International School of Dakar
Home of the Jaguars

Parent-Student Handbook
2019-2020

This Handbook is intended for both new and current families in our school community. We would especially like to welcome our new parents and students, and hope that the information offered herein will provide you with adequate details about ISD, about our goals and objectives, and overall programs. Although current families may already be acquainted with a good deal of the information in this handbook, we ask you to review it annually.

US Mailing Address
Management Officer for ISD
2130 Dakar Place
Department of State
Washington, D.C. 20521-2130

Local Mailing Address
B.P. 5136 Dakar, Senegal
Tel. : (221) 33-825-0871 / 33-824-1965
      33-860-2332 / 33-825-4075
Fax : (221) 33-860-8523
Email : adminoffice@faculty.isd.sn
Website : www.isdakar.org
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1. SECTION I: GENERAL INFORMATION

1.1 Guiding Statements

Challenge | Create | Change

ISD inspires students to become lifelong learners and responsible global citizens in a rapidly changing world.

Who We Are
ISD is a diverse community of learners that fosters creativity, open-mindedness, responsibility and excellence. As an IB World School, ISD promotes student achievement and global citizenship.

What We Believe
ISD believes a well-rounded and rigorous program of academics, arts and athletics builds a foundation for lifelong learning and fulfillment. A collaborative culture enhances individual development and effective communication. Inspired teaching leads to personal accomplishment and growth. A successful learner has the courage to tackle complex problems and be of service to others. Creative opportunities encourage students to become responsible leaders and to discover their talents and passions.

1.2 Guidelines for Community

Teacher Agreement

We will promote SAFETY by:

- Providing a safe and caring environment for all students.

We will promote OPEN-MINDEDNESS by:

- Providing quality education;
- Providing multiple learning opportunities and being responsive to the needs of each of our students by maintaining regular, open lines of communication to clarify classroom expectations, inform of school events, and report on student progress.

We will promote RESPONSIBILITY by:

- Encouraging an atmosphere of mutual respect including sensitivity to cultural diversity.

We will promote EXCELLENCE by

- Modeling and encouraging high goals and standards of excellence within a balanced lifestyle.

Parent Agreement

We will promote SAFETY by:

- Knowing and supporting school, classroom, and bus rules and expectations.
- Communicating promptly with teachers or administration whenever I notice a safety problem or have a security concern.
- Ensuring my child has proper equipment for participation in any school-related activity.
- Being involved and knowledgeable about my child’s activities after school and on weekends.

We will promote OPEN-MINDEDNESS by:

- Knowing, respecting, and supporting school, classroom, and bus rules and expectations.
- Treating all ISD community members as I would like to be treated: with respect, good manners, and cultural sensitivity.
- Being a thoughtful audience member when at ISD events: turning off my phone, minding my children, not talking during performances, and removing my child if he/she is making noise or being a distraction.

We will promote **RESPONSIBILITY** by:
- Reading and discussing with my child school rules and expectations.
- Assuming the responsibility for the regular and prompt attendance of my child, and notifying the school when my child will be absent from school.
- Maintaining contact with the school and my child’s teacher.
- Taking an active role in the life of the school and supporting my child’s participation in school activities (Being here and cheering!).

We will promote **EXCELLENCE** by:
- Supporting my child’s effort to learn by encouraging excellence in my child’s studies.
- Ensuring my child’s personal health and well-being so that my child will come to school ready to learn.

### 1.3 School History

The International School of Dakar (ISD) sits on four acres of land overlooking the Atlantic in the westernmost tip of Africa. It was founded in 1983 in order to provide a non-sectarian alternative for international families who are temporarily based in Dakar. The initial leadership of the school was primarily North American, with strong support, which continues today, from the United States Embassy and U.S. Department of State’s Office of Overseas Schools.

Dakar, once the capital of French West Africa, is a cosmopolitan city of two million people drawn not only from Senegal’s six major ethnic groups, but from most of French-speaking Africa, Lebanon and France, as well. Soft (and sometimes not so soft) trade winds, an agreeable climate, and numerous beaches make Senegal an attractive place to live and an European vacation spot.

With its rapid growth in recent years, ISD has come to serve many other families within the international community of Dakar. While approximately one-quarter of the students are U.S. citizens, approximately 50 other nationalities are now represented.

In 1989, ISD moved to its current site overlooking the Atlantic.

In 1993, the Preschool moved to the regular ISD campus. We currently offer full-day programs for three- and four-year-olds.

In 2001-2002, ISD expanded its high school program to include students in grades 9-12.

