



INTERNATIONAL SCHOOL

ADDIS ABABA

# FAMILY HANDBOOK

2021/2022



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## **Mission**

- Our school will facilitate the realization of every child's full potential.
- Our school will work to develop resilient, curious, open-minded, and reflective student students who are able to express themselves fully and effectively.
- Our students will learn to think critically, analytically, and creatively to solve problems and be adaptive in a rapidly changing world.
- Our school will foster in the minds of our students the philosophy that learning is a life-long endeavor, and we will set an example by supporting the continued professional development of our teachers and staff.
- Our school aims to produce responsible and compassionate global citizens, with respect and recognition of the rich heritage of our host country, Ethiopia.

## **Vision**

We believe that each child is born creative and curious, and in 'Kelem International School (KIS), we will nurture this gift to collaboratively explore our immediate and wider world, carving a path for a confident and self-realized global citizen.

## **KIS Strategic Themes**

To drive the school forward and support our mission and vision KIS has adopted eight strategic themes which will guide our decision-making in conjunction with our values.

- Holistic learning
- Culture and diversity
- Financial Sustainability
- Facilities development
- Communication and Marketing
- Community Support
- Environmental Sustainability
- IT and STEM Education

## Important Contact Information

Your child's homeroom teacher will be your main contact, however, if you have any specific enquiries please see the table below for contact details of other staff members who will be able to help you.

Role	Name	Contact email	Contact for...
School Principals	Kate Joicey Bereket Gezahegn	<a href="mailto:kate.joicey@scsaddis.com">kate.joicey@scsaddis.com</a> <a href="mailto:bereket.gezahegn@scsaddis.com">bereket.gezahegn@scsaddis.com</a>	School related matters that can't be solved by homeroom teachers or others
Dean of Students	Metania Getahun	<a href="mailto:metania.getahun@scsaddis.com">metania.getahun@scsaddis.com</a>	General and student enquires and Enrolment
School Counsellor	Natan Getachew	<a href="mailto:natan.getachew@scsaddis.com">natan.getachew@scsaddis.com</a>	Student wellbeing and behavior
Admin & Finance Manager	Sisay Asfaw	<a href="mailto:sisay.asfaw@scsaddis.com">sisay.asfaw@scsaddis.com</a>	Financial matters including sending school fee payment receipts
School Nurse	Asqual Mamo	<a href="mailto:askual.mamo@scsaddis.com">askual.mamo@scsaddis.com</a>	Medical matters including reporting covid symptoms
IT Manager and Librarian	Mesay Fikru	<a href="mailto:mesay.fikru@scsaddis.com">mesay.fikru@scsaddis.com</a>	IT matters
Learning Support	Mahlet Birhanu	<a href="mailto:mahlet.birhanu@scsaddis.com">mahlet.birhanu@scsaddis.com</a>	Student learning support services

## Governance Structure

Kelem International School (KIS) is a non-profit association that is governed by a volunteer Board of up to seven members. All parents and guardians of current Kelem students are members of this Association. Positions on the Board are elected, with elections for vacant positions taking place at the Annual General Meeting (AGM) held in June of each year. The Board then selects from among its members a Chair, Vice-Chair, Treasurer, and Secretary.

As a non-profit Association, all tuition and other income generated by Kelem is channeled back into the operation and development of the school, NGO, and its facilities.

The Board of Governors is responsible for the overall governance of the school. This includes articulating a long-term vision and strategy, setting broad policy, safeguarding the financial integrity of the school, and protecting the school from risk. The Board also approves the annual budget, sets tuition and fee scales, and identifies and approves major facilities improvement projects. Finally, the Board selects, hires, supports, and evaluates the Kelem principals, who are responsible for the day-to-day operation of the school, the realization of the school’s mission, and execution of improvement plans as directed by the Board. The Principals are also non-voting members of the Board.

### **Board of Governors**

<b>Governor</b>	<b>Role</b>
<b>Dr. Alexandra Priebe</b>	<b>Chair</b>
<b>Robi Redda</b>	<b>Vice Chair</b>
<b>Blen Tesfahun</b>	<b>Secretary</b>
<b>Hermela Gashaw</b>	<b>Finance</b>
<b>Bart Minsaer</b>	<b>Communications and marketing</b>
<b>Yosef Teferi</b>	<b>Academic and facilities</b>
<b>Yilkal Abate</b>	<b>IT/STEM</b>

### **Parent, Student and Teachers Association**

The involvement of parents on the KIS campus plays a major role in the success of student learning, student self-esteem, teacher appreciation, and community building. There are many ways to share time and show support. A great way to become involved is by taking an active role in our Parent-Student, Teacher Association (PSTA).

The PSTA is a volunteer group open to all KIS parents and teachers. Our mission is to support a strong and welcoming school community and to make a positive impact on children’s experiences at KIS. The PSTA is not a policymaking body.

Joining the PSTA is a wonderful way to connect with other KIS community members and help enhance the offerings and events we have during the school year.

The best way to connect is to come to one of the PSTA meetings during the school year. For general questions please email the Dean of Students.

### **Parent Class Representatives**

To further enhance communication between school and parents, each class has a parent class representative. The parent representative supports the class and teacher at events and helps with the communication of messages. If you would like to be a parent class representative please contact the Dean of Students.



**Section 1:  
Academics and the Curriculum**



## **Academic Year**

The academic year is divided into three equal terms for reporting purposes. This year the dates are as follows. Please see the calendar on the school website for information about the school holidays.

- Term 1 starts 1st September to 26 November.
- Term 2 starts 7th December to 11th March
- Term 3 starts 14th March to 24th June

## **Admissions**

Kelem International School is committed to a fair and transparent admissions process. Admission shall not be denied because of nationality, ethnicity, gender, sexual orientation, physical, social, emotional, psychological ability or religious beliefs.

Admission is based upon completed application documents, previous school reports and the ability of Kelem to serve the needs of that student. All students have an interview during the application process with the Dean of Students and readiness assessments are conducted for students entering KG to Prep classes.

The Ministry of Education classifies Kelem International School as a community school, and Ethiopian citizens must have a permission letter to attend any community school. Ethiopian citizen applicants must provide a permission letter from the Ethiopian Ministry of Education General Education Inspection Directorate for admission. The letter must state that the Ethiopian government has no objection to the student attending Kelem.

