



INTERNATIONAL SCHOOL OF KIGALI

2009-2010 Parent/Student Handbook

Vision/Mission

The International School Kigali (ISK) is an independent, parent-owned, non-profit, educational institution offering a college preparatory program. ISK serves nursery through grade 12, and does so in English. ISK is an inclusive institution that welcomes all on a non-discriminatory basis regardless of race, creed, color, religion, national origin, gender, ethnic background, or philosophy. The vision of ISK is to provide a safe environment in which all students achieve high academic success, demonstrate critical thinking skills and become responsible and compassionate global citizens prepared for their next stage of life. This is accomplished through international accreditation, North American curriculum enriched with international best practices, offered in a challenging and diverse environment.

Introduction

Dear Parents/Guardians,

Welcome to the International School of Kigali! This handbook has been written to help acquaint you with our school. We ask that you review all of the information printed in the handbook and keep it handy for future reference.

Providing a quality education for students who attend ISK is the primary goal of the ISK staff. Good communication and a cooperative effort between home and school will help us to achieve this goal.

ISK offers international education based on the American Educational Standards, incorporating international best practices to boys and girls aged from 3 to 18. The academic calendar of ISK runs from September to June.

The school is organized in four main sections: Pre-school for children aged 3 to 4, Primary School for children aged 5-9, Middle School for children aged 10-12, and Secondary School for children aged 13-18. Enrolment in the school is drawn from Kigali's international community as well as from the local community.

We look forward to working with you!
Sincerely,
Brian Dolinger
ISK Director

Contact Information

The International School of Kigali is located 5 minutes from the Kigali city centre, in the quiet neighborhood located behind the Ministry of Justice in Kimihurura. You may contact us through any of the following:

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e-mail: info@isk-rwanda.org
Please also visit our website at: www.isk-rwanda.org

Table of Contents

School Management and Governance	4
ISK Board.....	4
Description	4
Vision	4
Admissions	4
Grade Placement	4
Enrollment	6
Tuition & Fees Payment	6
Philosophy	6
Objectives	7
ISK Language Policy	8
Curriculum and Accreditation	8
Assessment Policy	8
ISK’s Purposes for Assessment	9
Principles of Assessment/Characteristics of Effective Assessment	9
Reporting to Parents/Guardians	10
Physical Education	10
After School Activities	10
Field trips	11
Arrival/Pick-up	11
Attendance	11
Reporting Absences	12
Messages from Home	12
Newsletters	12
Visitors	12
Snacks and Lunches	12
Daily Outdoor Recess	12
Book Bags	13
Personal Belongings	13
Behavior Policy	13
Suspension and Expulsion	13
Bullying	14
Pets	14
Medication	14
Allergies	14
Injury Procedure	15
Emergency Response System	15
Illness	15
Physical or Sexual Abuse	16
Emergencies	16
Evacuation Procedures	16
Emergency Call Network System	16
School Closing	16
Grievance Policy	16

School Management and Governance

The International School of Kigali is a cooperative association specifically formed to provide an international education at the pre-school, primary, and secondary levels in Kigali.

The Association is subject to Rwandan law and is also underpinned by a set of statutes approved by the members.

An Annual General Meeting, usually held in May, gives direction to the school, performs a number of statutory functions and also elects a Board responsible for overseeing the management of the school.

The school is managed by its Director, Brian Dolinger.

Description

The International School of Kigali (ISK) is a small (80-100 students), non-profit, nondenominational, private school located in Kimihurura in Kigali, Rwanda. ISK is recognized and approved for operation by the Rwanda Ministry of Education.

ISK is formally organized as an Association. Under ISK statutes, the members (parents or guardians of enrolled children) of the Association elect its governing body, the Board. The Board consists of a maximum of seven voting members each elected for a two-year term. The director sits as a non-voting member of the school board. The Annual General Meeting of the Members approves the operating budget and sets the school's strategic direction, which is implemented by the Board. The Board appoints a Director who oversees the overall daily operations of the school.

The Members of the Association may also form the school's Parent-Teacher Organization (PTO) which contributes to the school and community by volunteering and organizing special events and projects.

Vision

The vision of ISK is to provide a safe environment in which all students achieve high academic success, demonstrate critical thinking skills and become responsible and compassionate global citizens prepared for their next stage of life.

