

2018  
2019

# Middle School Handbook

PASSION | CREATIVITY | AMBITION



**International School of Kenya**

Empowering students to create solutions for tomorrow's challenges

August 2018

## Welcome to the International School of Kenya

This handbook is intended for both new and continuing ISK Middle School families. We especially welcome our new families and hope this handbook will offer you important information about our programs, policies, and procedures. The format and information in this handbook has undergone significant revision, and for this reason, it's very important that former families reacquaint themselves with this information and review it with their children.

We are pleased to have your children with us and hope that you, as parents, will always feel welcome at ISK. We hope you will call us or drop by the school whenever you have a question or concern. Calling for an appointment will guarantee that we will be able to meet promptly when you visit the school.

As a general guideline, the people best equipped to handle questions regarding class work are your child's teachers. For routine questions, please don't hesitate to email the teacher for an appointment. For questions regarding students' overall educational or social development, please contact me, or our middle school counselor, Ms. Nancy Remondi. For more administrative matters or questions regarding the middle school program, please contact me.

We also count on your involvement in the school, both in supporting your child at home and in your participation in the many class and school-wide activities that happen during the year. I look forward to working with you throughout this school year, supporting the academic and social development of your children.

In partnership,

Alexa Schmid  
Middle School Principal

\*\*\*\*\*

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## The ISK Middle School Philosophy

The ISK middle school is dedicated to meeting the unique physical, cognitive, social, and emotional needs of students as they transition from childhood to adolescence. Through a system that fosters rigor, relevance, relationships, and shared responsibility, our middle school strives to meet the ISK Vision, Mission, and Educational Aims in developmentally appropriate ways.

### ISK Middle School

The ISK middle school offers a **rigorous** program appropriate for the age and development of middle level learners with exposure to a variety of academic, physical and creative activities. Our standards-based curriculum is concept-based and designed to foster innovation, critical thinking, and curiosity. We strive to support the emotional and physical growth of our students through our advisory program, health education, and a variety of co-curricular activities. Within our rigorous program, we embrace flexibility to meet the unique personal and academic needs of diverse learners to provide an inclusive and fun learning environment that fosters a passion for learning.

**Relevance** is at the heart of our middle school. Our program provides students with multiple opportunities to make connections across the curriculum and with their lives. The ISK Middle School curriculum is dynamic, based on the needs of 21<sup>st</sup> century learners, and incorporates best practices in education. There are also numerous opportunities for students to make connections beyond the walls of ISK, through our various Inter-Cultural Trips and service learning programs.

Our middle school is a safe and nurturing environment with an ethos of caring and compassion.

**Relationships** are of primary importance to middle level learners, as peers begin to have a stronger influence. We recognize this critical part of adolescent development and have structures in place to support positive peer relationships. Our middle school is organized into grade level teams where individual student needs and concerns are brought to the table, and plans are created to address those needs. Our advisory program also provides students with an adult advocate, guide, and mentor.

Developing both personal and social **responsibility** is at the foundation of our middle school program. Our middle school program supports the development of students' time management and organizational skills. All students participate in service learning projects in the Nairobi area throughout the year, an area where students develop a sense of social responsibility. We provide multiple opportunities for parents to become involved in ISK, such as the PTO, the School Board, and volunteering in classes, as education is a shared responsibility among home, school, and community.

### ISK Middle School Student Beliefs

Middle School Student Council, December 2012

*We believe ISK Middle School is an exciting, educational and challenging environment full of adventure, joy and diversity.*

*We believe ISK Middle School strives to be an integrated and interactive learning environment that promotes rich technology, engages all students in learning and is full of unique and new experiences.*

## Section 1: School Description

### ISK 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.

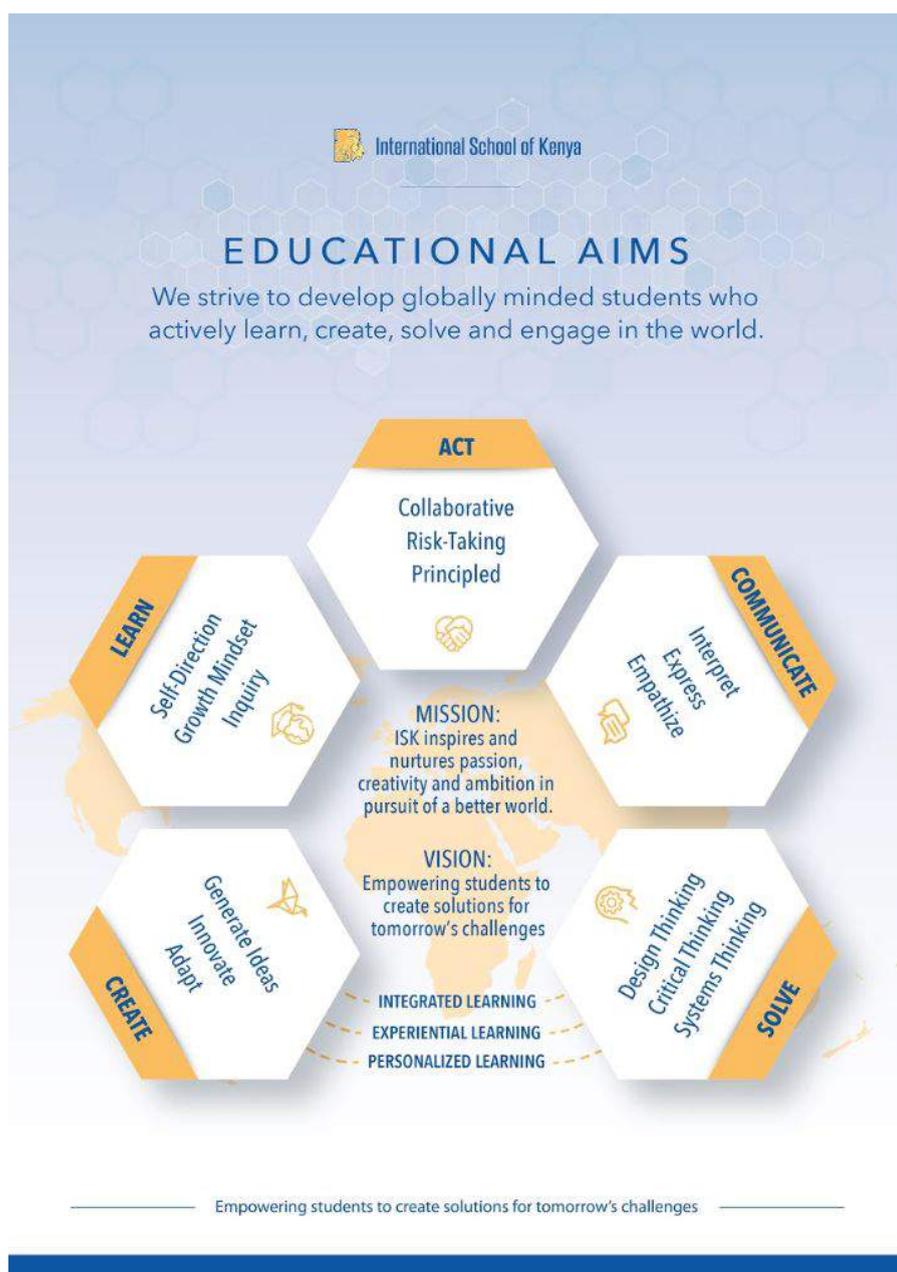
### ISK Mission Statement

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

### ISK Vision Statement

Empowering students to create solutions for tomorrow's challenges.

### Educational Aims



## **School-Parent-Student Expectations**

### **The Student**

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

#### **As a student, I agree to:**

- Be at school on time each day, prepared with assignments 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.

### **The Parent(s)**

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

#### **I / We will:**

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

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

### **The School**

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

#### **Teachers, Administrators and Support Staff will:**

- Ensure your child's physical and social well-being and foster feelings of confidence, self-worth and belonging.
- Interact with students and other stakeholders in a positive and respectful manner.
- Deliver a balanced and carefully planned curriculum that meets the needs of your child.
- Provide well-planned, stimulating and child-centered lessons.
- Provide a range of co-curricular activities designed to enrich your child's experience.
- Ensure that homework tasks are given regularly, and that they reflect your child's learning needs.

- Actively welcome you into the life of the school and ensure that teaching staff 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 which might affect your child, and inform you of these at given meetings where appropriate.

## **Section 2: School Structure**

### **General Description**

ISK has three school divisions: Elementary School (Pre-Kindergarten through grade 5), Middle School (grades 6-8), and High School (grades 9-12). Each division has a principal and counselor(s). The Director is the administrative person in charge of the school. The curriculum of ISK is coordinated from the earliest years through the high school, and all instructional areas and co-curricular activities are reviewed and revised over a five-year cycle. Most teachers at ISK hold advanced degrees and although the majority call North America home, about 30% of the faculty are from various countries around the world. Likewise, approximately 40% of ISK students come from the United States or Canada with the remaining enrollment representing more than seventy different nationalities.

The Middle School consists of grades 6, 7 and 8 with up to 88 students per grade level. There are more than 30 teachers dedicated to the middle school. Most of these are full-time teachers, though there are a few who are part-time.

### **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.

### **Student Body**

ISK has a student body of approximately 1000 students from more than 75 different nationalities. About 260 students make up the middle school with 80-90 students per grade level. The middle school is approximately 260 students.

### **MS School Day**

School begins each day at 8:20 and students are expected to be in class at this time. The final bell rings at 3:20 pm on Monday, Tuesday, Thursday and Friday. On Wednesday, school is dismissed at 1:25.

MS students are enrolled in eight classes and attend four classes each day on a rotating basis.

Middle School Time Table (2018 - 19)										
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	IMPACT Wednesdays	
<b>Period 1</b> 8:20 - 9:40 80 min	Block 1	Block 5	Block 2	Block 6	Block 3	Block 7	Block 4	Block 8	<b>Period 1</b> 8:20 - 9:10 50 minutes	Enrichment Time (ET) happens every week (flexes in use for assembly, house activities, digital citizenship, capstone, advisory work or inter-disciplinary projects). Goal is to hit different days in the cycle, so all classes are impacted equally.
9:40 - 9:50	10 minute Break	9:10 - 9:25 15 minute break								
<b>Period 2</b> 9:50 - 11:10 80 min	Block 2	Block 6	Block 3	Block 7	Block 4	Block 8	Block 1	Block 5	<b>Period 2</b> 9:25 - 10:15 50 minutes	
11:10 - 11:55	LUNCH (45 minutes)	10:15 - 10:20 5 minute passing								
11:55-12:20	ADVISORY (25 minutes)	ET 10:20 - 11:00 40 minutes								
12:20 - 12:25	5 minute passing	11:00 - 11:35 35 minute LUNCH								
<b>Period 3</b> 12:25 - 1:45 80 min	Block 3	Block 7	Block 4	Block 8	Block 1	Block 5	Block 2	Block 6	<b>Period 3</b> 11:35 - 12:25 50 minutes	
1:45 - 2:00	15 minute Break	12:25 - 12:35 10 minute break								
<b>Period 4</b> 2:00 - 3:20 80 min	Block 4	Block 8	Block 1	Block 5	Block 2	Block 6	Block 3	Block 7	<b>Period 4</b> 12:35 - 1:25 50 minutes	

### Class Size Policy in Middle School

The class size policy for the middle school allows for up to 22 students per class for the core subjects. Exceptions to this number may include classes such as PE, band, chorus, or other arts classes. In the case of the PE, band and chorus, there may be a classroom assistant present to help as needed.

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 as well. The school's director does have the authority to allow for an increase in the class size, as needed depending on the circumstances.