During the admissions process, parents must disclose if their child has learning needs and the Learning Needs Coordinator will be informed. Additional documentation / assessments may be required before a final decision about the application can be made. This additional documentation will be determined by the Learning Needs Coordinator.

The Learning Needs Coordinator is responsible for ensuring that Kelem can make adequate provision for any prospective student to the school who has individualized needs outside of the mainstream classroom. This will include the development of an Individualised Learning Plan to ensure progress is being made and to prepare the student for future options.

The Admissions Policy is available on the school website.

## Contact Details

If a family moves during the school year it is their responsibility to inform the school office of their new address and telephone number. This is extremely important. Should there be an emergency and we do not have the correct telephone number it could be very disconcerting for everyone involved, especially your child.

Please make sure the school has up to date details about your:

- email address;
- home address;
- home telephone number(s);
- mobile telephone number(s)
- work telephone number(s)

## Class placement

Students are allocated to classes according to their age on the 1st of September. The maximum class size for all classes is 20 students. Currently, the school is only accepting students up to Grade 8. Grade 9 class will open in September 2022 and Grade 10 class will open in September 2023.

Age of child at the 1 September	Class
2 year & 6 months	KG 3
3 year & 6 months	KG 4
4 year & 6 months	KG 5
5 year & 6 months	Prep
6 year & 6 months	Grade 1
7 year & 6 months	Grade 2
8 year & 6 months	Grade 3
9 year & 6 months	Grade 4
10 year & 6 months	Grade 5
11 year & 6 months	Grade 6
12 year & 6 months	Grade 7
13 year & 6 months	Grade 8
14 years and 6 months	Grade 9
15 years and 6 months	Grade 10

## Withdrawal process and request for academic records

If a student is leaving KIS there is a procedure to follow as outlined below:

The parent should inform the school at least a month in advance if their child/children are leaving the school.

- An exit interview will be arranged for the student(s) and parent (s) with a member of the senior leadership team to ensure a smooth transition to another school or educational establishment.
- A form will be completed to ensure that all books have been returned and all outstanding payments made. This will be signed by a school representative and the parent of the student leaving.
- Requests for academic records can be made at any time after a student has left the school. The school will normally provide the information within one week of the request and can send it directly to the receiving school or educational establishment as required.

Note: documents will not be released if there is an outstanding payment.



”

*Play is integral for early childhood education. It's how children learn what it means to be a person.*

“

## Finance

Tuition is paid in three installments: 15% in May, 45% before September 10, and 40% before January 10. To make payment of fees a little easier we have opened bank accounts at three different banks. Fees should be deposited directly into one of the school's bank accounts and the parents must inform by sending a photo or copy of the slip to the Admin and Finance Manager.

### Please also note:

- All new students pay an additional USD 1000.00 Registration Fee upon registering.
- If your organization/employer covers the tuition fees for your child, please contact the Admin and Finance manager for payment arrangements and details.
- There is a 5% penalty fee for failure to meet the payment deadlines set.
- Students will not be admitted to the school and may lose their space at the school for non-payment after two weeks beyond the deadlines.
- If paying in ETB, the deposit must be made based on the Exchange Rate for the date of the transaction.
- Please state your child/ren's name and grade on the bank deposit slip under the "Payee" section.
- Please send a copy of any transaction to the Admin and Finance Manager.

Bank Name	<b>AWASH INTERNATIONAL BANK S.C, Enderase Branch</b>
Account Holder Name	<b>FORMER SWEDISH COMMUNITY SCHOOL PARENTS CHARITABLE ORGANIZATION</b>
School ID	<b>FO001 (for making Local Transfer)</b>
Retention Account No.	<b>02308237805900 (for making International Transfer)</b>
SWIFT Code	<b>AWINETAA</b>

Bank Name	<b>COMMERCIAL BANK OF ETHIOPIA, Kazanchis Branch</b>
Account Holder Name	<b>FORMER SWEDISH COMMUNITY SCHOOL PARENTS CHARITABLE ORGANIZATION</b>
Account No.	<b>1000354956075</b>
SWIFT Code	<b>CBETETAA</b>

Bank Name	<b>BANK OF ABYSSINIA S.C, Bole Corporate Branch</b>
Account Holder Name	<b>FORMER SWEDISH COMMUNITY SCHOOL PARENTS CHARITABLE ORGANIZATION</b>
Account No.	<b>46902758</b>
SWIFT Code	<b><u>ABSETAA</u></b>

**Note:** Please use the Awash International Bank, Retention account, to make an international transfer.

## **Curriculum**

Kelem International School (KIS) is a K-8 school based on the best practices of Finnish education system and the Finnish National Core Curriculum. We are on the road to revolutionizing the education system in Addis Ababa, Ethiopia.

Implementing the Finnish Curriculum, we thrive to create an environment where students develop and learn through inquiry and develop their awareness of the process of learning so that they become lifelong learners.

The Finnish basic education is underpinned by the idea of the specific value of childhood. Each pupil has the right to grow into his/her full potential as a human being and a member of society. To achieve this, the pupils need encouragement and individual support as well as experiences of being valued in the school community. They also need to feel that the community cares about their learning & well-being.

Our curriculum is based on the conception of learning that sees the pupils as active actors. They learn to become critical thinkers, set goals and solve problems both independently and together with others. Learning is an inseparable part of an individual's growth as a human being and the building of a decent life for the community. Language, physical elements, and the use of different senses are essential for thinking and learning.

Through this conversant system, we foster in the minds of our students that learning is a life-long endeavor. This is manifested in our effort to facilitate quality continued professional development of our teachers and staff. Our school aims to produce responsible and compassionate global citizens, with respect and recognition of the rich heritage of our host country, Ethiopia.

### **Early Childhood Education and Care (ECEC)**

We infuse the International Early Years Curriculum (IEYC) into the Finnish Early Childhood Education and Care (ECEC) to best meet the needs of our KG students. The IEYC is a research-based curriculum recognizing global best practice in early childhood and the developmental needs of KG students. The IEYC supports key areas of learning through holistic enquiry and play-based approaches with 'subjects' being organized into four main strands. The four main strands are summarized below.