ISD is fully accredited and offers a strong academic program grounded in the International Baccalaureate programme across the school. We are fully authorized to offer the IB Diploma Program in Grades 11 & 12, the PYP in the Elementary School, and we are a candidate school to offer the MYP in Grades 6 through 10.

Our purpose-built facility now includes 66 classrooms, a library, two computer labs, offices, student locker rooms, a swimming pool, and two outdoor basketball courts. Our large playing field permits a broad array of physical education activities. The amphitheaters on campus provide meeting spaces outside, as well as a venue for cultural programs. A Performing Arts Center and Athletic Complex is under construction, due to open in February 2020.
1.4 School Spirit
The ISD Spirit Shop run by the PTO is a great place to buy spirit goods to show your school pride or to find gifts for folks when you are traveling home.

1.5 Contact Information

**US Mailing Address**
Management Officer for ISD
2130 Dakar Place
Department of State
Washington, D.C. 20521-2130

**Local Mailing Address**
B.P. 5136 Dakar, Senegal
Tel. : (221) 33-825-0871 / 33-824-1965
33-820-2326 / 33-825-4075
Fax : (221) 33-860-8523
Email : adminoffice@faculty.isd.sn
Website : www.isdakar.org

2. SECTION II: GOVERNANCE and ACCREDITATION

2.1 Board of Trustees
The International School of Dakar is governed by an up to nine-member Board of Trustees elected by the International School Association of Dakar, the sponsoring body of the school. Membership in the association is automatically conferred on the parents or guardians of children enrolled in the school and on full time teachers. The school's director, the school's principals, a representative of the U.S. Ambassador, the president of the Parent-Teacher Organization and a faculty representative are ex-officio members of the board.

The board works through a variety of committees, which include Finance, Building and Grounds, and Policy. Membership on these committees is open; if you are interested in participating, please contact the director, a member of the board, or [http://isdakar.org/main/about/board.php](http://isdakar.org/main/about/board.php)

**2019-2020 BOARD OF TRUSTEES:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Thiaba Camara Sy</td>
<td>Senegalese</td>
<td>Chair</td>
</tr>
<tr>
<td>Jennifer Davis</td>
<td>American</td>
<td>Vice Chair</td>
</tr>
<tr>
<td>Molly Glenn</td>
<td>American</td>
<td>Treasurer</td>
</tr>
<tr>
<td>Sadia Asim</td>
<td>Pakistani</td>
<td>Secretary</td>
</tr>
<tr>
<td>Martina Brecciaroli</td>
<td>Italian</td>
<td>Trustee</td>
</tr>
<tr>
<td>Maureen Cunningham</td>
<td>American</td>
<td>Trustee</td>
</tr>
<tr>
<td>Aylin Karahan</td>
<td>Turkish - American</td>
<td>Trustee</td>
</tr>
<tr>
<td>Stephane Rosenberg</td>
<td>American</td>
<td>Trustee</td>
</tr>
<tr>
<td>Marybeth McKeever</td>
<td>American</td>
<td>US Ambassador’s Representative</td>
</tr>
<tr>
<td>Nneka Johnson</td>
<td>American</td>
<td>Faculty Representative</td>
</tr>
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</table>

**2.1.1 ISD Trustee Selection**
ISD Trustees are elected at the Annual General Meeting (AGM) of the association, held in April each year. Trustees terms are staggered so that there is not too much turnover in any given year. Terms are for two years. To apply as a candidate, you must write a biographical statement and submit it to the board secretary, who runs elections, before the submission deadline (usually three weeks before the
Annual General Meeting). Elections are held via secret ballot. More on board elections can be found in the ISD Board Policy Handbook.

2.1.2 ISD Board Policies
One of the board’s primary roles is to approve and review policy so as to ensure smooth functioning of all aspects of the ISD program. All ISD Board policies are contained in The ISD Board Policy Handbook, which is available to download from the school’s website.

2.2 Accreditation
ISD is an IB World School. We are fully authorized to offer the IB Diploma Program in Grades 11 & 12, the PYP in the Elementary School, and we are a candidate school to offer the MYP in Grades 6 through 10.

ISD is fully accredited in the U.S. by the Middle States Association of Schools and Colleges (MSA), allowing us to offer a US High School Graduation Diploma.

ISD is also fully accredited by the Council of International Schools (CIS). In 2017 we successfully were re-accredited through a joint MSA and CIS visit and this is valid through 2022.

ISD is also a member of the Association of International Schools in Africa (AISA), the Association for the Advancement of International Education (AAIE), as well as the West African International Schools’ Athletic League (WAISAL).

