, harassing, or bullying behaviors
- Violating academic integrity
- Sexual or romantic actions and gestures, including public displays of affection
- Theft, vandalism, or other disrespect to the property of the school or others
- Inappropriate, unauthorized, offensive, or destructive use of technology
- Disruption of the classroom learning environment
- Repeated inappropriate behavior
- Obscene, offensive, vulgar, or disrespectful language and gestures
- Possession, use, distribution, sale, or being under the influence of tobacco, alcohol, inhalants, misused prescription medication, or illegal drugs (including paraphernalia related to such substances)
- Any and all illegal activities

It is the student's responsibility to behave appropriately as a student at ISK. Any inappropriate conduct will result in disciplinary consequences. There may be instances of unacceptable student conduct that are not listed above - in such cases the school reserves the right to investigate and make a decision as to an appropriate response. Some specific conduct expectations are explained in detail below.

### SCHOOL-WIDE 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. Shirts and blouses must cover the shoulders and chest should not be visible. Bare midriffs and spaghetti straps are not allowed. Shorts and skirts must be of an appropriate length – no shorter than mid-thigh or arms length and midriffs should not be visible with both arms fully extended above their heads. Students are expected to wear appropriate footwear at all times. Clothing and jewelry must not contain statements or insignia of questionable taste or that people from other cultures might find offensive (e.g. racist symbols, crude gestures, or offensive wording). Items of clothing or jewelry that advertise, promote, or contain references to drugs or alcoholic beverages are prohibited.

Any high school student found not complying with the dress code is normally given a verbal warning explaining why they are not in compliance, and may be asked to modify their dress immediately. If a repeat offence occurs, parents will normally be sent a communication explaining the nature of the infraction, and the student will be required to modify their dress immediately or be sent home to change. If further offences occur, the student may face disciplinary consequences at the discretion of the assistant principal or principal.

### **RESPECTING PROPERTY**

Students are expected to respect the property of the school as well as that of other students and adults. Students are held financially responsible for any breakage, destruction, or defacing of property, whether willful or not. In the event that property is willfully damaged or stolen, students are subject to disciplinary action.

ISK should be an environment where property may be left in either locked or unlocked spaces without the concern that it will be taken. Nonetheless, students are advised to not leave valuables unattended. Students who take property that is not theirs will be subject to disciplinary action.

### **ACADEMIC HONESTY**

Students at ISK are expected to be principled learners who act with integrity and honesty, including taking responsibility for their own learning and the consequences that accompany their actions. ISK places significant emphasis on academic honesty as a core value foundational to effective student learning, with students facing disciplinary action when they violate expectations by engaging in academic misconduct (aka cheating).

#### *Definition & Student Expectations*

Academic honesty broadly refers to the production of ‘authentic’ pieces of work and assessments that reflect student learning, proper conduct in relation to the conduct of examinations, the full acknowledgement of the original authorship and ownership of material, and the protection of intellectual property (including all forms of expression, as well as patents, registered designs, trademarks, moral rights and copyright).

Academic misconduct primarily refers to the practice of deceit when completing work, normally in order to gain an unfair advantage for self or others (e.g., in order to enhance a grade). Often academic misconduct is incontrovertible. For example, if a student steals a paper from an Internet source and presents it as his or her own, it is deliberate dishonesty. Academic misconduct also includes any inadvertent behaviors that breach academic honesty expectations or may lead to an unfair advantage. Sometimes students may be confused as to what is permissible to do or borrow, however this is not an excuse for inappropriate conduct. The intent of written exercises is to encourage students to be creative in their thinking and to find their own ways of organizing and expressing their ideas. If students depend on other minds for the conception of their papers, for the order of ideas or events, and for their phrasing, they may not be receiving the necessary training in developing their own abilities and are asking for an evaluation of something that belongs to somebody else. Those students are, then, circumventing a central purpose of the educational process and violating school expectations. Ignorance, haste, carelessness, or the pressures of other work or grades are not acceptable excuses. All students are expected to avoid academic misconduct - whether intentional or inadvertent - by asking the teacher in cases when they may be in doubt about how to complete work appropriately.

All assignments set and completed by ISK and IB DP (Diploma Program) students in school or at home, ranging from basic pieces of homework to formal assessments, must be their own authentic work. Acts of academic misconduct that do not meet expectations include but are not limited to:

- Giving or receiving aid that has not been approved by the teacher on or for any assessments
- Using outside materials or support on an assessment, except when authorized by a teacher (including for example unauthorized assistance by an external tutor)
- Unauthorized prior possession (including pre-viewing or being informed about in any format) of assessment materials or taking unauthorized material into an examination/assessment
- Fabricating or falsifying data, citations or other information
- Paraphrasing another person's story or the repetition of critical judgments without credit
- Using the words, ideas, images, or writings of another without crediting the source (aka plagiarism)
- Re-submitting the same or substantially similar work for which a grade/credit has already been given (aka duplication)
- Copying or tampering with the academic work of others
- Facilitating another's academic misconduct, for example providing other students with homework answers, assessment answers, original or photocopied essays, and related activities (aka collusion)
- Possessing a phone during an assessment

### School Practices in Support of Academic Honesty

ISK applies practices in an ongoing effort to help students to complete authentic, accurate, legitimate, and well-researched work. Through *Research Process and Standards*, ISK librarians and teachers partner to guide students and help them acquire skills needed to be researchers in the 21st century through: discussion of appropriate collaboration versus collusion; guiding students around the proper attribution of varied and emerging sources (e.g., audio-visual material, text, graphs, images and/or data published in print or in electronic sources); showing students how to use turnitin.com for submission of work; vigilant attention to students during assessments and submission of assignments; and follow through on suspected violations of academic honesty, including reporting to an administrator and the IB coordinator if appropriate.

This handbook incorporates some key information from the IB *Diploma Programme Academic Honesty* (International Baccalaureate Organization, 2011) guide. IB faculty apply the guidelines in this handbook in conjunction with the *IB DP Academic Honesty* guide, the *IB Coordinator Handbook of Procedures*, and the *IB General Regulations*. An orientation session for all IB families is held at the beginning of the two-year program. All candidates and parents are directed to the *IB General Regulations: Diploma Programme*. All candidates and parents are required to sign a declaration of academic honesty and consent when commencing the IB DP. All candidates and families receive an electronic version of the *Conduct of Examinations* prior to the May exam session.