#### **IEYC Learning Strand 1: Independence and Interdependence**

This strand focuses on developing personal, social and emotional development. The strand links to the IEYC Personal Goals and the IEYC International Dimension. This strand enables children to see themselves as unique individuals with a cultural heritage. It supports children in building positive relationships and in responding to their own and others' feelings. It also encourages them to approach tasks with increasing confidence and independence.

## **IEYC Learning Strand 2: Communicating**

This strand focuses on developing a broad range of communication skills including language development, early literacy, early mathematics, ICT and computing, expressive arts, and creativity. This Learning Strand encompasses early literacy and early mathematics. However, whilst some IEYC tasks may support the development of early reading skills, each setting can still have its own methods and policies for teaching reading. At Kelem we have introduced the phonics scheme called Letters and Sounds which is a world-renowned scheme used to teach early reading skills in a fun and play-based manner.

## **IEYC Learning Strand 3: Enquiring**

This strand focuses on developing the skills of inquiry through exploring people and the world. It will support children in understanding the similarities and differences in people, living things, the environment, and materials. Children will be encouraged to investigate, pose questions and explore ideas.

## **IEYC Learning Strand 4: Healthy Living and Physical Well-Being**

This strand focuses on developing a positive attitude to health, self-care, and physical activity. Children will know about the importance of healthy eating and physical activity. They will learn how to take care of basic hygiene and personal needs. They will understand how to keep themselves safe. They will demonstrate control, coordination, and increasing confidence in a range of physical activities. This strand covers child development and the importance of nurturing wellbeing in children.

The Finnish Core Curriculum for ECEC is based on learning according to how children develop and learn in interaction with other people and the immediate environment. The conception of learning is also based on a view of the child's active agency. Children are naturally curious and wish to learn new things and revise and repeat what they have learned. Learning is holistic and occurs everywhere. It combines knowledge, skills, actions, emotions, sensory perceptions, bodily experiences, language, and thinking. Learning occurs when children observe and examine their surroundings and they imitate the actions of others.

In ECEC, children's previous experiences and their interests and competencies are the starting point for learning. It is important that new knowledge and skills learned by children are connected to their developing competencies as well as the world they experience and their cultural backgrounds. Children learn best when they are feeling well and secure. Positive emotional experiences and interactive relationships promote learning. The peer group and the experience of belonging to a group are key to the child's learning and participation. Children are entitled to the support and guidance of the teacher for their learning. Interesting, goal-oriented and suitable challenging activities inspire the children to learn more. Each child is entitled to gain experiences of success and joy in his/ her actions and of himself/herself as a learner.

Play is significant for the learning of children of early childhood education and care age. It motivates the children and brings joy while allowing the children to learn many skills and acquire knowledge. In ECEC, it is necessary to understand the intrinsic value of play for the children as well as the pedagogical significance of play in learning and children's holistic growth and well-being.

## **Grades 1 to 4**

The teaching & learning in grades 1-4 builds on the skills acquired in pre-primary education and the preceding early childhood education and care. The special task of grades 1-4 is to help the pupils form a positive image of themselves as learners and to teach them skills required in future learning.

In grades 1- 4 learning strands are replaced with subjects that are all taught by trained specialized teachers. Students have lessons scheduled five times a week in the core subjects (Math, English Language Arts, Science, and Social Studies) and two lessons a week for the specialist subjects (World Language- Amharic and French, PE, Music and Visual Arts and Craft).

Each class has a homeroom teacher and teaching assistant who provides continued pastoral care.

## **Mathematics**

Math knowledge and skills are developed and taught through the inquiry-based pedagogy outlined in the Finnish curriculum, promoting a deep understanding of math concepts fostered through open-ended questioning and discussion, and visualization of mathematics. Hands-on practical learning, using manipulatives when appropriate, help to embed early mathematical concepts. We use Go Math books for our Math classes from Grade 1 to Grade 8.

## **English Language Arts**

Immersing students in language and promoting the joy and value of reading are hallmarks of our English Language Arts program. The program emphasizes skills development in reading literature and informational texts, writing narratives, opinion and informational pieces, knowing and using English language conventions and vocabulary, and listening and speaking. A variety of classroom structures and instructional approaches are used to develop these skills including guided reading sessions, phonics, small group instruction, and one-to-one coaching. English language arts, science, and social studies are integrated (wherever possible) to provide connections and optimize understanding. Journeys and Collections are the resources we employ to teach English Language Arts.

## **Science**

Exploration and application of science concepts and processes using hands-on materials and investigations are the emphases of science. Life science, Earth and space sciences, and physical science are all integrated throughout the years. The resource we implement, Science Fusion, is a well-versed resource for active learning.

## **Social Studies**

Within an international and host-country, Ethiopia context, students in social studies engage in learning about culture and geography, change, and government and economics. Learning is built upon the Oxford International Curriculum for history and geography which has been developed for international schools in conjunction with the ethics and religion aspects of the Finnish curriculum.

## **World Languages - Amharic and French**

Beginning in Grade 1, Kelem offers instruction in French and Amharic designed for students learning both an additional language who do not have native fluency in the language and also for those students who are native speakers. Instructional emphasis is on speaking, listening, reading, and writing, and learning about the culture of the target language via these skills. Kelem believes that learning an additional language is integral to the development of internationally-minded students who are confident, reflective, and multi-lingual communicators. Language development in more than one language advances cognitive growth, cultivates lifelong learning, and promotes cross-cultural communication, and is a bedrock of the Finnish curriculum.

## **Physical Education and Health**

A key component of the Finnish curriculum, students throughout the school engage in a wide variety of physical fitness activities and games all of which are designed to promote good health, self-esteem, confidence, and a physically active lifestyle. Students are served a healthy and nutritious meal at lunch and healthy snacks twice a day, where they eat together as a community, they are taught the importance of nutrition as part of a healthy lifestyle.

## **Music**

The purpose of music education is to provide an avenue for creative expression, to nurture aesthetic awareness, to foster a lifelong appreciation and enjoyment of music, and to develop the important life skills that come with the discipline and practice involved in improving and gaining musical aptitude. In music classes, students develop the building blocks of music literacy and learn a repertoire of music through singing, playing instruments, dancing, listening, and performing.

## **Visual Arts and Crafts**

The visual arts program promotes the exploration of a wide range of creative processes involving visual art techniques, language, and principles to build confidence and skills in students. Describing, evaluating, and reflecting upon artworks allow students to make art connections to themselves, to other subject areas, and to the world.