Admissions

The following steps must be completed before a student is considered officially enrolled at ISK:

- Application Form and supporting documentation must be fully completed. The Director assesses the application
- If the application is accepted, the initial Membership Fee should then be paid. When the Membership Fee has been paid, the child's place at ISK is secured
- An Enrollment Form must then be completed and a copy of the child's Birth Certificate or Passport and Residence Permit is placed in the school file.
- The following forms are also necessary and available in the office:

- Student Health Record (in Latvian) which must be completed by a certified physician and be on file with the School Nurse together with the Child's Immunization Record
- ISK medical forms (in English) which apply to your child - Health History, Emergency Contact Form, Allergy Sheet, Asthma Sheet - must be on file with the School Nurse
- ISK Permissions Form allowing school staff to provide first aid, etc
- Previous School Records, if applicable

The above documents may be mailed or sent as e-mail attachments. Originals should be submitted in person as soon as possible.

If your child is in Primary School, please provide any records you may have about your child's previous educational experience. These records will assist the school in planning an appropriate educational program and placement for your child. If no school records are available, please request that the previous school supply a letter indicating the year(s) that the student attended the school.

ISK is an inclusive institution that welcomes all on a non-discriminatory basis regardless of race, creed, color, religion, national origin, gender, ethnic background, or philosophy; however the school is not equipped to educate children with various learning disabilities or severe physical handicaps. We will review each child's case individually to see if we have adequate resources for the child.

Grade Placement

ISK grade placement is based on the American system of education. Students enter ISK from a variety of educational backgrounds, and we consider factors such as age, previous educational system and academic success within that system when determining grade level.

Parents and applicants are responsible for providing all school records in English and grade placement cannot be determined without school records. Placement assessments may also be required, based on our evaluation of the applicant's educational background and records.

Appropriate Ages for Grade Placement for 2009-10

ISK uses a September 15 cut-off date to determine the age-appropriate grade level for children. Please note that age is only one of several factors that are considered when determining grade placement, and ISK reserves the right, in consultation with the family, to make the final decision regarding grade placement.

ISK Grade Level	Age before 15 September 2009
Pre-K1	3
Pre-K2	4
KG	5
Grade 1	6
Grade 2	7

Grade 3	8
Grade 4	9
Grade 5	10
Grade 6	11
Grade 7	12
Grade 8	13
Grade 9	14
Grade 10	15
Grade 11	16
Grade 12	17

Middle and High School Grade Placement

Grade placement for middle and high school applicants is determined based primarily on previous school records and the previous educational system in which the student was enrolled. Placement assessments may also be used to assist with the admissions process, to determine English level and/or math placement. Applicants coming from non-US based programs are encouraged to bring textbooks or examples of coursework from math, English and second language classes, in addition to the previous two years of school records.

For social and developmental reasons, ISK will not enroll students who are more than one year older or younger than the expected age for the grade in which they should be placed academically. ISK will also not accept students into grade 12 after the beginning of the academic year.

Students Transferring from Non-American Educational Systems

Education Systems with Alternate Calendars

Some national school systems (particularly in the southern hemisphere) have very different start/finish dates than ISK. ISK is conservative when placing students in such transfers. If a child has just finished the equivalent of our grade eight in one system in December, for example, and is transferring to ISK in January, we will not “skip” half of our grade nine year and enroll him/her in grade nine, in the middle of our school year. In most circumstances, the child will repeat the last of half of grade eight with us and then begin grade nine the next academic year.

British-Based Education System

There is a simple numbering difference between the British year system and the American system. We will use the scale below for purposes of grade level placement at ISK for students coming from British-based educational systems.