Turnitin.com is a plagiarism prevention program that allows students to upload their written assignments, which are checked against a database of print and electronic sources. All ISK high school students are expected to use this resource. Turnitin.com requires all users to complete a consent form. Students who are 18 or older can do this on their own, but students between 14 and 17 require parental consent and supervision. By agreeing to the school rules laid out in the school's handbook, parents provide their consent by signing and returning the consent form, allowing their children to sign on to the site and use it under the supervision of their teacher in the course of completing their school work.

### Investigating Suspected Cases & Applying Consequences

When a case of academic misconduct appears to have occurred, the teacher meets with the student to discuss the incident. If the teacher finds that misconduct has not occurred, no further action is required. If the teacher believes that the student has violated academic honesty expectations, the teacher records the incident and initiates the following process:

1. The teacher contacts a parent and communicates the nature of the incident.
2. The teacher submits a report of the incident to the high school assistant principal.
3. The assistant principal will gather data relevant to the case, come to a finding, and determine a course of action. This process will normally include feedback from a meeting with the student and a written account of the incident from the student. Other pieces of data such as reports from other students may be sought, and the student will have the opportunity to submit any additional information that may be relevant to the case. The assistant principal will also consult the teacher, counselor, and any other relevant faculty members, prior to determining a course of action. Minimally, the student who is found to have violated academic honesty expectations will receive a grade of 1 for all of or part of the assessment task depending upon its nature, given that it is impossible to accurately measure student performance against any standards when misconduct has occurred. The student will normally still be required to redo the assignment or complete an alternate task. Additional consequences are normally dependent on the seriousness and type of incident, though the overall aim in implementing consequences is to make the incident a learning experience and help the student to understand how to complete work appropriately.

In the most serious cases or in cases where a student has a record of previous instances of academic misconduct, the assistant principal may refer the case directly to the principal who will treat the case as a potentially major violation of school rules. Additional information about how the school handles possible conduct violations follows in this section of the handbook.

The IB coordinator, with the support of school administration, applies the specific guidelines outlined in the *IB Academic Honesty* booklet as well as the specific guidelines outlined in the *IB Coordinator Handbook of Procedures* and the *IB General Regulations: Diploma Regulations* when misconduct claims arise. For cases involving potential student misconduct relating to IBDP courses or components (including the CAS program for example), the school is committed to supporting investigations conducted by the IB organization (IBO) and also reserves the right to inform the IBO of incidences concerning academic misconduct. The IBO may impose sanctions or penalties above and beyond those of the school; for example, conduct found to be in breach of regulations or guilty of malpractice may result in no grade being awarded to the student by the IBO.

### **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 or loss resulting from negligence or misuse.

All equipment must be returned at the end of each school year to the IT Department in the condition in which it was issued. Only reasonable wear and tear appropriate for the age of the device will be accepted. All other loss / damages will be the responsibility of the user. In the event a device is stolen while off-campus, the user must acquire a police report and notify the IT Department within 24 hours. Failure to do so will result in the user being held accountable for the full value of the device.

If the user is not prepared to accept this responsibility in advance for school technology, they may use their own device of similar specifications with required applications (at the user's own expense) and not accept the use of a school device.

**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.

**Cyberbullying:** Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. 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, cyberbullying 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
- Detention, suspension from school or school related activities, and in severe cases expulsion.

## **FIGHTING, BULLYING and HARASSMENT**

ISK is committed to child protection and ensuring a safe, supportive learning environment based on the values of integrity, commitment to personal well-being, respect for individual differences, and cooperation. Fighting, bullying, harassment, intimidation, and related behaviors such as abuse and dating/relational violence are not acceptable at ISK and will normally be treated as major violations of school rules. These behaviors are broadly defined as acts of aggression that cause harm, embarrassment, or discomfort to another. They usually involve an abuse of or an imbalance of power. They can cause considerable distress and can take many forms.

Individuals or groups may be involved. Examples include but are not limited to:

- Physical violence (e.g., hitting, pushing, tripping, spitting on others, kicking, destruction of or theft of another person's property)
- Verbal aggression (e.g., teasing, intimidation, using offensive names, ridiculing, spreading rumors, offensive notes or graffiti, gossip or malicious rumors about others, or extortion)
- Cyberbullying (e.g., emotional harm inflicted through the use of computers, cell phones, and other electronic devices, such as malicious discussions or gossip on blogs or websites like *Facebook*, intimidating text messages, or threats expressed through any electronic media)
- Non-verbal bullying (e.g., rude gestures or spreading embarrassing or intimidating pictures, video, images, or text)
- Gender bullying (e.g., bullying based on gender or gender role stereotypes or sexual orientation)
- Sexual harassment or dating violence (e.g., unwelcome sexual advances, requests for sexual favors or other intimidating verbal, non-verbal, or physical conduct of a sexual nature, or behaviors of a sexual/romantic nature that may harm, threaten, intimidate, or control the other person in a relationship)

It is each community member's responsibility to ensure that ISK is a safe learning environment for all students. Whether you are the bullied or the bystander/witness, it is the responsibility of every ISK community member to confront or report any incidents (or suspected incidents) of fighting, bullying, or harassment. Students who are not comfortable challenging a bullying or harassment incident 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.

## CONTRABAND

Dangerous articles are prohibited on campus, at school-sponsored activities on or off campus, and while riding an ISK vehicle. Such articles will be confiscated and students possessing them may be subject to suspension or expulsion (regardless of whether or not such articles have been used). Articles considered a danger to self or others include but are not limited to knives, fireworks, firearms, air or toy guns, fake or e-cigarettes, explosives, and projectiles.

## ALCOHOL, TOBACCO, and ILLEGAL SUBSTANCES

All administrative actions at ISK are guided by Board Policy. The policy on Substance Use is below.