### Staff

#### School Administration

Director:	David Henry
MS Principal:	Alexa Schmid
Director of Teaching & Learning:	Jodi Lake
Security:	Robert Onyango
Support Services Manager:	Theo Fernandes
Business Manager:	Moez Jiwani

#### MS Faculty and Staff

Counselor:	Nancy Remondi
Student Support Service Coordinator:	Heidi Laws
MS Admin Assistant:	Miriam Maina
MS Secretary:	Francis Gitau
Humanities:	Melissa Dimitricopoulos, Chitra Mohan, Tim Rose, Devin Jones, Jane Wells, Kent Maxson
Mathematics:	Liv Gregor, Cathleen Buckley, Kelly Friedman, Robyn Holder

Science:	Trevor Cussans, Heather Vickery, Patricia Newmyer, Peter Mubia
Languages:	Mira Boxer, Irene Taylor, Andres Torca, Anna Kanyanga
Physical Education/Health:	Maurice Omondi, Edward Otieno, Caren Ouma, Solomon Oketch
Art:	Eleanor Miller, Antony Ngaruiya
IT:	Samran Wiriyaphong
Electives:	Amy Hughes
Drama:	Kate Oliverson
Music:	Barissa Dhidha, Mark Anding, Rachel Mwakughu
ELL:	Ama Musee, Jayne Ngethe
Learning Support:	Drew Gregor, Courtney Pierce, Ruth Jones, Jen Davis, Pramilla Choudhary
Co-Curricular:	Pierina Redler
Librarian:	Bobbi Nicholas

### **PTO (Parent Teacher Organization)**

The ISK-PTO is a body dedicated to the improvement and advancement of the school. It aims to promote a cooperative relationship between the home and the school that will benefit the education of all ISK students. The PTO provides opportunities for parents, faculty and students to get together, discuss issues, come to a consensus and provide services and resources to the ISK community. The official role of the ISK-PTO is: partner/team builder within the school community; supporting good communication and public relations within and outside the school; sponsoring social activities; and raising funds for special projects. Membership in the ISK-PTO is open to all teachers and parents. Please contact any member of the school administration for more information about participating. The PTO shop on campus has opening hours each school day and stocks a variety of items for student/parent use.

### **Friends of the Arts- FOTA**

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

## **Section 3: Communication**

### **Communication Protocol**

Effective communication is critical within our diverse community. The following protocol is based on positive assumptions about all community members' commitment to both continuous school improvement and a respectful community. The guiding principle is this: direct, open, respectful communication is the best way to preserve a sense of community by valuing relationships.

### **Communication Channels**

There are many ways the school shares information. These include the ISK website, meetings, *The Link* (ISK's monthly electronic newsletter), weekly newsletters, 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 principals.

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 Protocol.

Choosing an effective channel of communication is especially important when people have a complaint or problem, because emotions and cultural perceptions can pose complicating challenges to normal communication and relationships. ISK's protocol for 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.

This protocol for resolving all issues or complaints is designed to ensure that such communication be managed promptly, directly, and in the interest of reinforcing our sense of community and common purpose. This promotes resolution at the most direct level to ensure transparency and positive working relationships within our community.

### **Parent Agreement**

As a member of the ISK Community, I agree to communicate in a manner that furthers positive school improvement and a respectful community. I also agree to abide by the guiding principles of direct, open, respectful communication as outlined in this document and understand that this is the best way to preserve a sense of community. I further understand that violation of these principles may result in my child/children's dismissal from ISK.

### **Home/School Communication**

Communication between the school and parents can take many forms. The following means of informing parents about issues are presently in place:

**ISK Website:** [www.isk.ac.ke](http://www.isk.ac.ke)

### **The Link**

This is the school's general newsletter to parents that is sent home electronically each week. It includes schedules of events and other types of information. It also includes the menu for the school's canteen for the week that follows.

### **Middle School Parent Newsletter**

This is a weekly email on Friday afternoons, and contains information specific to the middle school.

### **Middle School Weekly Student Announcements**

This is sent weekly for students and teachers.

### **Middle School Principal's Tea**

This forum provides parents an opportunity to learn about a variety of issues from the middle school principal, counselor, and faculty. Parent advisory sessions are scheduled on the main ISK calendar.

### **PowerSchool**

The school's student management software system, Powerschool, provides up-to-date academic information that parents can access to monitor their child's progress in the various classes taken.

### **Report Cards**

Formal report cards are prepared for all students at the end of each semester (twice during the academic year). All teachers include academic grades, 'Habits of Learning' grades and narrative comments indicating student progress and performance in their class.

### **Parent/Student/Teacher Conferences**

Approximately mid-way through each semester, appointments are scheduled for parents to meet with individual teachers to discuss their child's academic performance. Students are expected to attend with their parents.

### **Phones**

There is a telephone in the middle school office that students may request to use. This phone is available for essential communication. If a message is of a more serious nature, students will be assisted in getting in touch with their parents. Students are not allowed to use the phone for forgotten homework or to have materials delivered to school.

### **Leaving Early During the Day**

Students who must leave school early for doctor or dental appointments etc. must bring a note to the middle school office and must sign out before they will be allowed to depart. Additionally, the child or parent must secure a gate pass before leaving. This is obtained from the middle school secretary or, if necessary, any other divisional office.

### **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.

## **Section 4: Admissions, Transfers, and Withdrawals**

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

### **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 ELL services are not normally accepted after 10<sup>th</sup> grade

The registrar will not forward applications to the Middle 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.

### **Admissions Assessments**

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

- Mathematics
- Reading comprehension
- Writing
- French / Spanish and Kiswahili

The counselor, learning support teacher, ELL teacher or principal will administer admission assessments at ISK. Remote testing is also available by contacting the registrar (registrar@isk.ac.ke). The primary purpose of the assessments is to determine if students are likely to achieve academic success with ISK's program if they are accepted. If concerns are raised based on the results of the tests, parents will be notified. If more serious concerns are raised, the parents may be required to obtain outside psycho-educational testing from

a professional school psychologist in order for ISK to make a more informed decision regarding enrollment. If this is required, the cost of the testing is the responsibility of the parents.

### **Math Placement**

Students generally are placed in their grade level math class. In some occasions, students might also be enrolled in a Math Support class. In rare cases, students are placed in a math class of a different grade level.

### **Modern Language Placement**

ISK's language program offers French, Spanish and Kiswahili. All students new to ISK will be assessed for language competency when continuing a modern language class. **It is important to note that language instruction in the middle school is designed solely for those students who have not previously had significant exposure to the language. Proficient/fluent/near fluent speakers of French, Spanish or Kiswahili will be required to take an alternate language.** ISK's language teachers make the final determination as to which level a student will be placed based on written and oral entrance assessments.

Students entering ISK mid-year without any language background will typically be scheduled into classes other than language.

## **Student Support Services**

### **Learning Support (LS)**

ISK serves a managed number of students representing a range of learning differences from mild to moderate needs, as well as the highly capable.

Consideration for admission to Learning Support is given to students who are performing behind their peers. Moderate support is provided for a managed number of students who may be performing below grade level 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 placement.

### **English Language Learners (ELL)**

ISK provides an ELL 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 ELL program is determined by means of the student's performance on an English proficiency test, writing samples and interviews to determine if the students' needs can be accommodated in the current program at the grade level to which the student is applying.

### **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 there is a careful review of the records from previous schools in order to place students in the appropriate grade or in the appropriate level for certain classes. The counselor and/or principal will make this assessment.

Students transferring to ISK from systems that follow a different annual calendar (i.e. starting January, ending in December) will typically be placed in the grade level in which they have finished half, rather than being moved ahead to the next grade level.

### **School Records**

Previous school records are required to be submitted with the official application before an official acceptance for enrollment can be made. Failure to do so, or the misrepresentation of past school performance and records of behavior, regardless of when it has been discovered, may result in the denial of admission or withdrawal of enrollment from ISK.

### **Students Dismissed From Other Schools**

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

### **Withdrawals**

Because of the transient nature of ISK's student body, withdrawals, like admissions, occur throughout the school year. When parents know that their 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 his or her final day. This is to ensure that all textbooks and library books (or other school property) have been returned so that school records can be released. School records will not be released if students have outstanding fees, library books, textbooks, sports uniforms or other school materials.

When the withdrawal form is completed, the school will provide copies of student report cards, standardized testing results and a leaving certificate (stating the final ISK grade completed). Parents are required to provide the school with an address to forward any outstanding reports if leaving prior to the end of a semester.

## Section 5: Academic Program

### I Curriculum Information

By definition, curriculum is “all the courses of study offered by a school.” This means that nearly everything that a student does at school can be found under the heading ‘curriculum.’ 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, clubs, etc. At ISK, the curriculum is not merely a list of standards students must achieve in order to move on to the next grade or course, but it embraces all that is incorporated into a child’s education. The ISK curriculum is founded on what is considered ‘best practice’ in educational research and guided by the requirements of ISK’s accrediting agencies (Council of International Schools and Middle States Association.)

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

Learn	Communicate	Create	Solve	Act
Self-Direction	Interpret	Generate Ideas	Design Thinking	Collaborative
Growth Mindset	Express	Innovate	Critical Thinking	Risk-Taking
Inquiry	Empathize	Adapt	Systems Thinking	Principled

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

- Integrated learning
- Personalized learning
- Experiential/Service learning

### II Academic Program

Curriculum Overview: All students in the middle school complete the following course of study each year:

#### Core Classes:

- ✓ Humanities (English and Social Studies)
- ✓ Mathematics
- ✓ Science

#### Additional Classes:

- ✓ Physical Education, with Health integrated
- ✓ Modern Language (French, Spanish or Kiswahili)
- ✓ 6th Grade Wheel Classes: Kenyan Studies – Art – Drama – Music

#### Exploratory or Music Classes:

- ✓ Band (Beginning or Advanced)
- ✓ Chorus
- ✓ Electives classes

### **III Student Support Services**

#### **Learning Support**

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

#### **Educational Psychologist**

When a student is referred to Learning Support, the Student Support 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.

#### **English Languages Learners (ELL)**

The ELL 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. ELL support is provided through small pullout classes, which provide focused teaching to develop specific language skills, as well as through in-class support for language practice in the mainstream curriculum.

#### **Guidance services / Counseling**

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

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

- Administering counseling services that address the personal, social, developmental, emotional and academic needs of the students;
- Conducting entrance assessments for new students;
- Consulting with parents to help guide parents dealing with the adolescent issues of their son and/or daughter;
- Scheduling students;
- Liaising with teachers to discuss student concerns;
- Attending all 'Student of Concern' meetings;
- Assisting in facilitating middle school forums;
- Oversight of the advisory program;
- Observing students in classrooms to help determine potential classroom interventions;
- Referring to outside community agencies as needed.

### **Advisory program**

Each student is assigned to an advisor who will meet with the student daily for varying lengths of time. The Advisor's role is to give guidance to the student in all areas of the school. The advisor will act as a student advocate if academic or social issues arise. The goal of advisory time is to:

- Create: To nurture relationships, build a sense of fun and belonging, encourage risk-taking and develop a sense of community.
- Communicate and Act: To nurture empathy, social skills and self-awareness, as well as communication skills.
- Learn and Solve: To develop learning habits, such as organization, goal setting and responsible decision-making, flexible thinking, critical thinking and personal responsibility.

ISK takes a developmental approach in the advisory program, and there are grade level themes.

- Grade 6: Me (self-awareness)
- Grade 7: We (collaboration, empathy, social skills)
- Grade 8: Be (who we are contributes to something larger)

In addition to advisory, the whole middle school comes together every other week for an assembly. The purpose of assembly is for community building and to celebrate student learning.

## **IV Assessment**

It is a guiding principle of middle level education that every student should experience success. Considering the wide range of developmental abilities within this age group, the needs of individual students are considered at every stage of evaluation and assessment. Student progress is reported in two areas: Academic Achievement and Habits of Learning.

*\* For more information on assessment, refer to Section 7.*

## **V Additional Programs**

### **InterCultural Trips / Field Trips**

The intercultural program at ISK extends from 3<sup>rd</sup> grade through high school. The trips are linked to the ISK Educational Aims and specific grade level curriculum. The week-long trips take place early in the first semester.

Grade 6: Ol Pejeta Conservancy

Grade 7: Ngare Ndare Forest

Grade 8: Maasai Mara

For the most part the costs for these trips are included in tuition. It is important to note, however, that trips involving airfare will require that parents pay a portion of the airfare. Details are sent home before the trips and a parent evening is scheduled to offer specific information.

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 their child can travel by signing the sport contract at the time that the student earns a place on the team. Some off-campus student activity groups (e.g., service learning) may complete the parental permission process for all group travel dates using one form 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, and will instead remain on campus and forfeit 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 resources such as embassy security officers or the local authorities in the interest of student safety.

Teachers may arrange field trips for a specific purpose that is directly related to the curriculum. Written parent permission is required as stated above. Phone calls in lieu of written permission are not acceptable.

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 search student property before, during, or after trips.

## **VI Additional Information – Program Support**

### **Field days**

At certain times in the year a field day may be organized as a general school event. When this occurs, the expectation is that all students will take part and participate fully unless injury prevents it. Often parents will be invited to volunteer to assist in different ways. Field days may be scheduled for half a day or an entire day depending on the situation.

### **Concerts and Plays**

Students in the middle school bands and chorus perform at least once each semester for the general school community. Typically the concerts take place in December and May. A dress code for concerts is mandatory and individual teachers will inform students of the expectations. There are at least two middle school drama productions a year, one in the first semester and one in the second.