3. SECTION III: PERSONNEL

3.1 Administrative
The school is administered by the director, who is responsible for the organization, operation, and overall management of the total school program. The administrative teams are listed below:

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Administrative Office Team</th>
<th>Business Office Team</th>
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<tbody>
<tr>
<td>KNOBLOCH Alan, Director</td>
<td>ATIASE Emefa, Elementary Admin Assistant</td>
<td>FALL Ibrahima, Business Manager</td>
</tr>
<tr>
<td>CHUMRAU Kelly, ES Principal</td>
<td>CRUMPTON Caitlin, Communications Coordinator</td>
<td>MICHELET Marylene, HR Manager</td>
</tr>
<tr>
<td>WARDINI Suzanne, Assistant Director</td>
<td>KUSIIIMA Susan, Admissions Coordinator</td>
<td>DIOH Helene, HR Assistant</td>
</tr>
<tr>
<td>LENNON, Paul, IB DP Coordinator &amp; HS Assistant Principal</td>
<td>MBAYE Marieme, Admin Assistant &amp; Receptionist</td>
<td>DIOUF Francois, Cashier</td>
</tr>
<tr>
<td>CRUMPTON Colin, Athletics &amp; Activities Director</td>
<td></td>
<td>SOUMARE Khady, Accountant</td>
</tr>
<tr>
<td>DENTAHIGH Liz, ES Assistant Principal</td>
<td></td>
<td>DIOUF Francois, Cashier</td>
</tr>
<tr>
<td>LORIA Jen, IB MYP Coordinator &amp; MS Assistant Principal</td>
<td></td>
<td>SY Rokhaya, Accountant</td>
</tr>
<tr>
<td>JOHNSON Nneka, Innovation Director</td>
<td></td>
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<tr>
<td>CHUMRAU Brad, IB PYP Coordinator</td>
<td>KEITH Bryan, SS Dean of Students</td>
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KINYEKI Wendy, Executive Assistant | ROSENBERG Anna, Secondary Office Manager |
FRALIA Nicholas, Student Data System Assistant | Goudiaby Yaya, Warehouse Clerk |
MBAYE Marieme, Admin Assistant & Receptionist | SOUMARE Khady, Accountant |
DIOP Joseph, Procurement Officer | DIOUF Francois, Cashier |
DIAYE Pape, Senior Accountant | SY Rokhaya, Accountant |
3.2 Faculty
The International School of Dakar employs approximately 85 full and part-time teachers and 23 teaching assistants. Full-time teachers are certified in their countries of origin and have come to ISD with a broad variety of professional experiences. Approximately half possess master’s degrees or other advanced diplomas in education or specific subject areas. Mirroring the international atmosphere of the school, the teachers represent many different nations. While the largest percentage of the faculty is American, teachers are also from Canada, France, England, the Netherlands, Sierra Leone, Kenya, and New Zealand.

| FACULTY & STAFF |  |  |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| Elementary School | Position | Elementary School | Position |  |
| CHAKUKUMA Catherine | ES Grade PK 3 | BOCKARIE Linda | ES Grade PK 4 |  |
| BREITER Melissa | ES KG MB | KAWRA Hem | ES Grade PK 4 |  |
| DWYER Caitlin | ES Grade 1 | OKOTH-OGOLA Maureen | ES KG LB |  |
| WORKMAN-TAN Barbara | ES Grade 1 | RADCLIFF Elise | ES Grade 1 |  |
| ADREOLA Francesca | ES Grade 2 | STEIN Shelly | ES Grade 2 |  |
| NELLOR Lori | ES Grade 3 | CHAUHAN Shambhavi | ES Grade 2 |  |
| NIJEHUIS Samantha | ES Grade 3 | KLASSEN Jeffrey | ES Grade 3 |  |
| BAIR Julia | ES Grade 4 | O’RIELLY Erin | ES Grade 4 |  |
| NIJEHUIS Hendrik | ES Grade 5 | Nellor Dan | ES Grade 4 |  |
| SOUDACK Aviam | ES Grade 5 | BRUNS Sharon | ES Grade 5 |  |
| ATIASE MUPESO Sedina | ES Learning Support | SAKHO Adja | ES Learning Support |  |
| YANCEY Michele | ES Art | LEE Sandra | ES Music |  |
| YU Monica | ES ELL Teacher | HOLLISTER Elizabeth | ES ELL Teacher |  |
| BOULESTREAU Lisa | ES French | BORST Robin | ES Special Education |  |
| MBAYE Axelle | ES French | DUCHENNE Genevieve | ES French |  |
| FORTEL Claire | ES French | CAPPALIER Sebastien | ES French |  |
| BRIAND Cedric | ES French | GEUNDNER-SARR Antje | ES EC Integrationist |  |
|GESLAND Chantal | ES Tech Integration | BOWLER Stephen | ES PE |  |
| NEILL Ann | ES School Counselor | | |  |