### **Board Policy on “Alcohol, Tobacco and Illegal Substances”:**

*To promote healthy students and a healthy school community, ISK endeavors to apply a wellness approach (where wellness is a deliberate effort toward a healthy body and mind) to the matter of student substance use. ISK believes that substance\* use undermines the development of healthy students and interferes with learning. ISK also believes that an informed, engaged community is essential to keeping all students healthy and to fostering a productive learning environment. However, disciplinary action will be taken when necessary.*

*The primary objectives of this policy are to guide community education, ensure the safety of all students, and outline interventions – supportive and/or disciplinary - in cases of substance use. To these ends ISK will:*

- *Develop and provide a systematic program to educate students and parents about the risks and consequences associated with substances use and abuse;*
- *Maintain a strong parent-school partnership to address issues as they arise, at both the individual and community levels;*
- *Encourage all members of the school community to be well informed, to keep students healthy, and to communicate issues about student substance use to school authorities, as necessary and appropriate;*
- *Implement a support program for students who actively admit a substance problem to school personnel, or who remain at ISK following a disciplinary incident related to substances;*
- *Maintain a learning environment (including off-campus school activities) that is free at all times of substances and related paraphernalia, using a range of educational and disciplinary tools, including searching of lockers and personal property, and drug testing, when necessary;*
- *Maintain and uphold school rules that provide serious sanctions for students consuming, possessing, distributing, or selling substances on campus or at any school-related activity. The most serious consequences such as expulsion and indefinite suspension could apply to any violation related to illegal substances and/or activities that endanger the wellness of others; and*
- *Ensure the implementation and enforcement of this policy is clearly documented in parent-student handbooks.*

*\*For the purpose of this policy, ‘substances’ will be defined as tobacco, alcohol, all drugs illegal in Kenya, inhalants, and misuse of prescription medication.*

## PROACTIVE PREVENTION

*Support for students who self-report:* In addition to the awareness programs that are embedded in our Health or Advisory programs, students are encouraged to seek information and assistance from ISK counselors or other trusted ISK adults concerning unhealthy and dangerous behavior such as substance use and abuse. Students who have concerns about other students such as their friends are also encouraged to elicit support through a school counselor. In addition, ISK can coordinate confidential drug testing as a way to support parents, upon request through the counseling department.

In cases of student’s self-reporting a potential or actual problem with substance use or abuse, the health and safety of the student at risk will be the school’s top priority. For example, when a student voluntarily, proactively



and sincerely seeks aid or information concerning substance abuse (or a parent proactively seeks the school's support) the school will do what it can to provide support for the student becoming substance-free, without disciplinary consequence. The initial focus is normally around supportive counselling/medical treatment and/or educational interventions (though the school must always reserve the right to impose sanctions for substance policy violations that threaten the welfare of other ISK community members).

*School-wide preventive systems:* In the interest of maintaining a healthy, drug-free learning environment, the school's procedures for substances and contraband include a range of tools including but not limited to CCTV cameras, sniffer dogs, and search of lockers, schoolbags, and other personal belongings when deemed necessary by the high school administration.

## **RESPONDING TO SUSPECTED OR PROVEN SUBSTANCE VIOLATIONS**

Possession, consumption/use, distribution, sale, or being under the influence of tobacco, alcohol, inhalants, misused prescription medication, or illegal drugs (including paraphernalia related to the consumption of such substances) while on campus or while participating in ISK-sponsored activities is in violation of school policy. Such violations are considered major violations of school rules (the process for addressing major violations is explained later in this section of the handbook), resulting in immediate suspension and having serious consequences for the student, up to and including the possibility of expulsion. All violations involving substances illegal in Kenya would normally result in a recommendation to the Director that the student be expelled.

ISK does not believe in the wide-scale random drug testing of all students. Nonetheless, the school uses drug testing as a tool to be used with discretion, on a case-by-case basis, and for the following reasons:

- As part of an individual student's wellness and prevention plan
- When the administration orders a test based on behavioral evidence, reported evidence, tangible or visual evidence indicating a strong reason to be concerned that a student is involved in drug consumption on campus, at a school-sponsored function, or to the obvious detriment of his or her functioning in school.

In all instances when drug testing will be used, parents or guardians will be informed in advance that their son or daughter is to be tested and to obtain consent to have the test carried out. If a positive test results when a student is on a wellness and prevention plan, the plan itself will define the consequences. If a positive test results from an administration-ordered test, if a parent refuses to provide consent, or if a student refuses to be tested, any of these will be considered a violation of school policy leading to disciplinary action.

## **COMMUNITY INTERVENTION**

Any member of the ISK community who feels that an ISK student's behavior places that student or another member of the school community at risk - be it bullying, violence, possession/use/distribution of substances, or other forms of misconduct - is encouraged to report the situation immediately to the parent(s) of the student(s) perceived to be at risk. In addition, the concerned community member may report the concern directly to school personnel such as the counselor, the principal, or the nurse.

## **STUDENT ACTIVITIES OFF CAMPUS**

Our support, guidance, and concern for the learning and welfare of students do not stop at the school gates. Students engaged in unlawful activity, substance use, or other behaviors that violate school conduct expectations such as acts of intimidation, bullying, or physical violence off campus (including the digital world and online activity) can be held responsible under school disciplinary guidelines, especially when other ISK students are involved.

## **VIOLATIONS OF CONDUCT EXPECTATIONS and CONSEQUENCES**

*Minor Violations:* minor violations of school rules and expectations, such as lateness to class or a dress code

violation, will normally be handled by the teacher or assistant principal and result in one or more of the following: a verbal warning, detention, communication with parents, conference with the student and parents, or loss of free time during the school day. At the principal's discretion, additional consequences may be implemented. The school believes that a student who repeatedly engages in minor violations of school rules or behavioral expectations is demonstrating a lack of commitment to being a productive member of the ISK academic community, leading the school to treat cases of repeated minor violations as major violations that require the implementation of more serious consequences.