### **Library**

The library is open Monday – Friday from 7:00 a.m. to 4:45 p.m. and on Saturday from 8:00 a.m. to 12 noon. Students and parents are encouraged to use the library's online databases, books, magazines, reference materials and computers, as well as the librarians' expertise. Books and older issue magazines may be checked out for a period of two weeks. Current magazines may be taken out overnight or over weekends.

Middle School students may use the library after school if provided with a pass from the middle school office. Students may take out a maximum of 6 items at a time, and these should be returned within 3 weeks. Parents may borrow up to 10 items at a time. DVDs may be checked out by parents on Fridays and must be returned on the following Monday.

All library users are expected to respect library materials and return them on time. Report cards or other school records may be withheld until payment is received for any lost or damaged library items.

## **VII Additional Information – Supplies and Materials**

### **School Materials**

ISK provides basic supplies to all of our middle school students. There is no cost for these supplies. Some classes may require specific supplies, which are available for purchase in Nairobi.

### **Textbooks**

Textbooks are provided for some classes at no additional cost to students. The cost of textbooks that are lost or damaged beyond normal wear and tear will be the responsibility of the student.

**Note: The administration reserves the right to hold student records (report cards, transcripts, transfer records, and other formal school documents) in the event that any fees are owed to the school for textbooks, library books, sports uniforms, or any other school property.**

### **Planner**

At the beginning of the year, students are provided with a daily planner to record homework and other information. Parents are encouraged to assist their child by periodically checking that assignment entries are legible, accurate and complete. Students will have to pay to replace a lost or damaged planner.

### **Moodle / Google Classroom**

Homework, rubrics, assessments and other resources are posted on our Virtual Learning Environment, Moodle. Some teachers also use Google Classroom. Students may access this information through the ISK website.

### **PE Uniforms**

All middle school students are required to purchase and wear a uniform for their physical education classes. The PE uniform consists of a t-shirt and shorts of specific colors. Payment for the uniform should be made in the business office. The cost of the uniform is 2000 KSH. Students should then take the receipt to the PE department and a uniform will be issued. It is recommended that students purchase two uniforms so that they can always have a clean one available. Because all of the t-shirts and shorts look exactly the same, students should label theirs with permanent marker to reduce the possibility of loss or theft.

### **Technology**

Technology is integrated into the middle school program with the emphasis on using technology to help students reach the educational aims at ISK: to learn, to create, to solve problems, to communicate, and to act collaboratively. The program is aligned with the standards of the International Society of Technology in Education (ISTE) and is facilitated by a technology teacher and the subject teachers. All students in the middle school are issued a mobile device (iPad or Chromebook). In addition, well-equipped stationary and mobile labs are available for class use. Instruction concerning Internet ethics and safety is included. Students and parents must sign and abide by a Responsible Use Agreement in order to use school technologies.

*\* More information regarding technology at ISK can be found in the Section 09: General Information*

### **CAD Instrument Rental Policy**

ISK is happy to provide instruments, while supplies last, on a temporary basis to those students who have not had a chance to purchase their own or who own an instrument but would voluntarily like to play another. All instruments are rented for a flat fee of 12,000 KSH for the school year. This mandatory fee covers the cost of general wear and tear and subsequent maintenance of the school's instrumental inventory. This fee may be paid in one installment of 12,000 KSH or two installments of 6000 KSH at the beginning of each semester. No instruments will be issued until the rental fee is paid.

Once the Instrument Rental Agreement is signed by the parent or guardian of a student, that person becomes the renter of the instrument and is solely responsible for the care of the instrument.

The International School of Kenya (ISK) and (Creative Arts Department (CAD) faculty encourages safeguards to students but cannot guarantee the safety of personally-owned or rented instrument while it is on or off campus. The student and their parent/guardian are responsible for the loss, theft or damage beyond expected wear and tear of the instrument once the rental agreement is signed. In the unfortunate event that the rented instrument is lost, stolen or damaged beyond repair, the renter is responsible for the replacement cost and/or repair cost of the instrument.

The ISK Creative Arts Department strongly encourages you to purchase instrumental rental insurance. Insurance is available for purchase locally through Jubilee Insurance Company.

Contact: Abel Musunza  
Tel: 020 3281094  
Mob: 0722624307  
email: [Abel.Musunza@jubileekenya.com](mailto:Abel.Musunza@jubileekenya.com)

In addition, Anderson Musical Instrument Insurance Solutions, a company based in Florida, USA offers musical instrument insurance to cover instruments located in Kenya at a very reasonable price.

Anderson Musical Instrument Insurance Solutions, LLC  
1570 Lakeview Drive, Suite 2A  
Sebring, FL (USA) 33870-7959  
Email: [service@anderson-group.com](mailto:service@anderson-group.com)  
Tel: +1 (781) 834-1700 (p)  
Fax: +1 (781) 519-7550 (f)

CAD also strongly encourages students who are serious about music education to purchase their own instrument. Students who own their own instrument can continue their music making anywhere in the world independent of the location, culture and socio economic level. The music faculty is always willing to guide you in the purchase of a quality instrument within your price range.

### **VIII Homework**

Students can expect homework every evening including weekends, though not necessarily in every subject. It is expected that every student will make a reasonable attempt to complete it. Homework load can vary, with some nights being heavier than others. A characteristic of pre-adolescence is to leave longer-term projects to the last possible moment, resulting in problems associated with meeting deadlines and facing too much homework at once. Most overload can be avoided by proper time management skills. This will be addressed during advisory periods and during classes, but parents are encouraged to assist as well with this important skill.

Homework is a type of formative assessment to help students understand and reinforce concepts taught in class. Homework is not typically incorporated into the end of semester academic grades. It is reported on in the Habits of Learning section of the report card for each subject.

### **Guidelines for Parents, Teachers and Students**

Academic success is one of the primary goals for all middle school students. All students should be challenged and should be able to broaden their knowledge and skills while developing and maintaining a positive attitude toward learning. In order to support this, homework is assigned to reinforce concepts learned in class, to strengthen good work habits, to help develop time management skills, and to provide a means of exploring new ideas. During the transition from elementary to the middle school, students are expected to take more responsibility for doing their homework.

Homework will not be given for the sake of giving homework. Homework is given to help students understand and reinforce concepts. The following guidelines have been devised to clarify teacher- parent - student roles in assigning, supervising and completing homework.

1. At the beginning of each year, teachers will inform parents in some way of their expectations regarding homework and other assignments for their classes.

2. Time management is an issue that many middle school students face. At times, students may appear to have little homework and at other times may appear over- burdened. If this is the case parents can play a role in helping students establish a regular pace to complete the assigned homework.
3. If difficulty with homework is being experienced students are encouraged to discuss this with their teachers. If these concerns continue to persist, then the parents should contact the teacher.
4. The Middle School Planner is a means for students to keep track of assignments and all students are expected to use it. Parents are encouraged to check the planner regularly and provide support when needed.
5. Moodle and Google Classroom, our Virtual Learning Environment, is also a useful tool for students to access homework and other course information when they are not at school. Moodle is easily accessed through the student link on the ISK website.
6. General guideline for amounts of homework for an average night:

Grade 6:	60 minutes
Grade 7:	75 minutes
Grade 8:	90 minutes

Many factors can affect how much homework is assigned and how quickly a student completes it. If a student appears to be spending an inordinate amount of time on a given area of homework or if a student does not appear to be challenged, parents are encouraged to contact the teacher of that subject and make their thoughts known.

7. In the event a student has missed a number of classes because of illness or other reasons, students will be given a reasonable amount of time to catch up with the work they have missed once they have returned to school. Upon returning to school, students should see each teacher to discuss the best means to make up missed work. Generally, for excused absences, students are given 1 day for each day missed to make up the work.
8. It is expected that teachers will regularly check homework for completion.
9. Students are expected to do their own work with only an appropriate amount of assistance provided by parents (or tutors) as needed.

## **IX Attendance Policies**

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

### **Minimum Attendance**

A student may not be absent for more than six (6) class sessions during any semester. An absence is defined as any time the student is not in class during the instructional day. The accumulation of more than six (6) days of absence in any one semester may be considered reason for the student not receiving a grade for the semester. The principal will evaluate each series of absences for a given student on a

case-by-case basis to determine whether to assign a grade, and/or whether other penalties (i.e. non-participation in after-school activities or sports) should be administered. Absences from semester to semester are non-cumulative. Students in the middle school who fail to meet the minimum attendance requirement may receive no grades for the semester, regardless of their performance. Each of these cases will be reviewed and a decision made by the Principal.

### **Student Absence Procedures**

Students (or parents if students are unable) should see teachers to receive and/or complete assignments prior to a planned absence. There is a Leave Approval Form in the middle school Office that students should complete prior to the absence. This will facilitate the student's return and minimize academic disruption.

School holidays are published annually in the school calendar. Student absences before or after holidays are a serious disruption of the learning process for students and of the planning and assessment process for teachers. Such absences before/after holidays are strongly discouraged.

### **Arriving Late to School**

When students are late to school, due to reasons other than late school buses, they are expected to bring a note from a parent to the MS office for recording. A phone call or email from the parent will also suffice. In the event a student comes to school without a note, the student will be responsible for bringing a note the next day.

We also value students being on time throughout the day. A tardy will also be recorded throughout the day if the student is late for class. Tardies accumulate on a per semester basis. When a student reaches 3 unexcused tardies, parents of the student are sent an email. Every 2nd tardy thereafter (5th, 7th, etc) results in after school detention and email sent to the parents. At the 11th tardy, a parent conference will be held with the Principal. Every tardy thereafter results in an after school detention.

### **Notification in the Event of Prolonged Illness or Other Absence**

If the child will be absent because of a prolonged illness, immediate contact should be made with the school. A letter from a doctor or hospital is required upon return to school. The Principal on a case-by-case basis will evaluate absences due to extended illness. A prolonged illness that is certified by a medical doctor will be the only exception to the minimum attendance policy.

### **Participation in School Events if Absent**

Students may not participate in any school-sponsored activities if they do not report to school by 11:10 a.m. on the day of the activity or if they are absent for half or more of the school day. Students scheduled to travel with a school sponsored group will not be allowed to travel if they are absent on the travel day or do not report to school by 11:10 a.m. on the day of the activity.

### **Personal Holidays**

Each year great care is taken in creating a school calendar to provide the ISK community periodic holiday breaks for rest and recreation. Personal holidays taken outside those published in the calendar must be done with the full understanding that **special assignments will not be prepared to accommodate those absences** and that some degree of loss in academic progress is inevitable.

## Section 6: Co-Curricular Program

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

The ISK co-curricular program aims to:

1. Develop individuals who are
  - a. Globally-minded
  - b. Caring
  - c. Responsible
  - d. Cooperative
  - e. Principled
  - f. Optimistic
  
2. Extend learning through exploration of new and varied interests, thereby developing individuals who are
  - a. Balanced
  - b. Risk-takers
  - c. Confident
  - d. Self-aware
  
3. Have a positive impact on our host country and community by:
  - a. building relationships and creating networks
  - b. modeling positive values
  - c. identifying and addressing challenges in the community
  - d. developing environmental awareness
  
4. Develop individuals who are empowered to pursue personal passions through
  - a. Setting and achieving goals
  - b. Commitment
  - c. Perseverance
  - d. Self-confidence
  - e. Efficacy

### I MS CASL PROGRAM: Creativity – Action - Service - Leadership

#### Minimum Requirements:

Over the year, students are required to undertake;

- a) At least one sustainable service project (weekly for 9 weeks or bi-weekly over a semester), and
- b) At least one action activity, and
- c) At least one creative activity, and
- d) Self evaluation and reflection for each activity undertaken.

#### Service Learning Program

##### Philosophy

The community service program provides meaningful opportunities for students to initiate and reflect upon sustainable community projects that are mutually beneficial. These projects cultivate both personal and community growth, while building recognition of human interdependence.

## Goals

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

### A. Develop individuals who are:

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

### B. Have a positive impact on a community by:

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

The emphasis of community service will be on quality participation, growth, personal evaluation and reflection on a student's chosen sustained and collaborative project. It is **not** on the accumulation of hours.

Students are required to record all project related activities and to set goals beyond the minimum requirements. The CASL journal serves as a record of reflections throughout the year. Students are encouraged to strive for balance between the three components of Creativity, Action and Service.

### Guiding questions for choosing a project or activity

1. Is the activity a new role for me?
2. What do I hope to learn from getting involved?
3. How can this activity benefit other people?
4. What can I reflect on during this activity?