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>KARG Kelli</td>
<td>MYP &amp; DP English; HoD</td>
<td>OCH, Gwyn</td>
<td>MYP Design; Grade 6 Team Lead</td>
<td></td>
</tr>
<tr>
<td>GIFFORD Wendy</td>
<td>MYP Individuals &amp; Society, DP History; Head of Department; ToK Coordinator</td>
<td>MARTRICH Michael</td>
<td>MYP English, ToK</td>
<td></td>
</tr>
<tr>
<td>MERRYWEATHER Brittney</td>
<td>MYP Science;</td>
<td>FARLEY Randy</td>
<td>MYP Individuals &amp; Society</td>
<td></td>
</tr>
<tr>
<td>ENGELBRECHT-LARKIN</td>
<td>MYP Drama &amp; MYP Math</td>
<td>RABIN Anna</td>
<td>MYP Individuals &amp; Society</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>KEITH Alana</td>
<td>MYP Math</td>
<td>LANCASTER Katherine</td>
<td>MS Learning Support; Grade 6 Team Lead</td>
<td></td>
</tr>
<tr>
<td>JOHNSON Joe</td>
<td>MYP English</td>
<td>REGAN Ben</td>
<td>MYP PE; Grade 7 Team Lead</td>
<td></td>
</tr>
<tr>
<td>THORBURN Brian</td>
<td>MYP Design; Grade 8 Team Lead</td>
<td>LORIA Mike</td>
<td>MYP Spanish</td>
<td></td>
</tr>
<tr>
<td>SALTER JARRETT Ann</td>
<td>MYP English</td>
<td>LENNON Katie</td>
<td>MYP PE; Head of Department;</td>
<td></td>
</tr>
<tr>
<td>CARNINO Seynabou</td>
<td>MYP French</td>
<td>TAN Clay</td>
<td>MYP Music</td>
<td></td>
</tr>
<tr>
<td>RILEY Janna</td>
<td>MS Art</td>
<td>REUWER Terrence</td>
<td>MYP English &amp; MYP PE</td>
<td></td>
</tr>
<tr>
<td>STOKES Nabowire</td>
<td>MYP &amp; PYP Dance</td>
<td>MICHELSEN Hailey</td>
<td>PE Teacher</td>
<td></td>
</tr>
<tr>
<td>WARD Hazel</td>
<td>MYP PE, Wellness</td>
<td>BOULESTREAU Arnaud</td>
<td>MYP &amp; DP French; HS CAS &amp; Service Learning Coordinator</td>
<td></td>
</tr>
<tr>
<td>PRESS Paul</td>
<td>MYP &amp; DP Physics; HoD</td>
<td>CARTLIDGE Andrew</td>
<td>MYP &amp; DP Biology</td>
<td></td>
</tr>
<tr>
<td>BRONDEL Charles</td>
<td>MYP Individuals &amp; Society, DP</td>
<td>CARAYOL Denrol</td>
<td>MYP &amp; DP Math; Head of Department</td>
<td></td>
</tr>
<tr>
<td>FAYE Maryelle</td>
<td>MYP &amp; DP French; Head of Department</td>
<td>HAAG Jacob</td>
<td>MYP Biology, MYP &amp; DP Chemistry</td>
<td></td>
</tr>
<tr>
<td>TAYLOR Neil</td>
<td>MYP Individuals &amp; Society, DP Economics; Grade 11 Team Lead</td>
<td>KAPPNER Sophie</td>
<td>MYP &amp; DP French</td>
<td></td>
</tr>
<tr>
<td>VERSCHUREN Vivienne</td>
<td>MYP &amp; DP Math</td>
<td>HAN So Hee</td>
<td>MYP &amp; DP Math; Grade 10 Team Lead</td>
<td></td>
</tr>
<tr>
<td>DENHARTIGH Jon</td>
<td>MYP &amp; DP Art</td>
<td>BAIR Ross</td>
<td>MYP &amp; DP Biology</td>
<td></td>
</tr>
<tr>
<td>WETTELAND Aryanna</td>
<td>HS/ MS Science Teacher</td>
<td>BAILEY Michele</td>
<td>IB French</td>
<td></td>
</tr>
<tr>
<td>BAILEY Keith</td>
<td>IB Film</td>
<td>HIGGINSON Brian</td>
<td>IB Theatre</td>
<td></td>
</tr>
<tr>
<td>EDMOND JulieAnne</td>
<td>Secondary School ELL</td>
<td>FARLEY Cindy</td>
<td>HS Learning Support</td>
<td></td>
</tr>
<tr>
<td>KEARNEY Katelyn</td>
<td>HS Guidance &amp; College Counselor</td>
<td>LONG Lindsey</td>
<td>Secondary Learning Support</td>
<td></td>
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<table>
<thead>
<tr>
<th>Schoolwide</th>
<th>Position</th>
<th>Schoolwide</th>
<th>Position</th>
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<tbody>
<tr>
<td>CREAMER Stephanie</td>
<td>Librarian</td>
<td>KADAM Ibra (Gaucher)</td>
<td>Service &amp; Community Liaison</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Teaching Assistants</th>
<th>Position</th>
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<tbody>
<tr>
<td>TAVARES Evelyne</td>
<td>Grade Pre K3 Assistant</td>
<td>CHITIMA Chido</td>
<td>ES PK 4 Assistant</td>
</tr>
<tr>
<td>WAMBUA Chichi</td>
<td>ES KG MB Assistant</td>
<td>YELLOTT-CRAYTON Jackie</td>
<td>ES KG MO Assistant</td>
</tr>
<tr>
<td>KUSHAMBA Gladys</td>
<td>ES Grade 1 Assistant</td>
<td>FERREIRA Tania</td>
<td>ES Grade 1 Assistant</td>
</tr>
<tr>
<td>KUINDJE Patricia</td>
<td>ES Grade 1 Assistant</td>
<td>KOUABOU Linda</td>
<td>ES Grade 2 Assistant</td>
</tr>
<tr>
<td>TRAORE Mamadou (Papis)</td>
<td>ES Grade 2 Assistant</td>
<td>NDIAYE Adama</td>
<td>ES Grade 2 Assistant</td>
</tr>
<tr>
<td>MASHORI Asiya</td>
<td>ES Grade 3 Assistant (Shared)</td>
<td>ESCALONA Isabella</td>
<td>ES Grade 3 Assistant (Shared)</td>
</tr>
<tr>
<td>NDIAYE Monique</td>
<td>ES Grade 4 Assistant (shared)</td>
<td>OBAYA Bitanga Goeretty</td>
<td>ES Grade 4 Assistant (shared)</td>
</tr>
<tr>
<td>NDIONE Serigne Abdoulaye</td>
<td>ES Grade 5 Assistant (Shared)</td>
<td>HARRIS-WAZOUA Niassa</td>
<td>ES Grade 5 Assistant (Shared)</td>
</tr>
</tbody>
</table>
3.3 Support Staff
ISD employs 75 maintenance personnel and janitors to keep the facilities and grounds attractive for our students and parents. These folks are very important people on our campus!