*Major Violations:* For cases involving major or serious violations of the school's behavioral expectations and policies, including but not limited to fighting, bullying, repeated academic dishonesty, weapons violation, repeated truancy, and substance abuse, the principal will normally oversee the case and determine the appropriate consequences. Violations of Kenyan criminal law are automatically considered major violations. Cases involving major violations of the school's rules and policies for student conduct will result in one or more of the following consequences: in-school or out-of-school suspension; social/behavioral probation; in-school or external counseling; recommendation of expulsion. The following chart provides examples of likely options the school would apply in response to major violations; however, actual responses are often multi-faceted and sanctions may vary according to the specifics of each case:

<i>Type of Unacceptable Student Conduct</i>	<i>Likely School Response</i>
Dress code violation or failure to follow instructions first offense; Below standard habits of learning first offense; Lateness to class first or second offense.	Verbal Warning
Cutting class first offense; Rudeness or disrespect first offense; Academic misconduct first offense; Dress code violation, lateness to class, or below standard habits of learning second and third offense	Detention Contact Parent
Cutting class second offense; Aggressive, bullying or intimidating behavior first offense; Acceptable Use Agreement violation first offense; Multiple, continual dress code violations, lateness to class, below standard habits of learning; Academic misconduct second offense (or first offense if a particularly serious type of cheating); Possession of non-dangerous contraband or substance paraphernalia.	In-school Suspension Parent-Student-Principal Meeting Counseling Social/Behavioral Probation
Fighting or violent behavior first offense; Severe or chronic bullying first offense; Academic dishonesty multiple offenses; Substance use violations not involving illegal drugs first offense; Possession of contraband dangerous to self only.	Out-of-school Suspension Social/Behavioral Probation Counseling
Possession, use, sale or distribution of illegal drugs first offense; Assault with a weapon first offense; Fighting second offense; Substance abuse violations not involving illegal drugs second offense; Ongoing or very severe bullying or harassment; Possession and use of dangerous contraband; Violating the terms of a Probationary Agreement.	Expulsion Recommended

\*The school reserves the right to inform Kenyan police or other relevant authorities in cases involving dangerous or illegal conduct.

*Process for Investigating and Adjudicating Major Violations:* Each case begins with the gathering of relevant data and notification to the student that his/her conduct is under investigation. Investigations normally include an interview and submission of a written report from the student(s) involved in the incident, as well as an interview and/or submission of a written report from students, staff members, or others who may have witnessed the incident. Based upon the evidence gathered during the preliminary investigation, the student may be suspended indefinitely (until the investigation is concluded). Additional data may be sought after the preliminary investigation, and a student under review will have the opportunity to submit any information that may be relevant to the case and/or present any additional witnesses. The principal will review all data gathered during the investigation, come to a finding, determine any disciplinary consequences to be imposed, and notify

the student (and parent/guardian) of the final decision. In order to ensure the fair treatment of students, the following constitutes the minimum due process procedures to be followed in cases involving Major Violations of the school rules and policies for student conduct:

1. The school informs the student of the nature of the alleged misconduct. The school also informs the student's parent/guardian of the alleged misconduct, attempting to do so in a timely manner.
2. The school provides the student with the opportunity to present an explanation of the circumstances of the alleged misconduct, submit information, and present additional witnesses.
3. The school informs the student and parent/guardian of the outcome of the investigation and any disciplinary actions that will be imposed.

The steps above will be followed in as timely and thorough a manner as possible depending upon the circumstances. At the principal's discretion (e.g., normally used only in the most serious cases involving potential recommendation of expulsion), the student may also be heard by a panel of teachers and administrators prior to a final decision being taken about the case; in such cases the panel would typically include the principal, assistant principal, IB coordinator and/or Learning Support teacher, and another teacher.

The school administration reserves the right to use tools such as CCTV cameras, sniffer dogs, and search of lockers, schoolbags and other personal belongings for both preventive and investigative purposes.

### **DETENTION**

Detention is a common consequence for a minor violation of school behavioral expectations, resulting in a student losing free time after school. Detentions take place in an assigned room from 3:30-4:30 pm on Tuesdays and Thursdays. Unless instructed otherwise, students should use the time for the effective, silent completion of schoolwork. Detention may also be assigned during the academic day at the assistant principal or principal's discretion. Detention and/or loss of free time may also be implemented for behaviors related to habits of learning deemed to hinder the academic learning process, such as failure to complete homework.

### **SUSPENSION**

A suspension is a serious disciplinary consequence involving the temporary or long-term removal of a student from the classroom learning environment. Possible student actions/behaviors that may lead the principal to suspend a student include but are not limited to:

- Posing an immediate or continuing threat to the safety of others, including but not limited to incidents of violence and bullying (regardless of who initiates the conflict in the case of fighting)
- Demonstrating a conscious failure to live within and abide by ISK behavioral expectations
- Deliberately, significantly, or consistently disrupting and impeding the learning of others
- Repeatedly engaging in behaviors considered to be minor violations of the school rules
- Major violations of school rules that do not merit more serious consequences (e.g., consideration for expulsion)

While serving a suspension, the student loses the privilege to interact within the community as normal. There are two main types of suspension: *in-school* and *out-of-school*. An *in-school* suspension involves the loss of all free time (activity/tutorial, lunch, and independent learning time) and the privilege to attend classes. The student will remain in the high school office all day to complete work missed in classes. An *out-of-school* (aka *at-home*) suspension normally results from a particularly serious violation of school rules or policies, involving the student staying at home and losing the privilege to attend school or come to campus. The length of an *out-of-school* suspension is determined by the severity and circumstances of the incident, as determined by the principal. Students suspended from school are not allowed to attend any school event during the duration of the suspension - this includes but is not limited to overnight or field trips, outdoor education or intercultural trips, and sporting events. During suspensions, assignments will normally be provided as far as possible, as the suspended student is expected to complete all work missed while serving the suspension. In some cases,

students who are suspended will be placed on a behavioral action plan.

### **SOCIAL / BEHAVIORAL PROBATION**

Social or behavioral probation may result when a student seriously breaches ISK behavioral expectations or deliberately, significantly, and consistently disrupts and impedes the learning of others. Probation serves as a serious and, in some cases final, reminder to students and parents that the school is concerned about poor behavioral choices. The probationary agreement is drawn up and signed by the student, a parent, and the principal, and normally includes an action plan. The length of a probationary agreement may vary and, if possible, the student should have the opportunity to be removed early from probation by demonstrating significant improvement in behavior over an extended period of time. The scope of the agreement may include but is not limited to:

- Loss of school privileges such as free time or participation in school-sponsored activities
- An improvement plan that includes actionable ways for the student to demonstrate improved behavior
- Regular meetings with the student's counselor and/or mandatory counseling outside of school
- In-school or out-of-school suspension
- Personal logs of behavior
- In the case of illegal drug use or abuse, drug testing may be required as part of a counseling program
- Recommendation of suspension or expulsion if the student violates the terms of the probation

The student who engages in further behavioral offenses while on probation will be subject to additional consequences and may be subject to a review of status leading to a recommendation of expulsion.