Years 10 and 11 are the equivalent of grades 9 and 10 at ISK. Years 12 and 13 (A-level years) are the equivalent of grades 11 and 12 at ISK

Elementary School

ISK Grade Level	Pre-K1	Pre-K2	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
British Year Level	Nursery	Nursery	1	2	3	4	5	6
Age by Sept 15	3	4	5	6	7	8	9	10

Middle and High School

ISK Grade Level	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
British Year Level	7	8	9	10	11	12	13
Age by Sept 15	11	12	13	14	15	16	17

Enrollment Policy

The official date of enrollment of a member in ISK is the date of payment of the application fee, registration fee, and tuition deposit. If the fee is paid by bank transfer the date ISK receives the full amount of the fee in its bank account is the date of enrollment. Tuition and other fees are set annually, generally in May, for the coming academic year

Tuition & Fees Payments

The school administration has the right to withhold a student's documents, progress reports, transcripts and diplomas, if the member is not in good standing, i.e. has outstanding invoices for tuition, school fees or other fees, has not returned library books or other materials that are property of ISK. The school administration will warn the member in writing at least 10 days in advance if any documents are to be withheld. By providing all student documents to a member, ISK confirms that a member is in good standing.

Tuition payments must be done via direct bank transfer and be paid in US Dollars.

Philosophy

As a school community, we believe that:

- Diversity enriches our educational experience.
- All students must be given the opportunity to reach their full potential, to become responsible for their own learning, and to develop into lifelong learners.
- Teachers guide students to construct meaning from their existing knowledge and personal experience through active and concept driven inquiry.
- The learning process should have a clearly-stated purpose, be enjoyable, meaningful, active, dynamic and have lifelong value.
- Multilingualism helps to develop respect and tolerance of all cultures, and instills a sense of belonging in the international community and in Rwanda
- Our school community has a responsibility to foster the recognition of universal human values as defined by the United Nation's Universal Declaration of Human Rights.
- The interest of each individual student should be the focus of all decision-making.
- Thoughtful interaction and supportive cooperation amongst the students, parents and staff are fundamental for the well-being of our school.

Objectives

As a school community, we strive to:

- Acquire educational resources and materials from various sources to reflect the different perspectives of our world.
- Ensure that the faculty and the curriculum facilitate the optimal learning experience and take into account individual learning styles, and the different needs and levels of ability.
- Celebrate and share our learning experiences through displays, performances, exhibitions, assemblies, and by visiting each other's classrooms.
- Encourage students to reflect regularly on their learning process, and express their development through various formats.
- Provide age-appropriate environment, small class sizes, and exceptional teachers to ensure that each student receives an individual and student-centered learning experience.
- Integrate assessment as an integral part of all our planning, teaching and learning strategies.
- Encourage the use and role of advanced technology where and when appropriate.
- Encourage and support professional development to ensure effective, creative and varied teaching methods.
- Integrate problem solving, experimentation, creativity, self-discipline, reflective habits, intellectual analysis and critical thinking into the learning experience at all levels and across the curriculum.
- Use fieldtrips, guest speakers, and performances to enhance our educational goals and to connect the classroom experience with the community.
- Instill in our students a respect for the environment and the awareness of individual, local, national, and global issues and guide them to take age appropriate action in response to their own needs and the needs of others.
- Celebrate cultural diversity by researching and sharing various cultural and belief systems.
- Provide opportunities for foreign language learning, and when needed provide an opportunity for English as an Additional Language (EAL) support.
- Model and foster respect for the rights and value of all people and the individuality of each member of our community.
- Provide time in all teachers' schedules for collaborative planning and reflection, to ensure that all teaching staff have an overview of the students' whole learning experience.
- Strive to receive and maintain accreditations by recognizable local and international institutions.
- Reexamine all our educational practices regularly.
- Ensure that all steering documents and financial records are available to all members of the school community.
- Involve representatives from the broad school community in regular revision of the school's steering documents.
- Ensure that the school's financial records are monitored regularly by the School Board, are audited annually by an independent auditor, and are approved by the Annual General Meeting.
- Provide sufficient funding for the effective implementation and ongoing development of the educational program in the school.
- Ensure that parental involvement is encouraged by the teachers and the school's Parent-Teacher Organization (PTO).
- Instill a sense of involvement, cooperation, stability and continuity through continuous communication with each student's family.

ISK Language Policy

English is the language of instruction at ISK. Language learning plays a major role at ISK where English often isn't the student's first language. All teachers at ISK are therefore considered teachers of language and strive to develop a caring language community. Students are encouraged to recognize that competency in language—and in more than one language—is a valuable life skill, a powerful tool both in societal communication and as a means of personal reflection.