### Self-Evaluation And Reflection Questions

The following question can be used as guidelines when reflecting in the CASL journal:

- ❖ Describe the activity. What did you do at each stage? Include the dates where they are important.
- ❖ What did you hope to accomplish by this activity? What did you actually accomplish?
- ❖ What difficulties did you encounter?
- ❖ Did you feel at any stage that you were failing to achieve what you wanted from this activity?
- ❖ What did you hope to learn from this activity, about yourself, about others, or about academic subjects? (For example: self-confidence, modesty, respect, awareness, responsibility, curiosity, honesty, objectivity, commitment, initiative, determination, new skills and the ability to meet new challenges.)
- ❖ Did anyone help you during this activity? If so, describe the help given.
- ❖ How did this activity benefit other people or institutions?
- ❖ What would you change if you did this same activity again?
- ❖ What would you like to do next if you could continue with this activity?

## **II Activities Program**

### **After School Activities**

After school activities begin one to two weeks after the start of each semester. A full listing of activities will be published in the school's weekly newsletter to parents. Students can sign up to take part in as many or as few activities as they want depending on their individual interests and schedule.

### **Intramurals**

Intramurals are held regularly throughout the year during the lunch break. Participation is strictly voluntary.

### **Round Square**

The middle school provides numerous opportunities for students to become leaders and get involved. We are a Round Square School, and the Round Square ideals are Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service. We encourage students to find an area of interest to get involved, whether in our Leadership Seminars, Leadership Round Tables, Student Ambassadors or various committees to help plan events (Spirit Week, Earth Day, etc).

### **Sports**

The following interscholastic sports are offered in the middle school, each having a team for girls and boys: football (soccer), tennis, swimming, basketball, track and field, volleyball, rugby and field hockey.

All students who commit to interscholastic sports will have an opportunity to participate. If it becomes apparent that academic performance is suffering because of a student's participation, he or she may be required to withdraw.

#### **Competitions**

Sports teams hold scheduled competitions during each sports season. Some competitions may be held on the ISK campus and some may be held at a host school.

#### **Levels**

Each sport is held in a given season. Many sports have different levels of teams that may be based on skill/age resulting in an 'A Team', 'B Team' and 'Development Team'.

#### **Awards**

After each season the coaches will decide upon the team members who best fit the following categories to present awards to: Most Improved Player, Most Valuable Player, Coaches Award.

### **Music Lessons (private)**

In an effort to promote instrumental music, ISK has created a list of private instrumental music teachers. Names of instructors are provided upon request. The rates charged are arranged between student and teacher. Lessons may occur at ISK facilities but must take place outside of official school hours.

## **III Special Student Events**

### **Drama**

Each semester students in the middle school have the opportunity to take part in a full-scale drama production. Auditions are held and the director assigns parts. All students involved in the production, whether as a cast member, backstage crew member, set designer, etc. are expected to attend all scheduled rehearsals and to be available for all performances. Failure to exhibit the necessary commitment to the production will result in the student being removed and replaced by someone else when necessary.

Involvement in other activities during rehearsal weeks and production times may be limited so students need to think thoroughly about their commitment before trying out for a part in the play.

## **IV Staying After School**

Middle School students are only allowed to stay after school if they have signed up for, and attend regularly, a supervised after school sport, club or activity.

There is an opportunity for students to stay after school and not be part of an activity, under the following conditions:

1. Students may stay to use the computer lab or library for a specific assignment. Students must sign up in the Middle School Office if they plan to use the library. Students who use the library after school must be in the library by 3:30 and remain there until 4:45.
2. Students are dismissed at 1:30 on Wednesdays and are required to go home at this time unless they are participating in a service project.
3. Students are allowed to stay after school to watch a scheduled game against another school. Students are not allowed to stay to watch sports practices. Students staying to watch a sporting event are expected to remain in the area where the event is being held.
4. Students who sign up to stay must remain in the designated area and are not allowed to wander the campus.
5. In the event a student misses the regular school bus departing from ISK, he or she is to immediately report to the middle school office to inform the principal or the MS secretary. The student may choose to call home to request pick up or may remain in the MS office to study until 4:50 pm and take the 5:00 pm bus home.
6. If an activity or sport is canceled, and the bus is missed, students must report to the middle school office.
7. Students are dismissed from their respective after school activity or sports program at 4:45 p.m. Students going on the buses report to the upper parking lot. Students being collected by parents or drivers go to the elementary or secondary parking lot. If students are not collected by 5:00 p.m., they are taken to the Security Office in the upper parking lot. The security officer will contact the family. Students will remain under the supervision of the security guard until collected.

## **Section 7: Assessment and Reporting**

### **I Assessment**

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

Formal information concerning student progress will occur three ways:

1) *Academic Achievement*: These are scores of 1-4 that indicate achievement in a particular subject or on specific standards and benchmarks for a subject. Academic grades are not influenced by student behavior but reflect a student's achievement against the academic standard. ~~See the chart that follows that explains the letter grade system.~~

2) *Habits of Learning*: We believe that habits of learning contribute to 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.

3) *Narrative Comments*: These are statements that describe ongoing progress and concerns. They form a part of the report card.

\* *Additional information on assessment can be found in The Appendix (Section 10)*

## II Grading System

**Academic Grades** - The following criteria apply to the evaluation of academic achievement, using a numerical grading system. To attain the following grades, students must satisfy the criteria as described:

Proficiency Scale		Description
4	Extending Beyond the Standard	Student demonstrates a consistent and thorough understanding and application of the required knowledge and skills in a manner that extends beyond and deepens within the grade level standard. This includes new, creative and original applications of the standards, and the ability to communicate that knowledge with others.
3	Meeting the Standard	Student demonstrates consistent and thorough understanding and application of the required knowledge and skills of the grade level standard.
2	Approaching the Standard	Student demonstrates a developing and/or inconsistent understanding of the required knowledge and skills of the grade level standard.
1	Beginning Toward the Standard / Insufficient Evidence	The student demonstrates a beginning understanding of the required knowledge and skills of the grade level standard. This category can also indicate that the student has not yet provided any evidence of understanding.

Alternate grades that students may receive in special circumstances include:

- I (Incomplete)  
An "Incomplete" is given when work has yet to be submitted for reasons beyond the

student's control. Students have an opportunity to make up missing work by following a deadline established by the teacher.

**P**      Pass  
Some of the elective courses may be graded as 'Pass/Fail'. In some cases, core courses might also be pass/fail. A 'Pass' indicates that the student has achieved a satisfactory level of success or has participated and contributed appropriately to the course.

**F**      Fail  
Some of the electives courses may be graded as 'Pass/Fail'. A 'Fail' indicates that the student has not achieved a satisfactory level of success or has not participated and contributed appropriately to the course.

### **Modified Grades**

For some students it may be deemed appropriate to develop a modified grading scheme. This will be done in conjunction with the Learning Resource Center or possibly the English Language Learners (ELL) teachers. In some instances, grades of S (Satisfactory) or U (Unsatisfactory) will apply. In other instances, modified grades will be indicated with a '+' on the report card and the corresponding comments will explain the modifications that were made.

### **Habits of Learning Marks**

These marks for the middle school are assigned by teachers to indicate the qualities and traits associated with being an effective learner. The marks for Habits of Learning are assigned as follows:

- |          |                          |
|----------|--------------------------|
| <b>E</b> | Exceeds the Standard     |
| <b>M</b> | Meets the Standard       |
| <b>A</b> | Approaching the Standard |
| <b>B</b> | Below the Standard       |

Students will be assessed on the following:

#### **Collaboration**

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

- *Respects self & others*
- *Cares & is Courteous*
- *Works as part of Group*

#### **Engagement**

The student is fully engaged in learning through questioning, risk-taking, persevering, and active participation.

- *Questions & Inquires*
- *Takes risks*
- *Perseveres*
- *Is Attentive*

#### **Personal Responsibility**

The student demonstrates effective preparation for learning through timely completion of work, prioritizing tasks, reflecting on learning, and planning ahead.

- *Is Timely*
- *Is Organized & Productive*

- *Reflects on self & learning*
- *Plans learning process*

### III Reporting to Parents

**Assessment at ISK:** It is important to note that ISK uses continuous assessment to determine student progress over time. Individual teachers assign homework, quizzes, tests, projects and other types of coursework that are assessed and monitored regularly to determine how students are progressing on the Standards and Benchmarks for any given course.

This method of continuous assessment tends to be different from the means of measuring student progress in other schools in Kenya. End of semester marks at ISK are not determined by an end-of-term exam.

**Regular reporting throughout the semester:** Parents and students can monitor student progress directly through access to the school's reporting system (PowerSchool). Teachers will update student performance regularly and parents/students can check progress as often as they choose during the grading period.

**Reports at the end of each semester:** Report Cards are available online through PowerSchool for all parents outlining progress for the semester. Report cards include academic grades, Habits of Learning marks and narrative comments for the courses studied during the semester.

**Parent/Student/Teacher conferences:** Approximately halfway through each semester, Parent/Student/Teacher conferences take place. The conferences provide an opportunity for dialogue between parent, teacher and student. Parents are encouraged to communicate with teachers on a more informal basis any time they have a concern about their child's progress. Students should attend the conferences so they can discuss their progress with their teachers and parents. This allows students to take responsibility and ownership in their own learning and their own progress.

#### **Standardized Testing**

ISK administers the Measures of Academic Progress (MAP) for all middle school students twice a year, in the fall and the spring. The results of this test provide the administration, teachers, parents and individual students with information about their academic progress.

The results of the tests will NOT impact student grades in any course they take at ISK. The results may help the school move forward in terms of curriculum and/or program development. The results may also help identify if students need additional support and/or intervention.

#### **Academic Probation**

Academic probation is a mechanism designed to provide counseling and academic support for students struggling to meet the demands of their classes. At mid-term and the end of each semester, student grades are reviewed and any student with the following grades may be placed on academic probation.

- A grade of 1 (Beginning) for any reporting category for any course

At mid-term, the school will review the progress of all students and may decide at that time that a student should be placed on probation immediately. A student is normally placed on academic probation for one semester. A student on academic probation will receive the following services:

- Regular communication from teachers of the classes of concern
- Regular counseling sessions with the counselor
- Other supports may be put in place at the principal's discretion at the start of or during the course of the probationary period

During the probationary period, the student's progress will be monitored. At the end of the probationary period, the student's grades will be reviewed to determine whether or not the student has made satisfactory progress. In order to exit from probation, the student must demonstrate improvement by meeting the following minimum criteria no longer working at the Beginning proficiency level.

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. At the principal's discretion, certain services offered during probation may continue through the monitoring period.

If a student remains on academic probation for more than two consecutive semesters, the middle 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 progress necessary to improve his or her academic standing, the student may be assigned to repeat the current grade level or may be asked to withdraw from ISK.

### **Promotion Requirements**

In order for students to be promoted to the next grade in middle school they should have successfully completed and received passing grades in all of their classes.

Promotion from middle school to high school is dependent on academic achievement and a recommendation from the middle school principal to the high school principal that the student is likely to be able to achieve success in the high school program. However, the high school principal has the authority to make the final decision about accepting any student into the high school considering academic achievement, behavior, attitude and aptitude.

## **Section 8: Student Behavioral Expectations**

### **I Philosophy of Discipline in the Middle School**

The International School of Kenya strives to maintain an atmosphere during school and during extracurricular activities that enhances the potential for success of every member of the school community. In a culturally diverse school setting such as ISK it is impossible for the school to adjust itself to the cultural expectations of any given individual. ISK's commitment to learning includes three primary functions of discipline:

- 1) Guarantee an environment that is safe from physical and emotional harm;
- 2) Provide classrooms where mutual respect is the underlying principle and where rules are explained and enforced as fairly and consistently as possible; and

- 3) Help young people understand how to interact in a socially appropriate way in varied settings both in and out of school.

It is important for students to understand that their actions and choices do have consequences and that they are responsible for the actions and choices they make. To ensure the academic and social success of students in the school environment teachers, administrators, and parents need to work cooperatively.

Expectations for student conduct shall be guided by values implicit in the ISK Mission, Vision and Aims statements, which emphasize responsibility, respect for self and others, compassion, critical and creative thinking, cooperation and perseverance. All adults in the ISK community shall share responsibility for developing and reinforcing these values.