### **EXPULSIONS (ENROLMENT STATUS REVIEW)**

Expulsions (or an equivalent serious sanction such as long-term/indefinite suspension) are considered when the most serious school policies have been violated (even for a first offense) or when other methods of discipline have been attempted in response to less serious offenses and such intervention has failed. In cases involving the possible removal of a student from school on a permanent or long-term/indefinite basis, a recommendation is made to the ISK Director who makes the final decision.

### **DISCIPLINARY RECORDS and INFORMATION SHARING**

ISK does not generally permit access to, or release of, educational records or personally identifiable information contained therein to any outside party without the consent of the parent/guardian or student.

When adjudicating disciplinary infractions at ISK, a student's previous conduct record will be taken into account, including those that may have taken place in another division of the school or in a previous school. All disciplinary incidents remain part of the student's active school record while enrolled at the school. Major violations of school rules leading to out-of-school suspension and/or expulsion become part of the student's permanent school record. ISK reports information relating to the disciplinary history of a student's permanent record to all other institutions and organizations (e.g., universities, transfer schools, employers, programs) to which the student has applied, including the obligation to provide updated information to all such institutions and organizations when a change has occurred in the student's permanent record.

Reports and recommendations (written or verbal) provided by ISK teachers, counselors, and administrators for the purposes of college, university, scholarship, school transfer, employment, or other related uses are confidential in nature. Once the student or family has requested the release of information, all materials such as references and related confidential materials will be sent directly to the intended institution or organization. ISK will not release confidential documents intended for third parties (e.g., another institution) directly to students or families in any format. For circumstances when a parent/guardian or student wishes to obtain an open (non-confidential) recommendation in writing from ISK personnel for release directly to the parent or student, this type of request should be made explicit by the family at the time of request.

**NOTICE OF RIGHT TO APPEAL**

The interpretation and enforcement of all school rules and policies is subject to the right of appeal by students and/or parents. This means that decisions of faculty members may be appealed to the high school Principal and decisions of the Principal may be appealed to the Director. The authority for final decisions rests with the Director, hence any appeal regarding the substance of a decision made by the Director must be made directly to him/her for possible reconsideration. Any appeals of any nature to the school by a student or parent must be made to the appropriate faculty member or administrator in a timely manner (within thirty days); appeals cannot be considered for decisions made in any previous academic year.

An appeal on the basis of process only (as opposed to substance) may be made to the Board of Directors to ensure that due process has been followed. Such appeal requests would be channeled through the Board of Directors Chairperson.

## 9. GENERAL INFORMATION

### OFFICE HOURS

During regular school days, the high school office is open from 7:30am until 5:00pm Monday to Friday. During weekdays when school is not in session (with the exception of Kenya holidays), hours are 8:00am to 4:30pm (Cell: 0733 639342; Email: [hsmail@isk.ac.ke](mailto:hsmail@isk.ac.ke)). The office is normally closed on weekends and public holidays.

### PARENT-SCHOOL CHILD PROTECTION

The International School of Kenya, in keeping with the ISK core values and vision statement, has a Child Protection Board Policy and an extensive Child Protection Manual to guide staff, volunteers, students, and families in matters related to the safety and care of children attending our school. We believe that children have a fundamental right to be safe at ISK and that the educators, parents and caregivers must act in the best interest of your child and our students. The ISK Child Protection Policy and associated guidelines are based on the belief that all children should be protected from any form of abuse and neglect.

*ISK Child Protection Board Policy (3.8)* Child abuse is a violation of a child's human rights and is detrimental to every aspect of a child's development. The International School of Kenya and all its stakeholders have a responsibility to ensure the safety of each child involved in school activities and protect him/her from abuse. ISK's procedures for protecting and ensuring the safety of children shall be documented and followed consistently. In response to suspected abuse, the school shall take all reasonable, responsible and legal steps to protect the child and act as his/her advocate. ISK shall have a proactive plan for training all stakeholders and making the ISK community aware of various aspects of child protection.

ISK is a multicultural environment where children should feel safe, learn and thrive. We are guided by international and ISK guidelines and definitions of child neglect and abuse that are aimed at protecting your child. Broadly defined, child abuse is any action by another person – adult or child – that causes significant harm to a child or creates a substantial risk of harm. It can be physical, emotional, or sexual. Neglect is a persistent failure to provide for a child's many basic needs.

The International School of Kenya, its staff, volunteers and parents have a shared responsibility to ensure the safety of the students and protect them from abuse and neglect. ISK's procedures for protecting and ensuring the safety of children are documented clearly and followed consistently. In response to suspected abuse, the school shall take all reasonable, responsible and legal steps to protect the child and act as his/her advocate. Additionally, ISK has a proactive communication plan for training staff, volunteers and making the ISK community aware of various aspects of abuse.

ISK follows up on any suspected child abuse concerns. Responsibility lies in safeguarding children and developing awareness and identification of child abuse. All staff employed or volunteering at ISK must report suspected incidents of child abuse or neglect whenever the individual has reasonable cause to believe that a child has suffered, or is at significant risk of suffering abuse or neglect. Reporting and follow-up of all suspected incidents of child abuse or neglect will proceed in accordance with administrative procedures flowing from the Board Policy. Upon receipt of a suspected abuse or neglect case a series of detailed sequential steps occur. Once the ISK staff member has reported, their duty of care regarding this is then in the hands of the division leadership and the particular counselor. A crisis management team may be formed to follow up on an inquiry, reporting to the Director. In some cases, the school may contact external stakeholders to assist with investigations.

### TRANSPORT AND PARENT RESPONSIBILITY

It is the responsibility of parents 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 8:10 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 5:30 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 responsibility of parents 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.
- Should a student need to leave campus before the end of the school day, parental permission is required and a gate pass (issued by the division office or the school clinic) must be obtained and given to the security officer when leaving the school.