English as Second Language (ESL) Support

To encourage ESL students to take risks in learning English, they need to believe that there is a good chance they will succeed. Teachers need to structure teaching/ learning situations so that students have opportunities for success. They need to use techniques that support students during the communication process and provide the “missing bits” when ESL students cannot fully express their meaning, by modeling and encouraging body language and gestures; language accompanying actions; building on to what other students say; and guided questioning.

Students at ISK will be provided an opportunity to receive additional ESL support after the regular school day. This optional, additional support will be accompanied by a fee to be paid with the tuition payment. The ESL teacher's role is to work in cooperation with classroom teachers to address day-to-day language needs of those students who speak languages other than English. The initial priority within ESL instruction is to equip students with enough language to enable them to forge social relationships and to cope with the practical expectations of life in an English-speaking school. When basic vocabulary and language structures have been acquired, it becomes necessary for ESL teachers to help students gain the spoken and written language required to function fully in the mainstream academic classroom.

Curriculum and Accreditation

The International School of Kigali follows a standards-based curriculum created from existing national and international standards. The educational program is American based, utilizing international best practices. Accreditation is an in-depth process in which ISK will undergo an extensive examination of every aspect of school operations. International accreditation will allow the ISK community a level of accountability in the operations and quality of the school. It will also allow ISK students to easily transfer to other schools around the world. A diploma from an accredited school will allow a graduate to apply at universities any where they may choose. ISK plans on initiating this process as soon as possible during this inaugural year.

Assessment Policy

ISK seeks to inspire the love of learning and assessment lies at the heart of this process. It provides a framework in which the educational objectives are set and students' progress is monitored and expressed. It forms the basis for planning the next step in response to students' needs. It is an integral part of the educational process, continually providing feedback and guiding the learning forward. It is incorporated systematically into teaching strategies and practices at all levels. The purpose of assessment at ISK is to improve learning, not merely to

measure it. At ISK we embrace the following quote: “Assessment is to be seen as a moment of learning, and children have to be active in their own assessment and to picture their own learning in the light of an understanding of what it means to get better.” (Black & Wiliam, 1998, p30).

ISK’s Purposes for Assessment

We use assessment as a vehicle to:

- motivate, guide and aid student learning
- promote self-monitoring and self-regulating learners
- identify, monitor and analyze student needs
- provide information about students’ levels of understanding, knowledge and skills
- contribute to the evaluation of ISK’s educational program and the effectiveness of teaching
- evaluate students’ levels of knowledge, comprehension, application, analysis, synthesis and self-reflection/evaluation
- encourage the development of critical thinking

We assess the changing beliefs and reasoning of student groups as well as individual students’:

- current abilities and levels of understanding
- learning process
- learning product(s) and results
- typical performance
- best performance
- ability to adapt to help and guidance
- ability to analyze, reason and negotiate

Principles of Assessment/Characteristics of Effective Assessment

Effective assessment provides vision and feedback for students, parents, teachers, administration, school board and the larger school community. It is sensitive to cultural, linguistic, learning and physical differences and should therefore be individualized and based on each student’s age, ability, needs, and prior knowledge.

Effective assessment allows the student to know the criteria in advance so s/he can assess, reflect and analyze his/her own learning and progress. It should guide students to demonstrate: their knowledge, skills and understanding of concepts; as well as their decision to take action.

Effective assessment allows the teacher to build assessment feedback into the planning, teaching and learning process. It should identify and evaluate enduring understandings and be based on: the central idea of the ISK Standards; the essential elements of the curriculum; and/or overall expectations of specific subject areas. It needs to take into account both the process and the result(s) of the inquiry process.

Effective assessment is a collaborative process where the identified learning goals are understood by all parts involved in the teaching and learning process. It should involve students and teachers working together to identify targets for learning and ways of to achieve these. Student’s prior knowledge and experience should be assessed before embarking upon new knowledge and

experiences. A variety of methods should be used for ongoing and regular assessment during the teaching and learning process to inform teachers and students about how the learning is developing. Students should have the opportunity to reflect upon and assess their own as well as their peer's learning using various methods including rubrics, and individual reflection writing. The summative assessment, which will happen at the end of the specific teaching and learning experience, should be planned in advance and based upon the identified learning goals.

The results of effective assessments should be reported to parents in a way that identifies achievements and what the student needs to do to improve.