## **II Student Code of Conduct**

### **RESPECTFUL**

#### **Respect Yourself**

- Conduct yourself with honesty and integrity
- Refrain from substance (drug/alcohol) use
- Keep yourself neat, clean and appropriately dressed for class
- Leave your gum at home
- Set attainable, yet challenging goals
- Accept constructive criticism
- Display good sportsmanship when winning and losing

#### **Respect Others**

- Be courteous to all members of our community
- Listen to other people
- Share ideas in a constructive way
- Help newcomers and visitors
- Use positive and supporting comments
- Behave in a safe manner
- Use appropriate language in school
- Wear hats, hoods, and caps outside of classrooms
- Dress in neat attire which takes into account cultural sensitivities

#### **Respect Property**

- Keep school equipment and books in good condition
- Return borrowed property in good condition
- Turn in lost items to the middle school office
- Deposit litter and waste in appropriate containers
- Leave others' property alone
- Maintain a safe, clean environment for others
- Keep feet off of furniture
- No Graffiti

#### **Respect Learning**

- Maintain quiet in and around classes in session

- Participate fully in instruction
- Arrive on time and prepared for class
- Ask appropriate, on target questions
- Strive to do beyond the minimum required
- Academic honesty is expected

### **Respect Authority/Leadership**

- Exercise self-discipline
- Follow directions of teachers/administrators
- Use correct channels for complaints and suggestions
- Offer ideas and alternatives rather than criticism
- Support the middle school student government and school sponsored activities

### **RESPONSIBLE**

- Be on time to class and other school activities.
- Come to class prepared with all required materials.
- Stay organized.
- Follow the dress code as outlined in this handbook.
- Keep food and drinks out of the classrooms. Water only.
- Use laptops and other electronic devices for educational purposes only. Cell phones and other personal electronics should be left in the locker during the school day.
- Take care of my valuables. Use my locker.

### **HONEST**

- Practice academic honesty. Complete my own work.
- Be respectful of other people's property.
- Be truthful. Honesty is the best policy.

Please Note -Because of the school's concern for the safety of all community members and visitors to the campus, skateboarding, rollerblading, or roller-skating are not permitted. Bicycles and scooters cannot be ridden around campus.

## **III Behavioral Expectations**

### **1. Classroom Behavior**

All students are expected to display appropriate behavior while in the classroom.

Teachers typically deal with specific incidents that arise in their classroom, and they will determine the consequences. However, if the nature of the behavior warrants the child being sent to the office the consequences may include:

- ✓ Parent Contact
- ✓ Detention or
- ✓ Loss of after school privileges for a specific period of time.

Depending on the nature of the behavior, the principal reserves the right to determine consequences on an individual basis. In the case of a student continuing to make poor behavior choices in the classroom leading

to a negative impact on the learning of other students in the classroom, the student's continued enrollment at ISK may be reviewed.

## **2. Language**

Students may not curse or use foul or suggestive language.

In most instances the use of inappropriate language will result in a verbal warning, Parent Contact, detention or loss of after school privileges for a specific period of time. If similar issues continue with a given student, suspension or enrollment review may result.

## **3. Offensive Remarks**

Students may not make derogatory comments to students or school personnel regarding race, culture, gender, ethnic group or physical appearance. Such comments, whether verbal, written, in electronic form or in any other form will not be tolerated.

For students who make inappropriate/offensive remarks or gestures the consequences may include Parent Contact, Detention, loss of after school privileges or suspension for a specific period of time.

If this behavior becomes a chronic problem counseling may be required for the student and/or family; the Director will be informed; and, the student's enrollment status may be reviewed.

## **4. Harassment/Bullying**

Students may not harm or harass others verbally, physically, emotionally, in written form, in electronic form or in any other form.

Bullying and harassment are acts of aggression with the intent to cause harm, embarrassment, or discomfort to another. Both usually involve an abuse of or an imbalance of power. Individuals or groups may be involved. Bullying and harassment cause considerable distress and can take many forms. Examples of bullying and harassment:

- Physical bullying includes: hitting, pushing, tripping, spitting on others, kicking, and destruction or theft of another person's property.
- Verbal bullying includes: teasing, using offensive names, ridiculing, spreading rumors, offensive notes or graffiti, gossip or malicious rumors about others, and extortion.
- Cyber bullying includes: 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. This can also include "sexting", inappropriate and/or explicit images.
- Non-verbal bullying includes: rude gestures, or spreading embarrassing or intimidating pictures or video.
- Gendered bullying includes: Bullying based on gender or gender-role stereotypes.
- Sexual harassment includes: Unwelcome sexual advances, requests for sexual favors, or other intimidating verbal, nonverbal, or physical conduct of a sexual nature.

It is each community member's responsibility to ensure that ISK is a safe, comfortable place for all students. Whether the bully, 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 bullying. Students not comfortable challenging a bullying or harassment incident at ISK are expected to bring the incident to the attention of an adult so that it can be dealt with effectively. This expectation helps to promote a safe and supportive environment for all.

For students who harass/bully others in any way the consequences may include:

- ✓ Parent Contact

- ✓ Detention, and/or
- ✓ Loss of after school privileges, or
- ✓ Suspension for a specific period of time.

Recommendation for expulsion may result depending on the nature of the harassment/bullying. Counseling may be required for the student and/or family.

Depending on the specific nature of the harassment/bullying, the principal reserves the right to determine consequences on an individual basis. In the case of a student's enrollment status being reviewed, expulsion may be recommended. If so, the Director will make the final decision.

## **5. Fighting**

Students may not engage in physical fights with others or instigate/encourage fighting amongst others. Students are expected to be responsible for keeping their hands and feet to themselves.

Fighting is not permitted in the school or anywhere on campus. There should be no unwanted physical contact between students. This applies to fighting and friendly wrestling around. Pretend fighting or inappropriate physical contact is not allowed and will be handled as if it were actual fighting because it is difficult for an observer to discern fighting from pretend fighting.

The consequences for fighting will typically involve suspension from school for a period of time for those involved. Depending on the circumstances, the enrollment status of those involved may be reviewed.

## **6. Vandalism**

All students are expected to respect the property of the school and other people at all times. Students are held financially responsible for any breakage, destruction or defacing of property whether willful or not.

Depending on the nature of the vandalism, the consequences may involve Parent Contact, Detention, loss of after school privileges, or suspension. Vandalism will involve monetary restitution for the repair or replacement. The director will typically be informed and, if vandalism occurs again, the student's enrollment status may be reviewed.

## **7. Stealing**

Students may not steal. Students are expected to respect the property of others. ISK should be an environment where property may be left in either locked or unlocked spaces without the concern that it will be taken. Students who violate this trust by taking property that is not theirs are subject to disciplinary action.

Consequences for theft will involve Parent Contact, return of the stolen item or monetary restitution. Additional consequences may include:

- ✓ Detention,
- ✓ Loss of after school privileges,
- ✓ Suspension, or
- ✓ Social probation.

Depending on the circumstances or repeated offenses, counseling may be required for the student/family or the student may be recommended for expulsion. If expulsion is recommended, the Director will make the final decision.

## **8. Contraband**

All students are expected to bring to school only the supplies needed and equipment necessary for their classes and/or after school activities. Dangerous articles (knives, toy or real guns, other weapons, etc.) are prohibited on campus, at school-sponsored activities on or off-campus and while riding in an ISK vehicle.

Consequences for having contraband will involve Parent Contact and confiscation of the item(s). Detention or loss of after school privileges may also be applied. Depending on the circumstances, a student may be recommended for expulsion. If expulsion is recommended, the Director will make the final decision.

## **9. Dangerous Acts**

All students are expected to refrain from acts that may be dangerous to themselves or others. Dangerous acts that are done willfully with the intent to hurt another person (even if a student claims it was only done 'for fun') will be considered serious.

Depending on the nature of the dangerous act, the principal reserves the right to determine consequences on an individual basis. Consequences may include anything from detention, in-school suspension, out of school suspension or recommendation for expulsion. If expulsion is recommended, the Director will make the final decision.

For any issues of concern related to student behavior, attitude, performance or effort, the principal reserves the right to deal with any isolated or on-going issues on an individual basis. The principal reserves the right to override the consequences described if the situation warrants it.

Any issue that is of serious concern or of an on-going nature may result in the student's enrollment status at ISK being reviewed leading to a recommendation for suspension or expulsion.

## **10. Skipping Class/School**

All students are expected to attend all classes while in school. Skipping classes (purposely avoiding all or part of a given class session) is unacceptable.

The consequence for the first offense of skipping class will include:

- ✓ Parent Contact;
- ✓ Detention
- ✓ Loss of After School Privileges for a specified period of time (usually one week)

For subsequent offenses the following consequences will be applied:

- ✓ Parent Contact
- ✓ Detention for 3 weeks
- ✓ Loss of After School Privileges for remainder of the quarter or for 3 weeks, whichever is longer.

If a student continues to skip classes beyond a third offense, the student's continued enrollment at ISK may be reviewed.

## **11. Alcohol, Tobacco And Illegal Substances**

Board Policy guides all administrative actions at ISK. 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**

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 behaviors such as substance use. Students who have concerns about their friends are also encouraged to elicit support through a school counselor. In addition, ISK offers confidential drug testing as a way to support parents, upon request through the counseling department.

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. Details about self-reporting are explained later in this section of the handbook.

In the interest of maintaining a healthy, drug-free learning environment, the school’s procedures for contraband and substances include a range of tools including but not limited to CCTV cameras, sniffer dogs, and search of lockers, school bags, and other personal belongings when deemed necessary by the middle 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, 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.

### **Student self-reporting**

Students are encouraged to seek information and assistance from ISK counselors or other trusted school personnel concerning dangerous behaviors such as bullying and substance abuse. Students who have concerns about their friends are also encouraged to elicit support. In addition, ISK offers some in-house counseling, is sometimes able to connect families to and liaise with appropriate professionals outside of ISK, and is willing for example to coordinate on-campus, confidential drug testing as a way to support parents who request assistance. In cases of student's self-reporting conduct that violates school rules, the health and safety of the student at risk will be the school's top priority; as such the school will focus initially on supportive counseling/medical treatment and/or educational interventions. However, the school reserves the right to address and impose sanctions for any acts that compromise the wellbeing of ISK community members (e.g., harassment, violence, harm to self/others, or violations of the school substance abuse policy) on a case-by-case basis.

### **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.

### **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, school bags, and other personal belongings when deemed necessary by the middle school administration.

### **Student activities off Campus**

Our support, guidance, and concern for the learning of students do not stop at the school gates. Students engaged in unlawful activity, substance use, or 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.

## 12. ISK Search Protocol

In the interest of safety, the school's prevention procedures for serious matters such as contraband and substance abuse may include search of lockers, school bags, and other personal belongings.

Searches at ISK are therefore carried out either:

- a. As a precautionary/preventive measure, in which case the search would involve an entire group (e.g., sport team travelling to a tournament; all grade 8 student lockers) without individual exception.
- b. Or when a school staff member has reason to suspect that student property contains an item in violation of the school behavioral expectations (e.g., illegal substances; contraband; theft of property)

While the circumstances of a student property search may vary somewhat depending on the specific situation, the following protocol is to be followed as far as possible when searching **student personal property (e.g., bags, clothing items)**:

- The student(s) should be informed that a search of their property is to take place
- The search should be conducted in a private, discreet location away from the observation of other students
- Searches should be done under the supervision of an ISK administrator
- Two ISK adults must be present for any search (the guideline being female ISK adults searching female property, male ISK adults searching male property)
- At the start of the search, the student should be instructed to empty clothing pockets and open bag(s) to start the search
- The school has the right to insist that a student present all items on their person for inspection as part of a search. If a student refuses to comply with instructions, if there is doubt that all clothing pockets have been emptied, and/or if there is suspicion that an item is hidden on a student's person, an administrator should be contacted immediately for assistance with the search
- Food and drink items should be scrutinized with particular care (the guideline being store-sealed items safe)
- For 'questionable' items, an administrator should be called for assistance
- For group searches, students to be searched should be kept separate from those who have already been searched until the process is complete for the whole group

If an item in violation of school rules is found in a student's property/possession:

1. The bag(s) and item should be confiscated and an ISK administrator notified. The staff member who conducted the search should immediately hand the bag and item to an administrator; in cases where an administrator is not immediately available, the bag should be closed and sealed (with the item left inside the bag) and then delivered to an administrator as soon as possible.
2. The student should immediately be separated from other students.
3. The student should be informed why the property has been confiscated and informed that the school will be opening a case to investigate the matter.
4. ISK administration will inform the student's' parent within a reasonable period of time that the student is under investigation; under normal circumstances the parent would be informed before the school informs Kenyan police or other relevant authorities.

\*A separate protocol is followed when searching a **student locker or vehicle**.

\* *'Illegal' substances include all drugs that are illegal in Kenya.*

## Student Discipline

Learning best takes place in a supportive atmosphere free of obstacles and distractions. The School shall establish rules governing student behavior in order to ensure that such an atmosphere is maintained. The Administration will develop school-wide strategies for maintaining good discipline and curtailing inappropriate behavior. The philosophy of discipline at ISK is to foster the notion of 'learning from mistakes'. Corporal punishment and/or humiliation will not be used.