## **BUS 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, grandparent, 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 elementary child, s/he will be brought back to ISK and kept on campus 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:

1. Students board and leave the bus in an orderly manner.



2. All students will be assigned seats and must wear seat belts
3. 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.
4. No shouting, whistling, yelling, etc., on the bus. No radios or tape recordings are to be played on the bus.
5. Students are expected to listen to the Bus Monitor and treat him/her as well as the Bus Driver with respect.
6. 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.
7. 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.
8. Students are not to change seats while the bus is in motion.
9. No eating, drinking, or smoking is allowed on the bus. Glass bottles may not be transported on the bus.
10. Use of inappropriate language (swearing) is strictly prohibited.
11. Students may only ride their designated buses.
12. Fighting is not permitted on the bus.
13. 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.
14. 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 rules will be disciplined. Unless stated otherwise, a first bus offence results in the student meeting with the assistant principal/principal. A second offense receives a warning letter to the parents from the assistant principal/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 needed to support the school's efforts:

- Provide ISK with your telephone number to be included on ISK's list of parent contacts
- 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. (Email: isk\_admin@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 informs the U.S. Embassy, Canadian High Commission and United Nations in order to assist us to communicate information.

## **STUDENT DRIVERS**

Students may be permitted to drive vehicles onto school property on the following conditions:



- (a) The student shall be a minimum of 18 years old to bring vehicles onto the school property
- (b) The student must be in possession of a valid Kenyan driver's license
- (c) The student must be in possession of a valid liability insurance policy
- (d) The parent or guardian must provide the school with a letter authorizing the student to drive to school and must assume all legal and financial responsibilities arising out of any mishap involving the driver or other persons

Every student must be re-authorized by the high school principal each year prior to driving vehicles on school property. After the school receives all the required information, an *Authorized Driver's Pass* will be given to the student. This pass must be shown to the gate guard before entry onto campus will be allowed. Student drivers shall not transport other ISK students to or from the ISK campus. Any violations of the above, dangerous driving on campus, or other inappropriate or unlawful acts involving the vehicle on campus may result in immediate and permanent revocation of driving privileges on school grounds.

### **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 the regular school hours. Middle and High School students participating in school events or activities outside of regular hours (e.g., soccer or swimming practice) where there is a coach or adult supervisor in charge, do not need to have a parent or guardian chaperone. If Middle or High School students want to be on campus outside of school hours - regular school hours being from 8:00 am when buses start arriving and 3:30 pm when regular buses depart, parents are expected to be present and supervising. In the case of student groups at least one parent or guardian per group is required and responsible for supervision. 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. Please note, however that in an emergency a campus supervisor can be contacted by calling **0724-020-205**. 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:

- o Community Members – Current staff, faculty, parents, students and their immediate families

- o 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.
- o School Visitors – Prospective families, alumni and business or service providers, etc.
- o 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**

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 6:00pm – Monday, Tuesday, Thursday and Friday  
1:30pm to 6:30pm – Wednesday
- Saturday: 8:00am to 2:00pm
- 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](mailto: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 or that could potentially be of interest to our community, or to groups 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](mailto:communications@isk.ac.ke).

Please note that the use of campus facilities outside of school hours and events is at your own risk and that ISK does not assume any liability for any injuries or accidents sustained when people are using the campus facilities outside of school hours and events. The use of rollerblades, skateboards and bicycles on school property is prohibited.

### **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.

**Important Note:** Please note that the use of campus facilities outside of school hours and events is at your own risk and that ISK does not assume any liability for any injuries or accidents sustained when people are using the campus facilities outside of school hours and events. The use of rollerblades, skateboards and bicycles on school property is prohibited.

### **ELEVATORS**

The elevators are intended primarily for the use of any students who cannot use the stairs for medical reasons, as well as for parents and school staff. Otherwise, students are expected to use the stairs. When a student has a medical need requiring the use of school elevators, the student or parent should request permission and a pass from the health office. In rare cases, a member of staff may give students permission to use an elevator in support of a school activity, in which case the teacher will issue the student(s) with a written pass.

### **STUDENT GUESTS**

Occasionally, ISK students may invite non-ISK students to join them for the day. The high school principal generally welcomes guests on campus, and requires a written communication at least 24 hours in advance of a visit in order to accommodate requests including completion of a visiting student request form by parents. Among other things, the form requires guest's name, hosting student's name, and emergency contact number.

In the interests of security and out of courtesy to the classes and teachers, permission will not be granted

without prior request under any circumstances. Teachers will then be notified and given the opportunity to respond. While teachers usually welcome guests to their classrooms, there may be occasions when guests cannot be accommodated.

Guests are expected to arrive at school with and depart with their hosting student. Guests must spend all their time on campus with their host student, following the same academic schedule. Guests are limited to a maximum of one day when visiting ISK's campus. Guests are expected to abide by ISK's rules and guidelines, and the host student is responsible for the behavior of his or her guest while on campus.

### **EMERGENCY PROCEDURES AT ISK**

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 listed below. Feel free to contact the school if you have questions.

An Emergency Procedures Manual exists (there is a copy in the library) that serves as a guide for the administration if a serious emergency arises. A group of administrators and other personnel form the *Safety and Security Committee* meet 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 if necessary. The security company which provides our school with guards also provides a security vehicle that patrols the immediate area surrounding the school and the main road to and from the school 24 hours a day. Local police stations provide additional security on an as needed basis. Additionally, ISK has direct radio communication with the U.S. Embassy and Canadian High Commission to seek further assistance if required.

Every six weeks, a group of Board Members, US Embassy and Canadian High Commission representatives and ISK administrators gather to review recent security affairs, assess the current security situation in Kenya and respond accordingly with recommendations to the school administration. Fire and "duck and cover" drills are held quarterly 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.

### **FIRE EVACUATION PROCEDURES**

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

### **HEALTH POLICY and FACILITY**

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 doctor/nurse (health clinician) is on duty every school day from 8:00 a.m. to 5:00 p.m. Monday

through Friday. The health clinician 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 from the office. A note from the nurse must accompany the student back to class. 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 health clinician or appointed guardian to administer the medications. A parent's signature on the health form gives consent to the health clinician to administer first aid for minor injuries and illnesses and administer medications. If the illness persists the health clinician will make recommendations to the students and their parents to seek professional treatment outside of 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 health clinician has confirmed they are free of nits and lice.