## **Grades 5 to 8**

The special task of grades 5-8 is to guide and support the pupils during the years of intense development, to ensure that they complete their studies in the basic education syllabus. Our students are inspired to be lifelong learners and to act with integrity and compassion. We provide a supportive environment where strong relationships, social responsibility and academic excellence are expected at every grade level. It is especially important that each pupil has the best possible preconditions for the study following basic education and the ability to consider his or her choices realistically.

At Kelem we understand that during this age we need to embrace the shifting emotional, social, and academic needs of adolescents, with a nurturing environment that values relationships, responsibility and respect; this combination allows us to meet the unique needs of this age group. Students are encouraged to take responsibility for themselves, their studies, friends, and surroundings and are guided towards developing a community spirit, where bullying, sexual harassment, racism, or other discrimination is not tolerated. The students' motivation to study is enhanced by caring and encountering each pupil as an individual and by using diverse working approaches and learning environments

Outside of the classroom, students have the opportunity to be involved in after-school activities - sports, arts and clubs, which foster a love for learning, creativity, compassion and sportsmanship.

## **Mathematics**

Grades 5-8 math learning assumes a balanced approach where students gain a deeper understanding of math concepts by learning a concise set of topics at each grade level. Students master content through reasoning and discourse, engaging activities, stimulating exercises, and continual building on what has been previously learned. We use a balance of conceptual understanding with procedural fluency, as students benefit from equal exposure to both discovery learning and direct instruction.

## **English Language Arts**

The English Language Arts program is anchored in engaging students in reading thought-provoking, high-interest texts to support them to become critical readers and to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Texts read are drawn from a wide range of genres that challenge students to grow as readers and thinkers.

Students write for a variety of purposes (to explain, to persuade, to convey experiences—real or imagined) and are provided ample opportunities for speaking and writing about texts. Building students' vocabulary is also an important goal in the language arts program to help support ongoing comprehension development. Students further learn

and apply knowledge of language, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print texts. Core resources used in the language arts program include Collections together with other quality literature.

## **Science**

Science takes an integrated approach where each year group learns within the realm of each of the sciences: Life, Physical, and Earth, and Space. They explore and apply a sequence of science content, processes, and skills using hands-on materials and investigations alongside science content so students can use their understanding to investigate the natural world through the practices of science inquiry or solve meaningful problems. Writing and research skills specific to science are also emphasized in the program.

## **Social Studies**

Social Studies provides content knowledge grounded by conceptual big ideas as emphasized by the Finnish curriculum that captures broad understandings about the past which students apply to understand the events of today. Reflective inquiry, problem-solving, and critical thinking are cornerstones of social studies instruction.

## **World Languages**

Kelem offers instruction in French and Amharic designed for students who are learning an additional language who do not have native fluency in the language and also students who are native language speakers. Instructional emphasis is on speaking, listening, reading, and writing, and learning about the culture of the target language via these skills. We believe that learning an additional language is integral to the development of internationally-minded students who are confident, reflective, and multi-lingual communicators. Language development in more than one language advances cognitive growth, cultivates lifelong learning, and promotes cross-cultural communication.

## **Music**

The purpose of music education at Kelem is to provide an avenue for creative expression, to nurture aesthetic awareness, to foster a lifelong appreciation and enjoyment of music, and to develop the important life skills that come with the discipline and practice involved in improving and gaining musical aptitude.

In Kelem students begin to learn to play an instrument such as the recorder, keyboard, guitar and Maskinko, and begin to perform for others. Throughout the school year, students are exposed to different genres of music, as well as music of varying degrees of difficulty.

## **Physical Education (PE)**

The physical education program seeks to develop a positive attitude among students regarding fitness, health, teamwork, and the understanding of the importance of physical well-being. In order to achieve these general objectives, a diversified instructional program is offered to include a variety of team and individual activities so that all students have access to the core PE curriculum. Students are encouraged to be part of the schools' team and to participate in competitions with other schools.

## **Visual Art and Crafts**

Students apply artistic skills based on design principles and the media of drawing, painting, and ceramics. The creation of art provides the context for students to critically analyze art and reflect upon their own artwork as a form of self-expression. Students also learn how history and culture have influenced art by comparing and contrasting artworks from different cultures and historical periods.

## **Educational Visits (Field Trips)**

Educational visits are organized to help enhance the learning in the classroom. Students may go to cultural, historical, entertainment, or business establishments. These visits are organized by staff members and parental permission with updated medical and contact details is required for all students to take part in any visit.

Please note that there may be some cost to parents for these visits and that normal school rules apply during all visits. An important aspect of educational visits is the opportunity it provides for students to develop independence and for this reason, we ask that parents and nannies do not accompany students unless the school has specifically asked for support in this way.

## **School Wide Assessment**

### **Formative Assessment**

Formative assessment is carried out by teachers every day in every lesson. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For students, formative assessment helps them to measure their knowledge and understanding against the lesson objectives and success criteria.

## Summative Assessment

Summative assessments enable teachers to evaluate both student learning and the impact of their own teaching at the end of a period of time, usually the end of a unit of work. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons.

End of year grades are taken from -

End of Term - Final Project/Assessment	30%
End of Unit Summative Assessments (tests, projects, end of unit performance tasks etc)	45%
Participation & Effort	15%
Classwork and Quizzes	10%

## Student Support Services

Kelem provides a caring, nurturing, and inclusive environment where students feel safe to learn, play, and take on new challenges. We are committed to supporting the individual needs of all our students.

### Counselling

Kelem is developing a comprehensive counseling program that assists students in reaching their personal, social, and academic potentials. The school counselor provides guidance and develops a homeroom program for instruction on life skills and values. Regular assemblies give a space for students to showcase their learning to their peers. The school counselor also offers individual counseling to students with a variety of social-emotional needs.

Areas addressed through the school counseling program are:

- Skills in communicating, cooperating with others, and resolving conflict
- Building of social-emotional competency
- Developing student leadership capacity to serve local and global communities
- Promoting critical thinking and creative problem solving
- Fostering behaviors that support good physical and mental health
- Student goal setting
- Helping students work through challenges

## Learning Support for students with learning differences

The uniqueness and diversity of the Kelem community is valuable and enriches the experience of all students. As an inclusive school, we successfully serve a number of students with learning differences. Students with mild learning concerns are provided the strategies they need by the classroom teacher through differentiation and support of our learning support team.