Reporting to Parents/Guardians

- ISK schedules two 20 minute Parent/Teacher/Student Conferences per school year. One in the middle of the first two trimesters.
- ISK provides parents/guardians of students in Preschool-Grade 12 with three written reports per school year. One at the end of each trimester.
- Efforts are made to ensure that parents understand the information which is given to them about their child's attainment and progress.
- Written reports and student development conferences outline strengths in all aspects of school life and indicate areas that need to be developed.
- Students are actively involved and contribute to the reporting process.
- Parental involvement in students' learning is encouraged.
- Parental feedback is encouraged through the written reports' evaluation forms.
- Targets are set, shared with parents and reviewed with students.

Physical Education

The Physical Education Program is designed to offer students a variety of learning experiences and is a regular and important part of the curriculum. It stresses the development of physical, social and mental wellbeing.

If a child is to be excused from physical education or swimming classes for an extended period of time, s/he must have a written statement signed by the family physician. Children who are excused for a single lesson must present a valid written excuse signed by his/her parents. Students are required to wear clothing suitable for physical education. This includes gym shoes, shorts or sweatpants, and a T-shirt and/or sweatshirt. PE classes take place at the ISK facility.

After School Activities

After school activities are offered each term and comprise a variety of art, sport, language and other creative activities. These activities are optional and are organized in response to demand. These activities may require an additional fee as needed for supplies and equipment.

Parents are responsible for picking up their child at the conclusion of the activity. The number of participants for each activity is limited and places are allocated on a first come first served basis.

Field trips

Field trips are considered an integral part of the educational program of the school. Permission forms will be sent out prior to the trips. Student participants will be responsible for any additional costs. In order to lower transportation costs, parents will be asked to assist with driving their vehicles and accompanying the class of the trip.

Arrival/Pick-up

Children should never be dropped off at school and left unattended! Students who arrive late need to be accompanied by parents to the front desk to receive a late slip and then to their class.

7:45-8:00 – Arrival time for students is at 7:45. Pupils are to proceed to their seating area and remain there until the supervising teacher brings them to their classrooms at 8:00. All pupils should be in their rooms by 8:00

15:15-15:30 – All pupils should be picked up at this time. There is a late fee for students being picked up after 15.30.

If a child is to go home with someone other than their parent, usual driver or on the bus, a written note from the parent must be sent to school with the child. This is for your child's safety!

Attendance

Regular attendance contributes to a child's success in school. Daily classroom learning experiences build upon and reinforce previous learning, thus the learner must be in attendance to receive the most he/she can from the instructional program. Attendance, absences and tardies are reflected on the school's written reports.

Even though ISK does not have attendance policies limiting pre-school absences, parents should be aware that when your child is absent, s/he misses important concepts and experiences leading to greater success in later grades. Please plan to have them here when we are here to serve.

Following an absence, it is expected that a student will obtain make-up work from his/her teacher and that the work should be completed within the same number of days as days absent.

The maximum number of days a student Kindergarten to Grade 12 may miss in an academic year is 20 days. Students who exceed this limit may be required to repeat the grade level. The teacher, Director and parents will meet to determine if a student will be permitted into a higher grade level. If pupils plan to miss several days, parents are required to notify the Director and teacher in advance. If students miss more than 20 unexcused school days the following comment will be written on the final Report: "_____ has attended, but not completed Grade ____." A warning note will be sent home to parents when a child has already missed 15 school days.

Attendance is taken every day. Parents need to send a note to school if the child has missed school due to illness.

Reporting Absences

If your child is absent, please call the school between 7:30 and 8:30. We emphasize being prompt. Parents will be notified if students are chronically late.

Messages from Home

Parents are encouraged to communicate with classroom teachers through e-mail. Students and their parents are encouraged to plan ahead so as to avoid the need to communicate with one another during the school day. It can be difficult and time consuming for the office staff to locate a student in order to pass on a personal message. The school will do its best to deliver essential messages, but cannot guarantee timely delivery.

Newsletters

The school's newsletter provides information about school events and gives updates on the ongoing developments at ISK. Newsletters will be uploaded regularly on our website. When each new newsletter is published, a notice, including a link to our website, will be sent to you by e-mail. If you do not have internet access, your child will be given a paper copy to take home. PLEASE TAKE THE TIME TO READ IT so that you do not miss important information.