4. SECTION IV: ACADEMICS
4.1 General
ISD is an independent, English-medium international school which offers, in a nurturing environment, a rigorous, international, PK-12 curriculum enriched to reflect the needs and diversity of its international student body and faculty.

Founded in 1983, it is an International Baccalaureate (IB) World School, offering the PYP, MYP and DP Programmes. IB World Schools share a common philosophy – a commitment to a high quality, challenging, international education that ISD believes is important for our students. ISD is also fully accredited by the Middle States Association of Colleges and Schools (MSA) and the Council of International Schools (CIS).

4.2 Instructional Language
The language of instruction at ISD is English, with the exception of French or Spanish during modern language classes.

4.3 English Language Learner (ELL) Program
The majority of ISD students come from a language background that is other than English. Thus, all ISD teachers are language teachers. ISD runs an ELL program based on the ‘sheltered immersion’ approach, which means that we believe that students learn best when engaged in the meaningful context of comprehensible mainstream classes.

English Language Learner (ELL) students follow a pathway of development in learning English that is different to students who learn English as their first language.

Non-English Proficient (NEP) students in grades 1-5 will receive pull-out instruction during literacy time until they have achieved a level of English which allows them to access the curriculum. Once students move to their literacy classes they are ready to be assessed on mainstream standards as Fluent English Proficient.

Some students need more time in their pathway to English proficiency and will gain LEP status (Limited English Proficient). As such, they will also move to all mainstream classes and will be supported in their language acquisition by their core teachers, classroom teachers, as well as by the ELL department. In some cases, it may be decided that an LEP student should not take French, but should instead concentrate on English literacy skills.