Some students need additional support and our learning support team works specifically with those students who require more targeted and specialized instruction.

## After School Program and Summer/Winter Programs

Our participatory and exciting After-School-Program and Summer/Winter programs are among the major extracurricular activities we have at KIS. We organize varied activities for our students to help them think critically, analyze and creatively solve problems to be adaptive in a rapidly changing world.

The After-School Program (ASP) runs from 3:20-5:30 (Fridays 2:20-4:30) and is staffed by our skilled specialty subject teachers. We coordinate clubs and activities related to technology, art, music, and physical education, as well as the visits of guest teachers, teaching by specialists, and outside activities. The Summer/Winter Camp runs for five weeks from the beginning of July to the end of August. There are multiple activities where children are given the opportunity to explore and learn with enjoyment.

These programs are tailored to facilitate the realization of every child's full potential while working to develop resilient, curious, open-minded, and reflective students who are able to express themselves fully and effectively.

Due to COVID, we have suspended these programs but we regularly monitor the situation and will start to offer again when possible.



## **Child Safety**

KIS is committed to the safety of every child in all respects. We do not tolerate behaviors that compromise child safety and our commitment is outlined in our comprehensive Child Protection Policy, which is available to view on our website. This policy is reviewed every year and guides our hiring and training. All staff receives Child Protection training at least once a year. This training normally takes place at the start of each school year. We have a Child Protection Officer and a Child Protection Team to help ensure the safety of KIS students.

## **Communication**

Open communication between the school and families is very important in maintaining a partnership that will meet the needs of each student. However, we do not want to overwhelm families with information. With this in mind, we have developed the following communication channels:

### **Seesaw**

Seesaw is an application that our KG-Prep teachers use to share student work and communicate with families in their class.

### **Google Classroom**

We use Google Classroom for our Grade 1-8 students to share educational material and homework assignments, parents and students have access to these platforms and parents can monitor progress.

### **Telegram Groups**

Each class has a telegram group for short SMS messaging, this method is used for quick messages and reminders for parents.

### **Parent, Student, Teacher Conferences and Written Reports**

Two, parent, student, teacher conferences will take place throughout the year in October and March. These meetings are a really important forum for students to share their learning with parents and to set goals together. The meetings give parents, students and teachers the opportunity to talk through each child's progress, and time to look at work completed by the child during the term. Parents are also informed of their child's progress and further targets through a written report which is sent home three times a year.

## **Weekly Newsletter from Teachers**

At the end of each week, parents receive a newsletter providing a subject overview and future learning objectives. The newsletter reminds parents of upcoming dates during that term and any other important messages the teacher wishes to share.

## **Weekly Newsletter from the Principal**

Each week parents receive a weekly update with logistical information for the upcoming week.

## **Open Door Policy**

Parents are welcome to visit the school to discuss their child's progress should they have any questions, concerns, gain support or have the opportunity to talk about their child/home issues with either the child's homeroom teacher, School counselor, Dean of Students or Principal. Parents are asked to phone or email the Dean of students to make an appointment. This allows the staff member the opportunity to find a suitable time to speak with the parents and to organize cover if required.

## **Email**

Weekly newsletters are designed to limit the need for sending emails to our community. However, every now and then, we will need to provide important information by way of email during the week.

Families are welcome to contact their child's teacher or The Dean of Students by way of an email. Teachers are unable to check their email while they are teaching so if families need to contact their child's teacher urgently, families are asked to email or telephone the Dean of Students:

## **The KIS Website ([www.scsaddis.com](http://www.scsaddis.com))**

The website is an excellent place to access news, documents, and guidelines in all areas of the school's operation. For example, curriculum summaries, child safety guidelines, and the school calendar are all accessible from this website.

## **Students Contacting Parents**

Students can ask the Dean of Students to contact their families however access is limited as the Dean of Students is very busy during the day. Therefore, we ask families to organize school plans with their child prior to arriving at school.

## **Communicating Change of Contact Details and/or Withdrawal from KIS**

Families are asked to contact the Dean of Students directly as soon as their contact details change or if their child is withdrawing from KIS. To make sure our records are up to date across the school and/or to expedite the withdrawal process, it is not enough to only notify the classroom teacher of a change in contact details or intention to withdraw.

### **Homework**

The purpose of homework is to:

- Reinforce home-school partnership
- Develop student independence
- Develop time management skills.
- Develop home school communication links through parents taking part in activities and by affording the parents time to discuss teacher tasks with their child.

Homework is:

- Consolidation work or work the students can complete alone, not new curriculum material.
- Designed to cover a range of multiple intelligences and for that reason may take a variety of forms and leads to independence and creativity – it is not purely worksheet-based, but can be research and activity-based.
- To be completed only by the child.
- Marked and recorded by the teacher or teaching assistant and in some cases the teacher and student together, in a timely manner; and students receive meaningful feedback for their improvement
- There should be no compulsory holiday homework.

### **Student Responsibility:**

- Be prepared and responsible for assignments with materials and instructions.
- Manage organization and time towards completion of assignments.
- Communicate, reflect, and advocate for self with the teacher about assignments, areas of difficulty, interest and challenge.
- Any homework that is assigned must be completed. We assign worthwhile homework and do not give zeros for missing assignments.
- Communicate with and involve parents in what you are doing.

## Parent Responsibility:

- Help develop routines and provide quiet learning areas at home
- Assist and encourage your child when needed.
- Communicate and reflect with your child about the challenge and amount of homework and communicate these findings as necessary with the teacher.
- Ensure a balance of time spent on homework and other non-academic endeavors.
- If you find your child is spending too much time, is frustrated, or does not understand the material being sent home then please contact the teacher.

## Reference Guide for Homework

Year Level	Duration of homework activities per day	Duration of reading every night
KG-Prep	None	Parents/guardians read to their child
Grade 1	15-20 minutes	10 minutes
Grade 2	15-20 minutes	10-15 minutes
Grade 3	20 - 30 minutes	20-30 minutes
Grade 4	20 - 30 minutes	20-30 minutes
Grade 5	30 minutes	30-45 minutes
Grade 6	30-45 minutes	30-45 minutes
Grade 7	30-45 minutes	30-45 minutes
Grade 8	30-45 minutes	30-45 minutes



## **Behavior for Learning**

KIS wishes to promote a safe and caring environment for all in school, where positive behavior is encouraged and rewarded so that effective learning and teaching can flourish and the children have every opportunity to participate, achieve and raise attainment. Positive relationships are vital for successful learning and teaching in school. Therefore, staff are expected to be constructive by setting a positive example for our pupils. We do this by:

- teaching the children what good behavior looks like;
- teaching and reinforcing the benefits of good behavior;
- setting and maintaining a calm, secure environment in class;
- using good classroom management;
- using homeroom time to air, share, and resolve issues.