Visitors

Visitors/parents are welcome to visit ISK. For security reasons, however, all parents/visitors must first report to the front desk. This includes parents who are picking up their children early..

Snacks and Lunches

Students in pre-school through grade 4 can bring a packed snack to school for snack-time. Students in k-12 will have the option bring a packed lunch from home or to purchase a hot lunch from school.

Daily Outdoor Recess

Children need fresh air and exercise every day to help them stay healthy and to be alert and receptive to classroom learning activities. Careful consideration is given each day to determine whether or not there will be an outdoor recess, especially during the raining season. For the rainy seasons, pupils should have appropriate rain gear. Parents are responsible for dressing their children appropriately.

Frequently parents send notes to the teachers requesting that they keep their child inside during the recess period. Generally, if a child is well enough to come to school, he/she is considered well enough to participate in outdoor play. If, however, there are extenuating circumstances why your child should not take part in outdoor play, please let us know so we can keep him/her in temporarily inside.

Book Bags

We recommend that students use a book bag to keep books, papers and supplies neat, clean and dry. Use of a book bag can be helpful to a student in organizing his/her school materials and may even help him/her to remember to bring his/her books and assignments to and from school. There will be a fine to pay if damage to textbooks, even though accidental, is greater than would be expected through normal use and care. The amount of the fine will be determined by the condition of the book and replacement cost.

Personal Belongings

Students are responsible for all personal items that they bring to school. We strongly advise that parents not send large amounts of money or valuable personal items to school with their children. **The school is not responsible for any lost or stolen property.**

NOTE: Students are NOT allowed to bring real or toy weapons, electronic games, portable stereos, ipod/mp3 players, matches, lighters or chewing gum to school!

Cell phones can be taken to school, but they are not permitted to be in use during class times. Cell phones will be taken by a teacher if found to be in use. Parents will have to come to the office to have the cell phone returned to them.

Be sure clothing, outerwear, boots, gym shoes and personal belongings are plainly marked for easy identification. There will be a Lost and Found box at the office where lost articles will be placed. Children/parents should check there for misplaced articles. These articles will be displayed before the end of the school year. Any items in good condition and still unclaimed at the end of the school year will be donated to a orphanage in Kigali.

Behavior Policy

The behavior policy is designed to create a safe, secure, respectful and caring atmosphere at the ISK. The students are expected to develop individual responsibility for their behavior.

ISK students are expected to be responsible for themselves and their learning. In the event that a student chooses to disrupt the learning environment, that student will face consequences for their choice. Consequences could include, but are not limited to:

- Tasks assigned by the teacher (helping to clean, etc.)
- Restricted Privileges (time off recess, solitary lunch, etc.)
- After-school detention
- Saturday School

Students also participate in establishing classroom agreements on behavior at the beginning of the school year and follow the agreed upon rules.

Suspension and Expulsion

Any behavior or activity that jeopardizes the safety or well being of any person or violates the law makes it impossible to proceed with the normal school routine and must result in immediate and severe disciplinary action. Terms of reinstatement in the case of suspension will be

discussed with parents and clearly explained to the student. If these terms are not met or if the parents are unwilling to support the school's behavioral expectations, their student may no longer be permitted to attend the International School of Kigali. In the event of a disagreement, a parent can initiate the appeals process by submitting a written request to the Director to be forwarded to the Board for consideration.

Behaviors that may be cause for suspension or expulsion from school include, but are not limited to:

- Persistent disregard to school policy
- Insubordination and /or disrespect
- Dishonesty, cheating and/or plagiarism
- Disruptive behavior including coercion, threat, intimidation, fear and/or harassment
- Foul or abusive language
- Aggressive or violent behavior including fighting and/or causing physical injury
- Damage, destruction, theft or unauthorized use of school or private property
- Possession or use of tobacco products
- Possession or use of alcohol or any mood altering chemical or controlled substance
- Possession or use of dangerous instruments including fireworks, explosives, or weapons of any kind

Bullying

ISK prohibits acts of harassment or bullying. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Pets

There are NO pets allowed on the school premises! If a parent or student would like to bring a pet to school, they must first receive permission from both the classroom teacher and the school director. The school is not liable for any problems that may arise while a pet is visiting.