It takes time to develop full control over a second language. ELL students are likely to take around 5 to 7 years to learn English for academic purposes to the same level as students who have been learning English all their lives. The ELL program expedites this process by involving students in content, language, and literacy activities in order to develop the kind of language proficiency they need to be successful at ISD.
4.4 Learning Support and Special Education Services

It is the goal of the ISD learning support program to increase the academic success of identified students with mild to moderate learning differences and needs. Academic support is provided in either inclusive or pull-out programs that match individual needs with appropriate strategies and methods.

Pull-out learning support is delivered in small groups (between 2 and 6 students per teacher) to identified students. This is approximately 45 minutes per day in the ES and 75 minutes every other day in Grades 6-12.

In addition to providing pull-out support to identified students and managing personal educational plans, the learning specialists visit classrooms regularly to work with teachers to offer strategies for differentiating instruction. On occasion, the learning specialists are asked by individual teachers to work with specific groups of students within the classroom to bolster identified skills.

ISD utilizes a student-study team approach and follows a clearly articulated referral process for identifying students who will benefit from learning support. This team, comprised of classroom teachers, principal, learning specialist, ELL specialist, and specialist teachers meets regularly to discuss students of concern, personal education plans and future actions. Teachers and parents are encouraged to seek out the assistance and resources provided by the learning specialist whenever learning questions arise.

Identified students who need further extension in their learning are supported through regular differentiation of content, instructional method, task or assessment model in the regular classroom setting. It is the goal of ISD to enrich and extend learning experiences for all students, including those who are high-achieving students.

4.5 Curriculum/Course of Study

Elementary School

The Elementary Curriculum follows the International Baccalaureate PYP framework and is aligned with the standards and practices of the PYP. Units of study are transdisciplinary by design and implemented through various inquiry based models. Some subject specific skills are developed outside the program of inquiry. K-5 students receive daily French sessions. The specials classes are timetabled throughout the day, and scheduled on a 6-day rotation, Day 1 - Day 6. There are special courses in Art (2x per rotation), Music (2x per rotation), PE (2x per rotation), and Library Studies (1x per rotation). Technology and innovation are integrated into the Units of Inquiry and the counselor provides in class social emotional learning opportunities.

- **French**: Classes are 45 minutes daily in Grades K-5. Students are assessed and placed in a level that will best meet their needs. French levels at ISD are: beginner, intermediate, advanced, and Francophone. In some cases, ES students may be scheduled for additional support classes during French time, if this is deemed best by the teachers and principal.

- **Math**: Grades K-5 students at ISD use the *Bridges Math*, and The *Bridges* program is the basis for their math studies.

- **Physical and Health Education**: All ISD students in ES must take PE

Secondary School

Students in Grades 6-10 follow the IB MYP curricular framework and take classes from the 8 subject areas: English, French (or Spanish in the HS), Individuals & Society, Sciences, Math, Arts, Design, and Physical and Health Education
Students in Grades 6-10 have some choice in the courses they take, with this choice increasing as they progress into higher grades.

Students in Grades 11 & 12 will engage in the IBDP curricular framework and take classes from the 6 subject areas:

- English Language & Literature, French, Individuals & Society, Science, Maths, Arts.
  
  In addition to taking one course from each subject areas students also take Theory of Knowledge, complete the CAS requirements, and write an Extended Essay. Students in Grades 11 & 12 also have one free block to study independently.

There may be some exceptions to students not fully enrolling in the full IBDP, such as students entering ISD in Grade 12, or students enrolled in Learning Support with formal documentation indicating the need for modifications to their curriculum.

The following information regarding our curriculum is important for parents and students.

- **French**: Students are assessed and placed in a level that will best meet their needs.

- **Math**: ISD High School Math students need to have a TI-84 Plus Graphing Calculator and these can be purchased through the school. Math levels will also be determined via placement tests, as there are extended Math classes in the High School.

- **Physical and Health Education**: Students in Grades 7 through 10 will take one semester of Wellness. This class will cover issues such as human sexuality (sex ed.), nutrition, drug and alcohol use and abuse, mindfulness training, social and emotional learning, mental health, self-esteem, goal setting, and decision making.

  MYP students are issued a PE uniform, which students must wear to PE classes.

### 4.6 Elementary School Home-learning

At ISD we believe that home-learning is a vehicle to further student learning of the core curriculum, as well as develop skills and dispositions that will help foster independent learners.

**Home Learning in the Elementary School**

Our elementary students are fully engaged in learning activities for nearly eight hours a day. We believe that after school, students should extend their learning beyond the classroom by engaging in self-directed activities. Such activities might include but are not limited to: cooking, singing, art, instruments, languages, sports, and play. Thirty minutes of daily reading is an essential part of Home Learning. We encourage students to read whatever it is that interests them.