## Disciplinary Action

Depending on the nature and the magnitude of the violation and the age of the student, any or all of the following may result:

- Warning to the student, including the future consequences if a second or subsequent violation occurs
- Lunch or after school detention
- Letter or phone call to the student's parent(s) or legal guardian(s)
- Counseling of the student involved
- Parent/student/administrator conference
- Disciplinary probation (including suspension from extracurricular activities)
- Suspension: Disregarding rules and regulations in this handbook may result in suspension. Suspension may be in or out of school. The student is responsible, during the period of suspension, for obtaining and completing the assignments given during the period of absence from class.

In cases where the violation is of sufficient magnitude and/or if the offense takes place in the context of a history of violations of other school policies and rules, the Director may expel the student.

## FAILURE TO FOLLOW THE ISK RULES FOR:

### a) After School Activities and Supervision

All students who stay after school are expected to be involved in activities as described earlier in this handbook.

Students MUST sign up in the MS office indicating where they will be after school if they are not staying for an organized activity. Students must sign up and get a pass to go to the library or computer lab.

### Staying after school unsupervised is not permitted.

In order to remain after school in the library or computer lab, students must have something definite to work on.

Failing to adhere to these guidelines may result in the following consequences:

- ✓ the student may be required to remain in the office until transportation home is available
- ✓ loss of after school privileges, or
- ✓ social probation.

Parents may be contacted each time a student remains after school unsupervised.

### b) Technology

All students are expected to demonstrate ethical behavior in the use of technology.

Consequences for inappropriate/unethical behavior related to technology will include:

- ✓ Parent Contact and
- ✓ Loss of ~~recreational or academic~~ use of the school's computers for a specified period of time.

Permanent restriction may be applied if the issue is persistent.

Depending on the nature of the inappropriate behavior, the principal reserves the right to determine consequences on an individual basis.

### **c) Cooperation**

All students are expected to comply promptly and courteously with all directives from teachers or responsible adults.

Consequences for insubordination (disobedience to authority) may include:

- ✓ Parent Contact,
- ✓ Detention,
- ✓ Loss of after school privileges or
- ✓ Suspension depending on the circumstances.

If this becomes a persistent problem then the student may be recommended for expulsion.

**GENERAL NOTE ON EXPECTATIONS/CONSEQUENCES:** The expectations listed above do not address every possible transgression. It must be assumed that any behavior that is physically or emotionally harmful to another person, disruptive, or deemed by the administration to be unacceptable is subject to disciplinary action. Consequences applied to students for any harmful, disruptive or unacceptable action are at the discretion of the Principal.

## **IV Academic Expectations**

### **Homework**

All students are expected to demonstrate effort in completing assignments on time, to participate in classroom activities, and to perform to their individual level of ability on a consistent basis. Please refer to Section 5, Part VIII for more information about homework.

### **Academic Honesty**

Academic Honesty is the foundation of a quality education and a firm standard for the middle school. A student who violates Academic Honesty is one who engages in any act, or attempted act, designed to give unfair advantage to him/ herself or someone else.

Dishonest Academic behavior includes:

#### **1. Cheating:**

- using any notes, study aids, or information on a test or quiz without the teacher's permission
- changing a graded work after it has been returned, and then submitting the work for re-grading
- allowing another person to do your work
- turning in the same papers for credit in more than one course without permission from the course instructors (this includes handing in work from previous school years).

#### **2. Plagiarism:**

- turning in material that in part or whole is not written by you.
- using photographs or other digital media without practicing fair use

#### **3. Fabrication:**

- making up information and presenting them as facts

#### 4. *Obtaining an Unfair Advantage:*

- stealing, reproducing, circulating any information about tests and quizzes
- stealing, destroying, defacing or hiding library materials with the purpose of keeping it from others
- working with other students on any assignments without the teacher's permission
- retaining, possessing, using or giving away exam materials without the teacher's permission
- intentionally interfering with another student's work
- doing anything with the purpose of creating or obtaining an unfair academic advantage over other students' work.

#### 5. *Helping Others Be Dishonest*

- Helping others to do any of the things mentioned above.

#### 6. *Changing Documents and Permission Slips:*

- changing any school papers concerning your grades,
- forging anyone's signature or giving any false information of any kind including permission.

#### 7. *Looking at or Tampering with any Official school documents*

- viewing or altering computer records,
- modifying or deleting files from the assignments or transfer folder without permission,
- modifying computer programs or systems, or
- interfering with the use or availability of computer systems or information.

In instances of academic dishonesty, the teacher concerned will notify the Principal. Consequences for the first offence involve a decision from the teacher, which is generally a warning, discussion with the student, redoing the assignment/project/test/quiz and parent notification. The teacher has the discretion to modify the consequences for a first offense in order to take advantage of a "teachable moment." A second offense will result in: a conference with the student, teacher, parent and principal; counseling of the student; letter to the student's parent(s) or legal guardian(s); an Academic Honesty Reflection Project, and redoing the assignment/project/test/quiz. Habits of Learning grades will be affected by a student's academic honesty. After a third offense for academic dishonesty, the student's continued enrollment at ISK may be reviewed

### **Consequences for Inappropriate Conduct**

Procedures for responding to students whose conduct violates the values implicit in the Mission, Vision and Aims shall be transparent and documented in the respective Parent Student Handbooks. The objectives of those procedures shall be to:

1. Help the student learn from the incident;
2. Prevent similar incidents from recurring;
3. Ensure the safety and security of other students and community members.

### **V Discipline Process**

1. The teacher and/or Principal will determine the response or intervention to misconduct of a minor nature.
2. In more serious incidents, the Principal has the authority to suspend students from school

temporarily.

3. For the most serious incidents, or repeat offences, the Director has the authority to expel a student from school.

### **Description of Consequences**

Students enrolled in the ISK Middle School are expected to maintain respect for themselves, others, and school property at all times. The school assumes that all middle school students are capable of self-discipline and are responsible enough to behave in an acceptable manner. Should there be an infraction of ISK's code of conduct, consequences will be determined by the nature, seriousness or frequency of the offence.

### **Parent Contact**

Where 'Parent Contact' is listed as a consequence, this refers to parents being notified either by a phone call, email, or by a letter sent home of the circumstances involving their child. Depending on the situation, a teacher may contact the parents or the principal may contact them. If a letter is sent home, the secretary may call the parents to let them know to expect their son/daughter to bring the letter home. Letters brought home by students will involve the parent signing the letter and having the child return it to school so there is confirmation the letter was received. This may also be done via e-mail.

In certain circumstances, another means of 'parent contact' may involve the student being given the responsibility of notifying his/her parents of the event in question after which the parents write and send a note back to the principal to confirm that a discussion of the events was held between student and parents.

### **Loss of After School Privileges**

If students lose their after school privileges for a specific period of time, this means that they are not allowed to attend sports practices, sports events, rehearsals, or club activities. Students cannot stay after school for any reason but will need to take the early bus or be picked up immediately after classes end for the day.

### **Detention**

Detention refers to loss of lunch or after school time for a specific number of days. Students serving a detention for behavioral issues must report to a designated location. When detention is assigned, there is always a reflection or action for the student to do that will help with 'learning from the mistake'.

### **Social Probation**

Social probation means forfeiting the privilege of attending any after school activities, sports events or practices, rehearsals, performances, or social events during the period of the exclusion. Typically this serves as a 'final warning' before suspension or expulsion.

### **Suspension**

Suspension of a student may result if he or she exhibits behavior that:

- Poses an immediate or continuing threat to the safety of others;
- Clearly demonstrates a conscious failure to live within and abide by ISK behavioral expectations;
- or
- Deliberately, significantly, and consistently disrupts and impedes the learning of others.

### **In-School Suspension**

Students who are assigned an in-school suspension must report to the principal's office with the necessary materials to complete the assignments for which they have been referred or to continue class work (provided by teachers). Students do not attend their regular classes nor spend break or lunchtime with

other students. The student must leave the school campus immediately after classes end on the day(s) of the suspension. They cannot take part in any afterschool activities nor can they attend any evening activities on the day(s) of the in-school suspension. Parents will be notified.

### **Out-of-School Suspension**

Students who are assigned an out of school suspension cannot attend classes for the days when the suspension is in effect. They cannot attend any after school activities nor can they attend any evening activities on the day(s) of out-of-school suspension. Students who are suspended are expected to complete all missed work and make up any tests upon returning to school.

### **Enrollment status review (Expulsion)**

For the most serious incidents, or repeat offences, the Director has the authority to expel a student from school.

### **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.

### **Final Authority for Disciplinary Consequences**

Any disciplinary consequences may be appealed to the next decision-making level. Final authority for disciplinary actions on student conduct rests with the Director. In the event of a challenge to a Director's final decision, the Board of Directors may be asked to confirm that due process was followed

## **Section 9: General Information**

### **Office Hours**

The Middle School office hours are as follows:

Monday – Friday: 7:30 am – 5:00 pm

Contact Information - MS Mobile no: 0733 639341

Email: [mssmail@isk.ac.ke](mailto:mssmail@isk.ac.ke)

Website: [www.isk.ac.ke](http://www.isk.ac.ke)

### **Emergency Procedures**

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

- All contact information should be sent to: [registrar@isk.ac.ke](mailto:registrar@isk.ac.ke)
- Provide ISK all telephone numbers for your household. Please ensure that you contact the school with either new or additional numbers.
- Provide ISK your email address so that messages or school-related information can be sent via e-mail.
- 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 main gates (driver notified, if you have one).

### **Security Information**

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 and divisional offices) 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.

### **Drills & 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.

"Fire" drills and "Duck & Cover" drills are held quarterly to prepare students to know how to respond appropriately if a genuine emergency should arise. Teachers are trained in First Aid and can assist the school doctor if needed. Counselors and other special service staff are trained and prepared to deal with psycho-emotional problems that might result from crisis.

## **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.

*Please refer to Section 3 regarding information about Temporary Guardianship.*

## **Permission to leave School during the School day**

ISK is a closed campus, meaning that students remain on campus for the duration of the academic day. Students may leave campus during the school day only for valid 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.

### **Transport and Parent Responsibility**

It is the parent's responsibility to ensure that their child arrives on time each school day and is picked up promptly at the end of the day's activities. For families that do not use the bus service and arrange their own transportation, students should be dropped at school by 8:10 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 parents' responsibility to make appropriate arrangements for their child's safe collection from school, and ensure that the child is not left waiting at the ISK security office for an unreasonable duration of time. The same expectations apply for weekends and holidays.

Important additional information about student departure from the ISK campus:

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

### **Student and Parent 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 checkout 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.

## **Buses**

- Faculty and student housing compounds are identified at the start of each school year to serve, as safe havens for ISK school buses if routes were blocked and a bus could not return safely to ISK.
- All ISK buses are equipped with two-way radios and are in regular contact with the school.
- Bus monitors are on board each bus and are trained along with the bus drivers to react appropriately in the event of an emergency. First aid kits are aboard each bus.
- Selected ISK staff members have been provided with radios to be used in the event of an emergency.
- See complete Bus Regulations that are included at the end of this section of the Handbook.

## **Bus and Transportation Regulations**

Students who use ISK buses and other transportation are expected to observe the following regulations:

1. A seat belt is to be properly worn by every passenger on the bus at all times.
2. For a student to be permitted to ride an ISK bus he/she must be registered on the bus. A registration form can be obtained from the Operations Manager. This form must be filled-in and forwarded to the Operations Manager immediately.
3. Students will not be permitted to change buses unless the student's parent/guardian has filled-in a "Change of Route" form. This form can be obtained from the Operations Manager and is to be filled-in and returned to the Operations Manager no later than 24 hours prior to the change of bus route.
4. Students may only ride their designated buses. If a student has a note from his/her parents/guardians for an out of the ordinary or unexpected change of route that has been approved by a teacher, principal or the Operations Manager, he/she will be permitted to ride on another bus.
5. Any student in grades Pre-K through Grade 5 must be picked up at their bus stop by an adult. Any student in this category that is not met at their bus stop by an adult will be brought back to the ISK. The parent will then be notified to pick up the child/children from ISK.
6. Students will board and leave the bus in an orderly manner.
7. All students will be assigned seats by the bus monitor.
8. Students are to keep within the confines of the bus. They are NOT to have any limbs hanging out of the windows. Students should face the front of the bus. Feet should not protrude in the aisles.
9. No shouting, whistling, yelling, etc. on the bus. Only radios or walkmans with headphones can be used on the bus.
10. Students must immediately adhere to any directives given by the Bus Monitor/Driver and treat him/her with respect.
11. After school, students should board their buses when designated by the teachers on duty. Any student trying to board a bus that is in motion will NOT be allowed to board.
12. Students are not to change seats while the bus is in motion.
13. No eating or drinking is allowed on the bus only drinking water from a plastic container during late bus is allowed and glass bottles of any sort are prohibited on the bus.
14. Use of inappropriate language (swearing) is strictly prohibited and the use of any such language is a reportable offence.
15. Couples are reminded that they are in a public place; thus, affectionate behavior is inappropriate.
- 16\*. Fighting is not permitted on the bus.