The health clinician 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 one block
- If a diagnosis is made that warrants further medical assistance (e.g., high fever, open bleeding wounds)
- When the student's health form hasn't been completed by the parent 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.

## SEVERE ALLERGIES

We have students at ISK who have allergies ranging from mild to severe. In most cases as the students get older and move from the Elementary to the Middle and then High school they become increasingly aware of these allergies and are expected to learn how to avoid a serious allergic reaction. The following guidelines govern how families and the school are proactive in managing severe allergies:

- On enrollment at ISK a medical form is filled out, by parents/guardian, which clearly states the allergy and the degree of reaction. If there is a history of a serious reaction (anaphylaxis etc) then the parent will be required to bring in medication for their child, ranging from an antihistamine to EpiPen. The parent will discuss the management of each specific case with the health office. This information is shared with school personnel at the discretion of the health Office
- In elementary we actively discourage snacks with nuts. Students do not share snacks. If there is a student with a known nut allergy this shall be communicated to the grade teachers and any snacks brought in from home should be nut free. In particular for birthdays and similar celebrations. The same will be communicated to the parents of the specific grade
- Students in the middle and high school are aware of their allergies and should pay particular attention to allergens that trigger a reaction and seek help immediately.
- The Health Office ensures a supply of appropriate medication round the school and in the medical kit on school trips, in the event of an anaphylactic shock.

## IDENTIFICATION BADGES (ID's)

Students in grades 3-12 are issued a photo Identification (ID) badge when they are admitted to ISK. Middle School and High School students are required to have their ID badge with them at all times. The classroom teacher retains ID badges for students in grades 3-5. Each badge has a bar code that is individual to each student; ID badges are required for checking out library materials and eating in the cafeteria. There is no charge for the ID badge, unless it is lost or stolen in which case the student is responsible for paying 1,500 KES for a replacement badge. All students leaving ISK must submit their ISK ID to the relevant divisional office as part of the standard check-out process.

All ISK parents are also issued with an ID badge and are expected to wear it when on campus; as with students, parents must pay the 1,500 KES replacement fee for a lost ID.

## FOOD SERVICE

ISK promotes and encourages healthy eating patterns for the community to support health and overall wellbeing. Students may bring snacks and/or lunch from home or purchase food items from the ISK food service facility. Microwave ovens and sandwich warmers are available for student use. The food service currently operates on a cash basis, offering a variety of foods, including a hot lunch, sandwich bar, fresh fruit, snacks, as well as drinks such as fruit juice. Students are currently not allowed to run accounts with the Canteen with the idea that payment will be made at a later date. Disposable plastic bottles will no longer be sold on campus. All students are encouraged to bring their own refillable beverage containers from home. These can also be purchased at the PTO store.

## 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.

**Swimming Pool** – 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;
  - a. Eating or bringing in glass containers
  - b. Wearing footwear on the pool deck
  - c. Spitting
  - d. Bringing in dogs or pets
4. While swimming, please observe the following:
  - a. Shower before entering water
  - b. Do not dive in the shallow end. Dive only beyond the 2.2m mark for added safety
  - c. 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.

### **ORGANIZERS**

All students in the high school are given the option of utilizing an ISK *Student Organizer* (also known as planner) to assist with assignment and event planning. The *Student Organizer* is issued at the beginning of each semester at no cost to students. It includes a daily calendar and space for recording assignment due dates and upcoming events.

### **LOCKERS**

All students are provided with a locker and combination lock. Student lockers are assigned at the beginning of the year. Students are responsible for the condition and cleanliness of their lockers throughout the year. Students should not leave bags or valuables outside the lockers as the school cannot be responsible for their loss. Students should not share their locker combinations with others. No locks other than those issued by the school may be used on school lockers.

### **LOST PROPERTY PROCEDURES**

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.

Steps for reporting Lost Property:

- 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.**

Steps 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.



## 10. APPENDICES

### APPENDIX A: ASSESSMENT LEXICON (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* which 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).

**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 students’ 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.”

**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.

**Formative assessments**—ongoing tools used to measure student growth and understanding throughout the course of a unit of study. They provide regular information to students and to teachers concerning student understanding and development, and give teachers an opportunity to communicate regular feedback on progress to the students. Teachers use information from these assessments to adjust and re-focus instruction. It is imperative that students complete all formative assessments for these reasons. While formative assessment does not “count” in the grade book, failure to complete the work leaves both the student and the teacher without a solid idea of how well the student(s) is/are progressing and how the teacher might best meet student needs. As with any skill, students who attempt mastery without the necessary practice are rarely successful. Consequently, parents and students should never understand formative assessments to be optional. Formative assessments are the single most important instructional strategy that teachers use and students who fail to complete these assignments will be held accountable through various consequences.

**Summative assessments**—form the bulk of the students’ grades, as summative assessments are given at the end of unit to measure how well students have mastered the content and skills that were taught throughout the unit. In essence, it is a measurement of the learning that has taken place and is an evaluation of student achievement for that unit of study. Teachers use a host of summative assessment types that are appropriate for the skills and content they are measuring and for the purposes of differentiating for all of our learners. Students who have been successful at completing all formative work throughout the course of a unit and act on feedback provided by the teacher are consistently successful with their summative assessments.

**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.

**Marks vs. Grades**—because of differences in language of various reporting systems, a distinction is made for

clarity between marks and grades. A mark should be understood as representing a summative judgment on a single assignment, whereas a grade represents the final judgment of a student's performance throughout a marking period (quarter or semester). For example, you earn a mark on a paper but a grade for a course.

*\*The definitions above draw on various sources but most heavily on the Association for Supervision and Curriculum Development, Reston, VA, and the Assessment Training Institute, Portland, OR*

## APPENDIX B: ISK ACRONYMS and ABBREVIATIONS

All institutions have a variety of acronyms and abbreviations that they use frequently. ISK is no different. It can sometimes be difficult for a person who is new to ISK to know what everyone is talking about when they use the acronyms or abbreviations. A list of common acronyms and abbreviations is provided here to help new students and parents understand the particular grammar and vocabulary used at ISK.