Students in the elementary are not assigned homework. There may be times when the teacher, parent and child create a plan to address an academic challenge. There are times when some students may require additional language support or extra practice with math facts but these instances are not the general norm. We want to make sure that all of our students’ learning needs are met while also ensuring that students are given an opportunity for self-directed activities.
What does Home Learning look like?

- Children engage in active and/or creative, unstructured play.
- Students read for pleasure for at least 30 minutes.
- We encourage parents to "read to" their child every day.
- Children follow their interests and have choice in what they want to learn during the after school hours.

Why does ISD Elementary School support Home Learning?

- Home Learning empowers students to make choices in their learning.
- Home Learning inspires inquiry, exploration and a love for learning.
- As a PYP School, we support the development of a variety of talents and interests outside the school. Some students enjoy learning to play an instrument or learning an additional language. Other students are interested in their own research.
- Home Learning helps students to realize that learning does not end at the end of the school day.
- When students practice independent learning, they no longer have be told to learn but begin investigations on their own.

Homework in the Secondary School

Homework is any work assigned to students to extend, continue, or elaborate upon previous learning, or to prepare for future learning. Homework encompasses all school work or activities that students are required to complete outside of the normal school day.

Purpose of Homework in the Secondary School

Homework is given for the following purposes:

- to develop a range of skills in identifying and using information resources;
- to establish habits of study, concentration and self-discipline which will serve students for the rest of their lives;
- to practice key skills in order to ensure a given level of proficiency;
- to revise and consolidate new concepts
- to provide parents and caregivers with insights into what is being taught in the classroom and the progress of their children.

Homework that enhances student learning:

- is purposeful and relevant to students' needs;
- is suitable, varied and at an appropriate level considering the age, stage of schooling and capabilities of students;
- develops the student’s independence as a learner;
- is varied, challenging and clearly related to class work;
- makes connections to values and involves the use of the child’s mother tongue language, and
- leads purposefully into and is balanced with summative assessment tasks.

Homework is not:

- tasks that require significant parental involvement for success;
- work for which a child has not yet developed the skills needed to complete;
- excessive practice of an isolated skill;
- any activity that has no link to the curriculum or students’ individual inquiry, nor
- busy work.

**Homework Completion**

Secondary School Homework must be submitted on time. A student may be excused for incomplete work if the teacher is proactively informed at least the day before the homework is due, as long as there is a valid reason, as determined by the teacher. **If a student does not complete an assignment on time, they will be assigned to attend MSSP or ASHS that day after school. In order to develop our CORE value of responsibility, students are responsible for informing their parents if they are assigned to MSSP or ASHS.**

**Homework General Expectations in Secondary School**

- Grades 6-8: approximately 45 minutes per night, on average
- Grades 9-10: approximately 1 hour per night, on average
- Grades 11-12: approximately 2 hours per night, on average

- If your child is spending significantly longer on homework on a regular basis than that suggested above, please let your teacher know, or the counselor.

Homework will not be given over major school breaks (Oct., Dec./Jan., March) or summer vacation for MYP students.

DP students can expect to work on major internal assessment requirements that are formally published on IA Calendar - see Managebac for these.

No major summative assessments will be given/due immediately upon return from any major school break, and at least two class periods must pass before summative assessments are given/due.

Homework will not be assigned during student participation in WAISAL or similar events. Students must inform teachers ahead of travelling for these events and either arrange to complete the work ahead of leaving, or arrange an extension for the work to be submitted after they return.

**4.7 Grades**

**Elementary School**

In the Elementary School, we look for a continuation of development from each child, and parents are contacted should there be a concern in any of the academic areas. We have two parent conferences and three report cards to report on progress. In the report card, the grades are as follows:

(Emerging) The student is **beginning** to demonstrate a fundamental grasp of the identified concept, standard or skill while working toward obtaining the **knowledge** and **comprehension** of such.

(Developing) The students **independently demonstrates** fundamental **knowledge** and **comprehension** of the identified concept, standard or skill while working toward **analysis** and **application** processes.

(Proficient) The student **independently demonstrates** **analysis** and **application** processes of the identified concept, standard, or skill while working toward **synthesis** and **evaluation**

(Comprehensive) The student **independently demonstrates** **synthesis** and **evaluation** of the identified concept, standard, or skill.

NA - Not applicable at the moment.
**Secondary School**

In the Secondary School the published MYP and DP grade boundaries and assessment expectations and protocols are followed. Overall academic achievement is determined independently of dispositional skills and behaviors, based upon published criteria and reported on an IB 1-7 scale. Dispositional achievement is reported separately via the Approaches to Learning grades.