- 17\*. Students are not to throw anything within the bus, out the windows or trail anything from the bus windows.
- 18\*. Parents will be held financially responsible for any damage to ISK vehicles,, which is a result of vandalism, by their child/children.
- 19\*. Students are not to be involved in any behavior that is potentially dangerous or injurious to himself/herself, to other bus passengers, to pedestrians or other vehicles.
- 20\*. Smoking on the bus is strictly prohibited.

**\*Rules 16, 17, 18, 19 and 20 require Step 2 discipline, which is immediate suspension. Students will not be issued a warning if one of these rules is broken.**

**PLEASE NOTE:**

\*These behavioral rules are designed to ensure the safety of all children. Students who choose to violate these rules will be disciplined. Unless stated otherwise, a first bus offence results in the student meeting with the division Principal. A second offence receives a warning letter to the parents from the division Principal. A third offense results in a three-day suspension from the bus service, and a fourth offense, the student may be suspended from the bus service permanently.

\*Bus routes and/or bus stops are fixed and may be changed only with ISK administrative approval. 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 bus stops 5 minutes before the scheduled departure time. If they are not there at the appointed time, the bus will continue to the next stop.

\*Any parent who feels there is a situation on the bus which requires investigation or correction, should contact ISK's Operations Manager at extension 391. ISK encourages this feedback in order to provide the best and safest transportation possible within the means at its disposal.

**Food Service**

The International School of Kenya (ISK) promotes and encourages healthy eating patterns for the community to support health and overall well-being. Middle School students may purchase lunches at the school's canteen. It runs from Monday to Friday. A canteen committee meets regularly to monitor and advise the school canteen. Menus are frequently reviewed by a committee, ensuring that lunches are nutritious, well balanced and follow the ISK Food Policy. No pork products of any type are offered. The weekly menu is posted on the link. Students may also purchase snacks during our snack break and after school. Please note that disposable plastic bottles are no longer 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.

**Health Office**

**ISK Health Policy:** All students enrolling at ISK must have an updated Health form completed by a physician. Board policy requires that all students have a physical examination every two years and that health forms inclusive of immunizations are updated and resubmitted by parents. Parents must inform the Health office 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 is to recommence sporting activities.

**Opening Hours** - The Health Office is open Monday to Friday 6:30 a.m. to 5.30 p.m. and Saturday 8:00 to 12 Midday during the semester. During the vacation it is open from 8am to 4pm.

**First Aid**-The Health office team attends to all minor injuries and illnesses. Students who feel unwell at school should go to the Health office with a note from their teacher or accompanied by a teaching assistant. The Health office communicates back to the class teacher if necessary. The student must return immediately to his/her class if they are well enough to do so. If the student requires further medical intervention the Health Office will inform the parents to organize for the same and the gate pass for the security will be given at the Health office. In an emergency evacuation the parents will be informed and with the Health team organize the evacuation to the medical facility of their choice.

**Prescription Medication**-Parents whose children have to take prescribed medication will be required to submit a signed permission slip authorizing the Health office or other guardian to administer the medication during the school hours on or off site.

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 including inhalers for asthmatics, an EpiPen for anaphylaxis 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 expiry is imminent.
  - 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 instructions on administration
- 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.

**Communicable Disease**-Students who have a communicable disease 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.

**Head Lice** - 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 office has confirmed they are free of nits and lice.

***The Health Office will notify parents in the following situations:***

- If the student requires further medical assistance
- To clarify anything on the health forms
- When the student is clinically unwell, has a rash of unknown origin or has an obvious contagious infection
- Head injuries

### **Nut Allergies**

Please note that we have a number of students who have severe/ life threatening nut allergies in elementary school. As this number has increased, we kindly request that parents send their children with nut-free lunches/snacks. Please have a look at the guidelines below the school has put in place for serious allergies. Feel free to contact the School Nurse on 0733-639-344 or Patricia Salleh Matta at 0733- 639-340 with any further queries.

### **The International School of Kenya Serious Allergy Guidelines**

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

- When a child is enrolled at ISK, it is imperative that this allergy be made known to all before they

actually start school. As soon as parents inform us of their child(ren)'s allergy and the degree of seriousness, the school will generally act as follows:

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

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

1. Administer the Epipen or equivalent pertinent medication
2. Call the Health office for immediate assistance (0733639344)
3. Inform the pertinent division office
4. The office will then immediately call the parent
5. The student will be monitored by the Health office team or a responsible adult until the team arrives.

**Sun Policy Sun Smart UV Alert: Unprotected exposure to the sun while playing outside may result in sunburn so sending in sunscreen with a high UV protection factor is advised.**

### **Campus Access Guidelines**

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

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

### **Student Supervision**

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

### **Campus Safety**

All school rules apply when students are on the ISK campus; the safety and security of our students, staff and families is a top priority. Students and/or their families who use the school campus outside of normal school hours do so at their own risk. 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:

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

### **Community Members**

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

The ISK swimming pool is open for use by ISK Community Members and 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, Fitness Center and Outdoor Tennis/Multi Courts – Hours of Operation**

The ISK website always has the current, updated hours and days of operation or closures for these three areas of our campus. Please consult the website prior to coming to campus to avoid disappointment or inconvenience. Click on "Community" then on "Facilities."

<http://www.isk.ac.ke/admin.cfm?tab=6>

### **Swimming Pool Schedule 2018-19**

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.

## **ISK Swimming Pool Rules & Regulations**

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

## **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 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 retrieve 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).

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

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

### **Dogs on Campus**

No dogs are allowed on campus at any time.

### **No Smoking on Campus**

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

## **ADDITIONAL POLICIES AND SERVICES**

### **Technology Integration at ISK**

At ISK, students develop lifelong Information Communication Technology (ICT) capabilities as they learn to use ICT effectively and responsibly in their learning. Grades 3 to 6 students have access to an individual iPad throughout the day. Grades 7 and 8 students use Chromebooks and in the High School, all students bring their own Mac laptops each day. ISK also has specialized labs per division, a design lab, a multimedia lab as well as a number of laptop / iPad carts throughout the school.

### **ISK Responsible Use Agreement for Network and Technology Services**

ISK network and equipment are intended for educational purposes. Access to online content via the school’s network may be restricted in accordance with ISK policies and government regulations. Misuse of

ISK resources will result in disciplinary action to be determined by the Administration. ISK will not be held accountable for any harm or damages that result from misuse of school technologies.

### **Usage Policies**

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

### **Web Access**

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

### **Respect Other's 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 should 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 should report any loss, damage, or malfunction of ISK equipment to IT staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse.

### **Personally-Owned Devices**

We strongly discourage students from bringing personally owned devices to school. In classes, students should only use the school-issued iPad or Chromebook. If a student brings a personal device to school, any misuse of personally owned devices may result in removal of that device from the network and/or disciplinary action. On campus use is permitted outside school hours, unless such use interferes with the delivery of instruction by a teacher or staff or creates a disturbance in the educational environment.

### **Security**

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

### **Downloads**

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

### **Netiquette**

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

### **Plagiarism**

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

### **Personal Safety**

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

### **Cyber bullying**

Cyber bullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and 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, cyber bullying can be a crime.

### **Limitation of Liability of ISK Network and Technology Services**

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

### **Violations of this Responsible Use Agreement**

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

- Suspension of access to ISK networks, technology, or computers.
- Actions may include consultation with parents, detention, suspension from school or school related activities, and in severe cases expulsion.
- For extreme violations ISK reserves the right to pursue legal action and/or prosecution if the Board of Directors with counsel from the Director deems necessary.

### **Middle School iPad & Chromebook Guidelines**

#### **Personal Apps**

The iPad and Chromebook is a school device. Students should not have personal apps on the device.

*\*Parents: Please direct any special requests or questions to the MS Tech Coordinator*

#### **Protect**

- Keep your iPad and Chromebook locked up or in a secure location at all times. Lock it up during lunch. *Unattended iPads and Chromebooks are collected and stored in the MS Office.*
- Keep it in the case/cover.
- Make sure iPad/Chromebook is labeled with your name.
- Make yourself the ONLY user.
- Transport the iPad/Chromebook in your bag to and from school.
- Carry your iPad/Chromebook with two hands at school.
- Use your ISK email account to identify yourself in all school-related communications.
- Keep your password and login information private.
- Protect yourself and others by not providing or offering personal information about themselves or anyone else while online.

### **Be Careful**

- Insert and remove all cords, cables and removable storage devices carefully.
- Keep food and drink away from all technology equipment.
- Keep your iPad/Chromebook free of stickers, drawings or permanent markers.
- Do not set items on top of the iPad/Chromebook.
- Don't leave your iPad/Chromebook outside or in direct sunlight for a prolonged period of time.
- Clean the screen with a soft, dry cloth; do not use household cleaners.

### **Be Responsible**

- Use technology when appropriate.
- Maintain your browsing history. (no private browsing, no deleting history)
- Share your passcode with your advisor.
- Bring your iPad/Chromebook to school fully charged.
- Immediately report loss or damage to the MS office.
- Use only school-approved and legally-obtained software. (Piracy, making illegal copies of music, games, movies, or written work, is not acceptable.)

### **Be Present**

- Turn off distracting notifications.
- Stay off personal apps and personal websites during the school day.
- Be respectful of the teacher lesson and outlined plan. Unless requested by a teacher, don't email or message during class.
- Keep iMessage, Facetime, Skype and any other chat/video services switched off during the school day.
- Close your iPad during breaks and when walking around campus.

### **Be Thoughtful**

- Streaming and downloading videos and games that are not required for class is strictly prohibited.
- Each iPad has a unique identification number and at no time should the labels or numbers be modified or moved.
- Properly cite all information, images, music and videos used for school or personal purposes. (Plagiarism, presenting the work of others as one's own, is not tolerated in Middle School and could result in disciplinary action.)

### **Be Respectful**

- Use polite language in all communications inside and outside of the school community, including

emails, instant messages, digital images/videos or web postings.

- Represent yourself honestly in all communication. Do not assume someone else's identity or pretend to be someone else.
- Access only appropriate sites and report any threatening or disturbing material to a teacher.
- Respect the privacy of community members by not using another person's ID or password, or accessing other people's accounts in any way.
- Respect the work and files of others and agree not to open, copy, change, delete, or damage files or folders of others.
- Recognize that anything posted online is both public and permanent and thus creates a personal digital footprint

### **Cell phones & personal technology**

Each day that a cell phone is brought to school, it must be stored in a locker or, if desired, held in the MS office for safekeeping. Phones should not be kept on one's person or in school bags. Personal cell phones may not be used to make calls during breaks or between classes. Students should come to the MS office instead and request use of the school line. **Please note:** because cell phones are easily lost, misplaced, or otherwise disappear, it is strongly suggested that parents resist the pressure to purchase an expensive device with features unrelated to basic phone services. Phones used during the school day may be confiscated and held in the office until the day's end.

Students are strongly discouraged from bringing valuable electronic devices such as iPads, laptops, iPods, digital cameras, cell phones, etc. to school. If a student brings any personal electronic items to school, it is the student's responsibility to keep any/all valuable items locked inside their locker at all times. They should not be brought to class. The school cannot accept any responsibility for the loss or damage of such items. It is better for the students to leave these items at home.

### **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 in accordance with ISK's Mission and Vision. This includes dressing neatly and respectfully. Clothes should be in good condition, and underwear should not be visible at any time. Attire should be respectful of our diverse cultural community. Students are expected to wear appropriate footwear at all times. Clothing and jewelry must not contain statements or insignias of questionable taste (e.g. racist symbols, crude gestures and offensive wording). Clothing or jewelry that advertises, promotes, or contains references to drugs or alcoholic beverages is prohibited. In elementary and middle school there is a specific Physical Education uniform that students will need to purchase and wear during their PE classes. The uniform (specific shorts and shirt) will be available to purchase from ISK.

In supporting ISK's dress code, you are supporting the cultural diversity of our school community. Thank you for your support and understanding.

### **Lockers**

Middle school students are assigned locker space and are provided school-owned combination locks for their lockers. Only those locks provided by the school may be used and students must keep the locker assigned to them. The MS secretary coordinates the assignment of lockers. All students are expected to keep **all** of their valuables locked in their locker (not in their book bags!) at all times. The school cannot accept responsibility for lost or stolen items. Book bags that students use must be able to fit inside the assigned locker space. No student materials should be left outside of the lockers. Students are responsible for the locks assigned to them. A fee of 800/= KSh will be charged for each lock that is lost or damaged.