Medication

Medication can only be administered by the school administration, and **only** with the written consent from the parent (Authorization to Administer Medications Form). All medications will be kept in the medicine cabinet in the Office. Exceptions are made for medicines for allergic reactions and asthma inhalers, which can be kept in the classroom or in the child's back pack

Allergies

Parents/Guardians must notify both the Director and classroom teacher regarding any severe allergies that their child may have. An Allergy Action Plan form is kept on file with the Office.

Injury Procedure

Students injured during the school day are to be escorted to the Office. Staff must fill out an Accident Report Form for any injuries sustained on school property. The office personnel will initiate first aid treatment whenever necessary. Following first aid, the student will be placed under the care of his/her parent/guardian, upon whom rests the legal responsibility for subsequent treatment. Any injury that occurs at home should be seen by the student's own physician.

Emergency Response System

In the event a student becomes seriously ill or injured, the office personnel will initiate first aid treatment and will activate our emergency response system – (calling for an ambulance, notifying the parents, beginning CPR or lifesaving techniques).

Illness

Children who arrive at school ill or who become ill at school are to be escorted to the Office. When applicable, the office personnel will notify parents/guardians to take the child home. Until parents/guardians arrive, the office personnel will take appropriate measures in caring for the child.

Children with any of the following ailments will be sent home immediately:

- **Communicable Diseases – e.g. scabies, chicken pox, measles, mumps, rubella, scarlet fever, pertussis, parvovirus.** Children must provide a doctor's note and must be fever and symptom free prior to returning to class.
- **Conjunctivitis** (pink eye) – red, itchy eye(s) with yellow discharge. May return to school after beginning antibiotic eye medication for 24 hours.
- **Fever** - temperature over 38 Celsius. The child must be free of fever (38 degrees) for 24 hours before returning to school.
- **Head Lice (Pediculosis)** – Children found to have lice or nits (eggs) will be excluded from school and must remain at home one full school day. After treatment and removal of all lice and nits, the child - accompanied by a parent/guardian – must be examined by the office personnel prior to re-entering the classroom.
- **Respiratory (common cold or flu)** - fever, chills, runny nose, nasal congestion, frequent coughing, fatigue, sore throat, and/or headache. No symptoms for 24 hours before returning to school.
- **Rashes of known origin** – impetigo (honey-crusted lesions), tinea corpora (ringworm). Must provide a doctor's note and may return to school after beginning proper medication for 24 hours.
- **Rash of unknown origin** – requires a doctor's note identifying the rash. If deemed not contagious, may return in 24 hours.
- **Sore Throat** – if the office personnel suspects a strep throat infection, then a proper diagnosis by the child's doctor, using rapid strep test and throat culture, is required. If determined to be strep throat, a child may return to school after beginning antibiotics for 48 hours, and must be fever and symptom free.

Children who are out sick from school for 3 or more days require a doctor's note to be handed in to the Office.

Physical or Sexual Abuse

If a teacher suspects a child (children are classified as under 18 years of age) is being physically or sexually abused, s/he is required to inform the proper authorities.

Evacuation procedures

Parents and other visitors must leave the building when the fire alarm sounds or any other directions are given to leave the building.

Emergency Call Network System

In the event of a weather-related or other emergency school closing the school Director will notify the Teachers who will then notify the Parents of the students in their class.

School Closing

In case of school closing, each family will be contacted through our call chain. The information will also be posted on the website.

Grievance Policy

If a Parent/Guardian has concerns about their child's academic progress or physical or social well-being, s/he should first contact the classroom teacher.

Should the concern remain unresolved, a special conference with the Director, teacher/s, student and parent/guardian will be scheduled. Students attend on a case-by-case basis.

Should the concern remain unresolved after the evaluation of the special conference, a closed meeting between the Director and the Parent shall take place. A Board Member may attend at the request of the parent/guardian or Director. The outcome of such meeting may be cause for student suspension or expulsion at the discretion of the Director. Should discipline not be the concern, appropriate alternatives will be recommended. The Director is responsible of informing the School Board about the background of such decisions.

All meetings will be recorded in writing.