### School-Wide:

<b>AISA</b>	<b>Association of International Schools in Africa.</b> 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.
<b>CCA</b>	<b>Co-Curricular Activities</b> This includes any type of activity that is offered between 3:30 – 5:00...after the regular academic day is finished.
<b>CAD</b>	<b>Creative Arts Department.</b> The CAD consists of the art, drama, and music programs at ISK.
<b>CASL</b>	<b>Creativity, Action, Service, Leadership –</b> A requirement for all students. MS and HS students track their participation as well as their reflections on their projects.
<b>COMMONS</b>	The library/tech/dining building in the heart of the campus.
<b>COMMONS CONFERENCE ROOM</b>	This conference room is located on the top floor of the Commons above the Director's Office
<b>COMMONS MPR (CMPR)</b>	3 Multi-Purpose rooms located on the top floor of the Commons (above the staff lounge).
<b>ESOL</b>	<b>English for Speakers of Other Languages</b>
<b>GYM</b>	<b>Gymnasium.</b> This is a term to represent the 'gym'.
<b>HCL</b>	<b>Highly Capable Learners.</b>
<b>HS MPR</b>	4 Multi-Purpose rooms in the HS administration building
<b>ICT</b>	<b>Information, Communication and Technology</b> (this is the instructional side of the tech department.
<b>IEP</b>	<b>Individualized Education Plan.</b> 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 CST and is supervised by the staff in the Learning Resources Center.
<b>IMPACT</b>	<b>Wednesday afternoon collaboration sessions.</b> ("ISK Meetings for Professional Action, Collaboration and Training") Students are dismissed at 1:25 on Wednesdays so teachers and admin. have the opportunity to work, plan and learn together from 2:00 to 3:30.
<b>IT</b>	<b>Information Technology.</b> This is the systems side of the technology department and includes hardware, help desk, and all systems.
<b>Library Lab</b>	K-12 Lab for computer purposes. Some of the lab names may be changed as the programs change
<b>LS</b>	<b>Learning Support.</b> LS 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.
<b>HCL</b>	<b>Highly Capable Learner.</b>
<b>HSMR</b>	<b>High School Multi-purpose Room.</b> This is located in the high school administration building.
<b>MAP</b>	<b>Measures of Academic Progress.</b> This is an external test that is given to students in grades 3 - 9..
<b>PL</b>	<b>Professional Learning.</b> ISK provides a variety of PL opportunities for its teachers. PL may include summer coursework, classes taken through some other means, workshops, teacher or training conferences, or in-service opportunities.
<b>PE</b>	<b>Physical Education.</b> PE is a regularly scheduled class for students at ISK.
<b>PS</b>	<b>Power School –</b> the online Student Information System, grade book and reporting system.
<b>PTO</b>	<b>Parent/Teacher Organization.</b> 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.
<b>SI</b>	<b>Sensory Integration.</b> The SI Center is located on the bottom floor of the ES building opposite the Creative Arts Centre.
<b>SLD</b>	<b>Student Learning Data.</b> Teams of teachers set a student learning target each year and meet regularly over the course of the year to track progress.
<b>SSS</b>	<b>Student Support Services.</b> The SSS provides assessment and support for students who are in need of these special services. It includes the Learning Resources Team, the English for Speakers of Other Languages team and the counselors.

<b>SW</b>	<b>School Wide</b>
<b>TA</b>	<b>Teaching Assistant.</b>
<b>TLC</b>	<b>Teaching and Learning Center.</b> A hub for teachers to plan and collaborate. Offices in this center include: Director of Teaching & Learning; Student Support Services Coordinator; Technology Integration Coordinator

### Elementary School:

<b>COB</b>	<b>Close of Business</b>
<b>ESO</b>	<b>Elementary School office.</b> The elementary school is made up of students in grades PK-5.
<b>SI Center</b>	<b>Sensory Integration Center</b> on the lower floor of the ES building (near Arts Centre)
<b>TI</b>	<b>Technology Integration</b>

### Middle School

<b>MS</b>	<b>Middle School.</b> The middle school is made up of students in grades 6 - 8.
<b>MSMUN</b>	<b>Model United Nations.</b> The MUN is a program for students that simulates how the UN works. There are many different MUN conferences around the world.
<b>RS</b>	<b>Round Square</b> – a worldwide network of innovative schools in 40 countries with a holistic approach to learning.
<b>STUCO</b>	<b>Student Council.</b> This is the term for the student government at the MS level.

### High School:

<b>ACT</b>	<b>American College Test.</b> Some HS students take the ACT prior to attending US colleges or universities.
<b>ASB</b>	<b>Associated Student Body.</b> This is the term for the student government at the HS level
<b>CAS</b>	<b>Creativity, Action, and Service</b> 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.
<b>EAMUN</b>	<b>East African Model United Nations.</b> 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.
<b>EE</b>	<b>Extended Essay</b> 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)
<b>GIN</b>	<b>Global Issues Network,</b> 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.
<b>GPA</b>	<b>Grade Point Average.</b> 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.
<b>HS</b>	<b>High School.</b> The high school is made up of students in grades 9 - 12.
<b>IB</b>	<b>International Baccalaureate.</b> This is an academic/curricular program in the High school that provides advanced course work for students in specific subject areas.
<b>IBDP</b>	<b>International Baccalaureate Diploma Program.</b> Grade 11-12 IB program of study.
<b>ISSEA</b>	<b>International Schools of Southern and Eastern Africa.</b> These international schools schedule tournaments in different sports in different countries during the year.
<b>ISL</b>	<b>International Schools League.</b>
<b>NHS</b>	<b>National Honor Society.</b> 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.
<b>PSAT</b>	<b>Preliminary SAT/National Merit Scholarship Qualifying Test.</b> 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.
<b>RS</b>	<b>Round Square</b> – a worldwide network of innovative schools in 40 countries with a holistic approach to learning.
<b>SAT</b>	<b>Scholastic Aptitude Test.</b> 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.
<b>TOEFL</b>	<b>Test of English as a Foreign Language.</b> 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.
<b>UCAS</b>	<b>Universities and Colleges Admissions Service.</b> A UK-based organisation whose main role is to

operate the application process for British universities.