## **Behavioural Consequences**

All teachers will have their own classroom incentive plans, for encouraging and rewarding appropriate behavior. Children have a choice when deciding on their behavior. Teachers will initially use low-key verbal and non-verbal responses to curb unwanted behavior. If students continue to display unacceptable behavior in the classroom or in the playground the following will apply.

In more serious behavioral incidents the Leadership Team will start at the consequence level they deem appropriate.

### **Level 1**

- Non-verbal reminder.
- Verbal reminder of expectations of behavior and agreements.
- Verbal reminder with choice of consequences.
- Praise for choosing to behave.

### **Level 2**

- Time in thinking corner
- Incident sheet written and School counselor to be informed.
- Reflection or Stop and Think sheet completed by the student.
- There will be a discussion between the teacher, student, and school counselor.

### **Level 3**

- Referral Paper is submitted to the School Counselor.
- Previous incident reports/reflections/behavior monitoring sheets reviewed by the School Counselor.
- In-class behavior observation by School Counselor, Dean of Students, and Learning Support.
- Students placed on a weekly report card/behavior monitoring chart. The behavior chart should be monitored each day by the homeroom teacher and checked by the school counselor.
- Parents will be informed by the Dean of Students and School Counselor through phone call and email.

### **Level 4**

- Evidence and information gathering will commence investigating triggers for behavior and intervention plans will be created by the guidance counselor.
- Possible Internal exclusion in school
- Parents will be invited to the school to discuss the intervention plan that is created. Parents sign the plan and the plan will be monitored and reviewed by the School Counselor.

### **Level 5**

- The Principals will be included in the matter and parents will be called and discussed
- External exclusion at home with work provided by teachers online.
- In return – students, parents, and principals sign a contract with targets clearly stated. If the student fails to meet the targets stated, it will be considered as he/she broke the contract.

### **Level 6**

- Principals, School Counsellor, Dean of Students, and Learning Support meet the Board and make recommendations on the suitability of the school for that student which could result in permanent exclusion.
- Parents notified in writing
- Parents, Principals, School Counsellor, Dean of Students, and Learning Support attend a Board review

The Board of School Governors will make any final decision about the ongoing enrolment of a student.

## **Serious Behavioural Incidents**

Major incidents, some of which are listed below, could lead to direct dismissal. Please note that this list is not exhaustive and that there are other actions that could lead to direct dismissal.

- Serious physical or mental harm to others;
- Deliberate harm to property;
- Stealing;
- Leaving the school premises without permission;
- Serious bullying issues including cyberbullying;
- Racism, sexism, homophobia and/or religious intolerance;
- Smoking any tobacco products or e-cigarettes;
- Possession or consumption of alcohol or drugs;
- Possession of an offensive weapon.

## **Bullying**

We are committed to developing an anti-bullying culture whereby no bullying, including, between adults or adults and children and young people will be tolerated. The KIS community supports all staff in preventing bullying and will intervene by identifying and tackling bullying behavior appropriately and promptly. We ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy. We will report back to parents/guardians regarding their concerns on bullying and deal promptly with complaints. Parents/guardians in turn work with the school by reporting concerns as soon as possible and supporting the school with any sanctions given to students who have demonstrated bullying behavior.

## **Plagiarism and Academic Honesty**

KIS students are expected to uphold the highest levels of academic honesty. Academic dishonesty includes, but is not limited to:

- Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment.
- Supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another.
- Duplication of work—this is defined as the presentation of the same work for different assessment components and/or core requirement

- Any other behavior that gains an unfair advantage for a candidate
- Altering grades or attempting to alter grades.
- Falsifying a parent or teacher's signature.
- Using any electronic device, such as calculators, translators, computers, and cell phones for unfair advantage.

Plagiarism is defined as presenting someone else's work as your own.

If you use other people's work, then you need to give them credit by citing what you use whether it is text, pictures, sound, or any other format.

Students must cite references in proper style and format. In case of plagiarism or cheating, no grade will be assigned to that piece of work. Teachers will clearly explain and document all cases of violations with the student as soon as the case occurs and is reported.

Students who allow other students to use or copy their work will also be assigned no grade for that piece of work. In both cases, parents will be notified and the student will be required to complete another piece of work on another topic within a designated time. In the case of repeated plagiarism, disciplinary action will be taken. Repeated offenses could result in suspension/expulsion or asking the student to withdraw from school.

## **Prohibited Items**

The following actions/items are not permitted on campus:

- chewing gum
- smoking, alcohol and drugs
- Public displays of affection
- Harmful Objects: weapons of any sort, whether real or imitation

## **Smoking, Alcohol and Drugs**

Smoking is not allowed on the school property. Smoking near the school gates or during school activities off-site is not permitted. Students should not be involved in any way with the use of alcohol, tobacco or drugs at school-related activities on or off-site. The use, possession, or distribution of drugs for non-medical purposes is prohibited and may lead to direct dismissal from the school in accordance with the behavior for learning policy.

## Public Displays of Affection

Many cultures and age groups coexist at KIS. It is important that students exhibit attitudes and behavior regarding interpersonal relationships that are acceptable to people of various cultural and ethnic backgrounds. The school recognizes that genuine feelings of affection may exist between students, but public displays of affection on the school premises are not acceptable. Students must refrain from inappropriate behavior such as intimate and prolonged embraces, kissing, and similar actions offensive to the general public on the school premises and at external school events.

## Harmful Objects

A student should not knowingly possess, handle or transmit any object that can reasonably be considered to be a weapon onto the school premises or when an external school activity, nor are they to be in possession of a copy of a weapon without prior specific approval of its use for an educational purpose.

## Resolution of Concerns

Conflicts of interest, misunderstandings and differences of opinion arise from time to time. It is the aim of KIS to create an environment allowing resolutions of conflicts in an open, forthright and beneficial manner. We urge parents and students to communicate problems or concerns to the Principal to ensure a speedy resolution.