### **Lost and Found**

## Overview

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

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

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

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

### 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.**

### Procedures for handling Lost Property

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

It is the property owner's responsibility to report and search for any lost item.

High value items remaining unclaimed for one year will be disposed of under the supervision of the Business Manager as follows:

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

### **Lost School Materials**

Students are responsible for textbooks issued to them by the school. Minor wear and tear is expected but significant damage or loss of a textbook or other school materials will need to be paid for at replacement cost. Standard rates apply to textbooks: Hardcover textbooks - US\$80.00 and paperback textbooks - US\$40.00 and smaller, classroom library softcover texts - \$25.00. Lost locks cost 800/= KSh each. The library staff assesses the cost of individual library books.

If a student has misplaced a school-issued iPad or Chromebook, it should be reported immediately to the MS Office. It is then communicated to Security and Tech Offices to start tracking the device as soon as possible. A lost iPad costs US\$400, and a lost Chromebook costs US\$350 to replace.

### **Student Guests**

Occasionally, ISK students may invite non-ISK students to join them for the day. The middle school principal welcomes guests on campus, and requires a written communication 24 hours in advance of a visit in order to accommodate requests. The written communication should include the guest's name, the hosting student's name, and an 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.

### **Private Tutors**

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

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

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

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

When that step is necessary, it will be important for the teacher, tutor and learning support teachers (and teaching assistant in the elementary grades) to be "on the same page"--for all to have a clear idea of the

learning goals for the student. Such a dialogue also allows the school to track where and when tutors are being employed, and to collect appropriate feedback on their effectiveness.

### **ID Badges**

Students in grades 3-12 are issued a photo 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 barcode 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.

### **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.

## **Section 10: Appendix**

### **I Assessment Practices**

Assessment is the continuous process of gathering, analyzing and interpreting evidence so students and teachers can make informed decisions that enhance student learning. For more information about assessment, please refer to Section 7: Assessment & Reporting.

### **Key Principles of Effective Assessment**

#### **Effective Assessment:**

- **benefits students.** – It clarifies for them what they know and can do and what they still need to learn.
- **involves students** – Students discuss, clarify, and reflect on their goals, strategies, and progress with their teachers, their parents and one another.
- **supports teaching and learning goals.** – Students understand the desired outcomes and the criteria for success. Important outcomes are emphasized, and the teacher gives frequent and specific feedback that helps the students to reach them.
- **is planned and communicated to students.** – Outcomes, teaching strategies, and assessment criteria are carefully matched through backward planning. Students know in advance how and why they are to be assessed. The teacher’s program planning is flexible so that they can make changes in response to new information, opportunities, or insights.
- **is suited to the purpose.** – Evidence is obtained through a range of informal and formal assessment approaches. These approaches are chosen to suite the nature of the learning being assessed in line with the curriculum standards, the varied characteristics and experiences of the students, and the purpose for which the information is to be used.
- **is valid and fair.** – Teachers obtain and interpret information from a range of sources and assessments and then base decisions on this evidence, using their professional judgment.
- **is embedded in the school ethos.** – The school educates parents, students, teachers and administrators to become assessment literate.

### **Assessment Terminology**

## What is meant by the term ...

**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).

**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)

**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.

**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.

**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."

**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.

**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.

**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.

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

**Instructional (or learning) activity**—is the process by which a teacher plans instruction for the purpose of achieving content/skill and performance objectives or targets. It involves the choice of vehicles most appropriate to gaining student understanding or skill and very much depends on the student's' abilities, interests, and readiness levels. Ideally, instructional or learning activities or designed to appeal to a variety of learners and to provide opportunities for all types of learners to access the important critical content and skills.

**Marks vs. Grades**—in the literature that we will use most often, 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.

**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

**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.

**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.

**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.

**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.

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

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

## II MS: Frequently Asked Questions and Where to Find Answers

### General Topic - Changing Schedules

**Question** *I think I am in the wrong level in my Spanish class. Who should I see to straighten this out?*  
**Answer** First check with your teacher. If your teacher agrees, ask him or her to contact the counselor or principal. One of them will see to the change. You should know that changing one class often affects the rest of a schedule so if you have doubts, act quickly. Please note as well that inappropriate course level or inappropriate placement are the only valid reasons for seeking a course change.

Preference for a certain teacher or group of friends is no reason for seeking a schedule change.

### **General Topic - Lockers/Security**

*Question* My locker isn't working properly. What should I do?

*Answer* See the secretary in the Middle School office. She will either arrange to have your locker repaired or she will assign you to a new one.

*Question* I can't get my lock to open. What should I do?

*Answer* Ask one of your teachers, the MS secretary, the counselor or the principal for help. DO NOT ask a classmate! You need to keep your combination secret so that your locker is secure.

*Question* What should I do if I think a possession of mine has been stolen?

*Answer* First, be sure you are dealing with theft. Look around thoroughly for your possession; backtrack to where you have been. Then ask at the middle and high school offices whether the item has been turned in. If you have no success then see the principal to file a report. He will place a description of the lost item in the middle school bulletin for several days. Let him know the outcome of the notice. Finally, **THE MOST IMPORTANT THING** is to be very careful with your belongings. Never leave your valuables unattended. Keep all of your valuables locked inside your locker at all times. Remember, the vast majority of all theft involves carelessness on the part of the owner. Also, be sure to keep all of your possessions locked inside your PE locker during your PE class. If you do not make sure that your lock is securely locked and the lock is stolen, you will be responsible for paying 800/= KSh to replace the lock.

### **General Topic - Peer Behavior**

*Question* What do I do about this guy who bugs me by calling me names, bullying me, and generally making my life miserable?

*Answer* Use this procedure: talk privately with the counselor, your advisor or one of your teachers about the problem. Maybe your desk can be moved or some other action taken. You may want to see the counselor to see if you can get the help you need. Finally, don't hesitate to see the principal. He too will do whatever he can to help you solve your problem.

### **General Topic - Homework**

*Question* I seem to be spending a lot of time doing homework. How can I get some relief?

*Answer* Talk to your teacher first. You can also talk to the counselor or your advisor. They may be able to offer some suggestions about how to manage your time better. Maybe a few minutes help from him or her in organizing your work or explaining directions would ease the burden. Certainly say something to your classroom teacher if the workload is too much for you to handle.

### **General Topic — Attendance**

*Question* What should I do about homework if miss school?

*Answer* Have one of your parents call or come by the Middle School office and let us know how you're doing and how long you're likely to be absent. We will gather your assignments for you. You can ask us to send them home with a brother, sister or friend or one of your parents can come by the office at the end of each day and pick them up. Of course, if you are seriously ill you may have to wait until your return to school to catch up.

If you know you will be absent ahead of time for something planned, it is your responsibility to meet and talk with all of your teachers so you can get any work before you go.

### **General Topic — Lost Items**

*Question* What should I do if I lose something?

*Answer*

1. First, look in the last place you saw it.
2. Check the MS and the PE lost and found. If it was something of value (e.g. a phone), then check in the MS office.
3. You can put an announcement in the MS bulletin.

*Question* What if I lose a textbook or library book?

*Answer*

1. Find out how much the book costs. Check with the librarian if it is a library book and check with the MS office if it is a textbook.
2. Go to the Cashier and pay.

3. Bring the receipt to the library or the MS office.

### **General Topic — Early Withdrawal**

*Question* We just found out that we will be leaving Nairobi before the year ends. What do I need to do about withdrawing from school?

*Answer* Have one of your parents send a note to the principal in the Middle School office giving the date of your last full day of school. He will inform each of your teachers. You will be reminded a few days before you leave to get a withdrawal form from the office. You will take this form to each of your teachers who will give you a departing grade and verify that all textbooks have been returned. You will also need to get a clearance from the library, the nurse, the business office and middle school secretary.

### **General Topic -After school activities**

*Question* I am not really in any activities after school. Can I just hang around and wait for my friends on the swim team?

*Answer* Students cannot stay after school without a legitimate reason to be here. If you have a school-sponsored activity after school or if a teacher authorizes you to work in the library or computer lab then you can stay. If not, you must leave the campus at the end of the day. If you do stay to go to the library or computer lab you **MUST** sign up in the office to let us know where you are and you must stay in the designated area until end of the after school time.

### **General Topic - Nurse**

*Question* I think I have a fever and feel sick. Can I see a nurse?

*Answer* Sure. Just ask your teacher. The nurse will let the office know you visited and what the outcome was. We may give your parents a call to let them know of the visit so they are aware of the problem.

### **General Topic - Phone Calls**

*Question* I have been asked by a friend to spend the afternoon at her house. Can I call home for permission?

*Answer* You may use the phone in the middle school office to make such calls. However, there are times when the office phone is not available so it is better to set up visits beforehand and bring a note from home giving you permission to ride a different bus. You cannot ride a different bus without a note giving you permission.

### **General Topic - Joining in**

*Question* I'm kind of shy and I'm not so good at sports. What activities are there for me?

*Answer* Try joining or starting an after school club. At the start of each semester the clubs that are being offered are announced. Each year there are clubs for people interested in different things like chess, art, computer, and other similar kinds of things. There is a drama production each year that you can be involved with if you are interested. If you want to start a club of your own, you need at least seven other people who are also interested. See the principal with your list of names and he'll try to find a sponsor for you who can help you get started.

### **General Topic - Visitors**

*Question* I have a friend visiting from Sweden. Can he spend some time here at school?

*Answer* We allow visitors from out of the country to join us at school for a day just to see what it's like here. Just be sure to see the principal a few days ahead of time so he can inform your teachers. This invitation to visit does not include students who attend local schools.

The most important thing to remember however is that all of us in the Middle School are here to help. If one of us doesn't know the answer, chances are we can direct you to the person who does. Please feel free to ask when you are unsure.

### **General Topic – Acronyms and Abbreviations**

*Question* What do all the different letters and abbreviations at ISK mean?

*Answer* 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...

### **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>ASA</b>	<b>After School 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> (all divisions). After school activities, clubs, sports and service learning programs in the MS – all MS students are required to submit a reflection journal at the end of each semester outlining their activities.
<b>GYM</b>	<b>Gymnasium.</b> This is a term to represent the ‘gym’. Before the Arts Centre was built, the MPB was the primary venue for large group gatherings and public performances.
<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>ISK Meetings for Professional Action, Collaboration and Training.</b> Students are dismissed at 1:25 on Wednesdays so teachers and admin. have the opportunity to work together to plan and learn together.
<b>ISA</b>	<b>International Schools Assessment.</b> This is an assessment that is administered to all students in grades 3-10 usually in October. The tests are administered over two mornings and cover aspects of reading, writing and mathematics. The results are NOT used for any sort of internal assessment or evaluation related to math or English classes. The results provide the school and parents with information as to how each student compares to a normed group of students of the same age level in schools similar to ISK. The tests do not in any way impact student grades at ISK.
<b>IT</b>	<b>Information Technology.</b> IT includes pretty much anything that is technologically based. IT is incorporated into the general classroom activities throughout the different school divisions.
<b>LRC</b>	<b>Learning Resource Center.</b> The LRC provides learning support for those students who have diagnosed difficulties with specific subjects or who have diagnosed learning differences. 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>LS</b>	<b>Learning Support.</b> LS is a service provided to students with learning difficulties or need of enrichment. LS teachers work with students in class and the LRC.
<b>MPR</b>	<b>Multi-Purpose Rooms.</b> These are located in the high school administration building and the Commons.
<b>PD</b>	<b>Professional Development.</b> ISK provides a variety of PD opportunities for its teachers. PD may include summer coursework, classes taken through some other means, workshops, teacher or training conferences, or in-service opportunities.
<b>PE</b>	<b>Physical Education.</b> PE is a regularly scheduled class for students at ISK.
<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>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 Support teachers, English for Speakers of Other Languages teachers, and counselors.
<b>SST</b>	<b>Student Support Team.</b> The SST consists of a group of teachers in addition to the LRC personnel. The SST will meet to discuss issues pertaining to a specific child and the child’s performance to determine what steps should be taken to be able to provide support for that student.
<b>TA</b>	<b>Teaching Assistant.</b>

## **Middle School**

**GIN** **Global Issues Network,** a growing international organization of students whose focus is to address issues largely

concerning the environment. There are regional annual conferences for GIN, and ISK will host the 2013 conference event for Africa.

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

**MSMUN**      **Model United Nations.** The MUN is a program for students that simulates how the UN works. There are many different MUN conferences around the world.

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