## Student Council

The Student Council is a way for students from Grades 1-8 to take action in our school, to introduce students to the formal meeting process and to develop responsibility and initiative. The Student Council is facilitated by the School Counselor and classes hold elections to elect their student council representatives.



## **Section 2: Day to Day Activities and Procedures**



## The School Day

Due to covid, we have changed our school day slightly to allow for staggered drop off and pick up times and to minimize the mixing of students from different classes.

Classes start at **8:00** for **Prep to Grade 8** students.

Classes start at **9:00** for **KG3 to KG5** students

### Safe Morning Drop-off Procedures for Parents

Parents and students must wear a mask at all times during drop-off.

We will operate a one-way system.

- Please enter the school road from main road D.A.R Sahara Street and continue forward in a one-way direction. Please do not do U-Turns.
- There will be no parking directly outside the school.

Painted boxes are marked on the pavement/sidewalk outside the school.

- Students must line up in the boxes while waiting to enter the school.
- On entry students will have a temperature check and sanitize hands. Students with a temperature over 37.5C will be sent home.

Students will go directly to their class.

- Arrival times for Grades 5-8 will be from 7:30am - 8:00am
- Arrival times for Grades Prep - Grade will be from 7:30am - 8:00am
- Arrival times for KG classes during this period of using a shifting system will be from 8:30am - 9:00am

Late Students - Must follow the entry procedures and will be taken to the classroom with a late slip.

### Safe Pick-up Procedures for Parents

Parents and students must wear a mask at all times during pick-up.

To organize an orderly dismissal we plan for a staggering end to the day. Please make arrangements for your children to be collected on time.

For Monday to Thursday we kindly ask:

- KG to Prep pick up time is 2:40pm
- Grades 1-4 pick up time is 2:50pm
- Grades 5-8 pick up time is 3:00pm

**Friday** pick-up we kindly ask:

- KG to Prep pick up time is 1:40pm
- Grades 1-4 pick up time is 1:50pm
- Grades 5-8 pick up time is 2:00pm

Students who have a sibling in an older grade level will leave with the older sibling. Parents and students must wear a mask at all times during the pick-up process

We will operate a one-way system.

- Please enter the school road from main road D.A.R Sahara Street and continue forward in a one-way direction. Please do not do U-Turns.
- There will be no parking directly outside the school.

Painted boxes are marked on the pavement/sidewalk outside the school.

- Parents must line up in the boxes while waiting to enter the school.
- Once at the gate your child will be released to you, please leave the area as soon as possible.

Early Dismissal: If students need to leave the school early, parents please complete the early dismissal form and inform the Dean of Students and classrooms teacher in advance, once the adult has arrived and is waiting outside school we can arrange for the student to be collected from class.

## **Attendance**

We expect all students to attend school every day as long as they are fit and healthy enough to do so. We do all we can to encourage the students to attend, and to put in place appropriate procedures for example, recording attendance. We believe that the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end we strive to make our school a happy and rewarding experience for all students. Please see our attendance policy on the website

## **Absences**

Where students are not able to attend school parents must phone the Homeroom teacher on the first day of the student's absence (before 8am) explaining the reason for their absence.

## **Planned Absences**

In the case of a planned absence, the parents must request permission at least 5 days in advance. Parents are strongly encouraged to take holidays with their children during the official school holidays.

## **Long-term Absences**

When students have an illness that means they will be away from school for several days, the school will do all it can to send material home, so that the student can keep up with their school work. Educational support during the period of absence for other reasons should be discussed between the parents and the Dean of Students or Principal so that work can be provided if necessary.

We track and report on student absences and lateness on report cards to ensure that we have a fair and accurate picture of student learning.

## **Access to the School Campus for visitors/parents/guardians**

Security guards are on-site 24/7 and no unauthorized visitors should be allowed to enter the school.

At the current time, we are limiting the number of visitors on campus due to covid.

If you need to meet with a staff member please make an appointment after 3:15 pm when all the students will have left the site. You will also need to follow the Covid procedures outlined on our website, which includes wearing a mask, having temperature taken and social distancing. All parents and visitors must abide by KIS visitors code of conduct

## **Visitors Code of Conduct**

Kelem International School (KIS) believes in a culture of respect and belonging and takes child safeguarding seriously. The following code outlines KIS conduct expectations for visitors on our campus. This code is intended to promote a safe learning environment that supports child protection and safeguarding policies and practices.

Visitors must show and give Identification Cards to the KIS security unit and sign in when entering the campus. Visitors receive a visitor badge which must be displayed clearly at all times.

It is expected that visitors act and speak in a kind and respectful manner at all times and follow the values of the school.

Visitors must use adult-only bathrooms.

Visitors should avoid taking photographs of students without permission.

In an emergency, please listen to announcements and follow directions.

When signing in, you acknowledge your agreement to the Visitor Code of Conduct as outlined above. If there is any violation of this Code of Conduct, visitors may be asked to leave the campus

## **Dress Code**

Students are active throughout the day and need to dress comfortably for play.

In the absence of a school uniform, students are expected to demonstrate pride in themselves and in their school by their manner of dress and appearance. Clothes, make-up, and hairstyles shall be neat, clean, and in good taste. In general, dress and appearance should not detract from the instructional setting. Immodest attire (abbreviated shorts or skirts, halter tops, sagging pants), clothes torn or ripped in any way, bare midriffs, extreme or distracting dress or appearance, and any obscene or suggestive words, slogans, or pictures are prohibited.

Students wearing inappropriate clothes will either be sent home to change, will wait in the office until such time as proper clothing is delivered, or will be loaned alternative clothing for the remainder of the school day. Footwear must be worn on campus at all times for the student's own safety. The administration has the final say on what is appropriate attire for KIS student.

Students are expected to dress appropriately for PE if they have a scheduled class.

## **Emergency Procedures**

The safety of our students is paramount at KIS. We hold regular drills to practice for a number of possible emergencies including:

- Fire or similar events requiring the evacuation of buildings;
- Bomb threat or intruder or similar events requiring lock-down protection.

All students are expected to take part in drills in a quiet and orderly manner. Teachers accompany their classes during these drills and remain with them until the all-clear signal is given to return to class. Full details of procedures can be found in the Emergency and Critical Incident Policy on our website.

## Lunch and Snacks

KIS provides a nutritious and healthy hot lunch and two snacks daily for all students, with the costs included in the tuition fee. All food is prepared fresh daily in the kitchen on the school campus. Menus are published monthly by the chefs, and are posted on the notice board at the entrance to the school and also in the Principal weekly update.

Students should not bring food from outside of school onto the premises without permission from their teacher. Any food which is found in the student's possession will be confiscated, and if packaged, returned at the end of the school day. This policy includes gum and sweets.

In the case of special dietary requirements which the school kitchen is unable to meet, please meet with the Dean of Students or Principal to discuss further options.

Following the ethos of the Finnish education system, students and teachers eat lunch together. This is an opportunity for the teachers to discuss healthy eating and table manners with the students. Students are expected to clean up their eating space and sit and wait for their group to finish eating before going out to play.

## Water

Students must bring a water bottle to school every day, please put your child's name on the bottle. Each class has a water dispenser so students and staff are able to easily refill their bottles. Other dispensers are located in accessible areas around the school and playground.

## Health Care

Due to Covid, we currently have two full-time school nurses to provide assistance to our students. The school nurses will provide first aid to take care of minor cuts, scratches, etc. If a child becomes ill during the school day, the nurse will telephone a parent/guardian to inform them to take the child home. In the event of a serious illness or accident, parents/guardians will be informed by telephone immediately.

**If your child has Covid symptoms or has come in contact with a person infected with Covid it is essential you inform the nurse immediately. She will be able to support you further and begin contact tracing. For more information about our covid procedures please see the website.**

It is very important that we have at least one name and phone number of someone who can be contacted in case of any emergency. It is the parent/guardian's responsibility to notify the school if any of the telephone numbers change. The school cannot be held responsible in cases where a parent/guardian cannot be contacted because an incorrect or invalid telephone number has been provided.

When completing the application for admission to MISY, parents must provide details of any illnesses or learning difficulties, or verify that their children are in good health. Parents must also agree to give the school the authority to send a student for appropriate medical treatment in case of an emergency. This treatment would be at the parents' expense.

If we cannot reach you and your child needs emergency medical attention, our choice of hospital/Health Centers are:

### **NORDIC MEDICAL HOSPITAL**

BOLE SUB CITY,  
KEBELE 01,  
H.NO-1244 P.O.BOX: 18715,  
ADDIS ABABA, ETHIOPIA  
Call +251 929 105 653

### **SUISSE CLINIC**

KERA  
ADDIS ABABA, ETHIOPIA  
Call: +251-114-161649/ +251-921-78 71 20

If a child had a communicable disease, a doctor's statement regarding his/her recovery and condition may be required on their return to classes.

## **Health Care on Educational Visits**

Prior to all educational visits, parents/guardians must complete a consent form, part of which requires up-to-date details of all medical conditions, medications, allergies, etc.

## **Medication**

Any parents/guardians who want the nurse to give their child medication during school hours should contact the nurse directly. The nurse cannot give a student any medication at school without parental approval. Other members of staff are not allowed to give medication to students under any circumstances. The final decision about whether or not a student is fit to attend class is made by the nurse.

## **Preventing Childhood Infection**

Most infections are spread from fecal-oral and respiratory routes from other infected children. To help prevent childhood infection from spreading:

- cover the nose and mouth with a tissue or elbow when coughing or sneezing, throw the tissue away after use;
- wash hands frequently and thoroughly with soap and water, especially after coughing or sneezing or using the toilet or changing a nappy (diaper) and before preparing food and eating;
- avoid touching the eyes, nose, or mouth, germs spread that way;
- try to avoid close contact with sick people;
- avoiding sharing food or drinks with other people.

If you or your child gets sick, you or your child should stay at home and keep away from work or school and limit contact with others to keep you away from infecting them.

## **When to keep children at home**

If your child is sick the best place for them is at home.

Parents/guardians should never bring their child to school if they know their child is sick. The nurse's rooms are for the treatment of minor accidents and illnesses. If you believe that your child is not well enough to participate in the entire day's program including after-school activities, educational visits, PE, swimming lessons, etc. you should keep them at home.

Your child must remain at home if they have any of the following:

- fever of 37.5°C or above or 37.9°C with symptoms nausea, recurrent vomiting, diarrhea or severe abdominal pain;
- gastrointestinal problems such as vomiting or diarrhea;
- red eye;
- head lice;
- rashes such as impetigo, also known as Guam sores;
- a persistent cough;
- red inflamed or discharging eyes;
- any open sore oozing fluid or pus.

Parents/guardians should always keep a child at home if the child contracts a contagious disease such as herpes simplex, measles, chickenpox, red-eye, etc.

If this is the case they must also contact the nurse so that other families can be notified and the disease contained.

We know it can be difficult to make an early decision about whether or not your child is too sick to go to school. Often you may not be able to tell if they are going to get better or worse during the school day. Also, if your child frequently complains of being sick and wants to miss school, you should think about whether or not your child is deliberately trying to avoid school. It is important to find out the reason if this appears to be the case.

## **Valuables and Lost and Found**

Occasionally, a personal item will be lost or misplaced. If found, these items will be placed in our lost and found which is in a room next to the Dean of Students' office. Periodically, items that have been left unclaimed for a long period will be donated to the school next door.

To avoid lost items that we cannot take responsibility for, we ask families to ask students not to bring toys or items to school unless they are to be shared or used in their classroom as part of a lesson.

## **School Supplies and Tech Devices**

The school provides all stationery items required for learning with some more personal items such as pencil cases to be supplied by families.

As a general rule, students are not to bring computers or mobile phones to school. If requested by the teacher they may bring but they must leave in the Dean of Students office when not using in the classroom.

## **Technology User Agreements**

In accordance with our Child Protection and safeguarding policy. All students and staff are required to agree to use technology in a safe and appropriate manner. Older students will sign their own Technology User Agreement, whilst parents/guardians of students in Grade 2 and below will sign on behalf of their children. The Technology User Policy and Agreement are available on the School Website.

## **Sign-Off page**

I have read and understood the KIS/FSCSPCO Family Handbook and do hereby intend to follow all policies and procedures from this date moving forward.

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Mother's Name & Signature

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Father's Name & Signature

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Date