Students enrolled in some classes will be assessed on a Pass/Fail bases - classes such as Learning Support, ELL, and Theory of Knowledge, as these classes are based upon full participation and are intended to provide key skills that all students must possess.

**4.8 Report Cards**

The Elementary School report cards are sent electronically at the end of each trimester.

In the Secondary School report cards are available online through Managebac and printed copies of report cards may be obtained from the office. Reports are published each quarter.

We do not issue report cards pending library fines, lost textbook fines, damaged/lost school equipment, or unpaid tuition.

**4.9 Retention**

In certain circumstances, ISD may decide that it is best for a child to be retained and to repeat a grade level.

In the elementary, this could happen when a child’s cognitive or emotional development does not match that of the peer group, when academically the child is 2 years below placement in one core subject area, or more than 1.5 years below placement in more than one core subject area.

A Secondary School student needs to show competency in order to advance to the next grade level and must show an ability to access the next year’s curriculum. If a student fails two or more core classes (English, French, Science, Math, Individuals & Society) then the administration in conjunction with the students’ teachers, the counselor, the Grade Level Team Lead, and the relevant IB Coordinator will review the student’s academic and behavioral situation and make a determination on an individual student basis and any mitigating circumstances. The Secondary Principal will determine a recommendation and then present it to the Director who will make the final decision, noting that the final decision may not be to retain the student in the grade level but may be to not offer a place in the next grade level - that is, the final decision may be to not extend an offer or re-enrollment.

**4.10 Standardized testing**

Standardized testing is administered annually for students in Grades 2-10 using the Measure of Academic Progress (MAP) Test. The MAP test is an adaptive test, taken on the computer, with results available within a week of the closing of the test period. Results are sent to parents shortly after the school receives them. Students in the high school take PSAT, SAT, ACT, and IB exams, which we use to measure student progress and evaluate our programs. In Grades K-5, data is also gained through 6-Traits writing assessment, the DRA reading assessment and other diagnostic tools.

**4.11 Class Sizes**

The elementary school consists of Kindergarten through Grade 5. Classes are self-contained with a classroom teacher. Specialist classes are offered to all elementary students by specialist teachers in Music, Art, Physical Education, and French. Classes are limited to 20 students per section. There are teaching assistants (TAs) in each classroom through grade 2, one TA per grade level through grade 5.
Our preschool, serving children aged three and four, occupies two classrooms on the ISD campus. Admission is granted on a space-available basis, and then on a priority basis for the waiting list. There are 16 spaces in our Pre-K 3 classroom and 18 spaces in Pre-K 4.

Secondary School consists of Grades 6 through 12. For the MYP in Grades 6-10 the maximum class size is 20; however, we try to schedule classes such that the average is 18. Further, in exceptional circumstances classes may go above 20 at the decision of the Director in consultation with the Board.

For the DP in Grades 11 & 12 we try to schedule classes such that the average is 16 students.

4.12 Age Placement Policy
Elementary School
An age policy is essential in order to ensure that students who enter each grade are physically, mentally, socially, and emotionally prepared. The age policy is effective from the beginning of the school year for new students.

<table>
<thead>
<tr>
<th>Class</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool 3</td>
<td>3-years prior to September 15 of that school year</td>
</tr>
<tr>
<td>Preschool 4</td>
<td>4-years prior to September 15 of that school year</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>5-years prior to September 15 of that school year</td>
</tr>
<tr>
<td>1st Grade</td>
<td>6-years prior to September 15 of that school year, and so on through Grade 5</td>
</tr>
</tbody>
</table>

In the Elementary School ISD places children in their next grade based on many academic and social criteria, through a process involving teachers and the principal. We do not accept parent requests for placement with a particular teacher.

Secondary School
In the Secondary School, ISD places students in the appropriate grade level based upon (1) the successful completion of the previous year’s level and (2) the evaluation that the student will be successful at ISD in that next grade level. Determinants of success are: recommendations from the previous school, admissions testing results, and may also involve personal interviews.

The Secondary School consists of the Middle School (Grades 6-8) and the High School (Grades 9-12). In terms of the Secondary School curriculum the IB forms the core of students’ learning experiences in class, with students in Grades 6-10 enrolled in the Middle Years Program and students in Grades 11 & 12 enrolled in the Diploma Program.

While the MYP curriculum crosses the Middle School and High School (Grades 6-10) ISD believes in the importance of providing a distinct educational experience for our Middle School students in Grades 6-8. We strive to create a distinct Middle School educational experience via:

- hiring Middle School specialist teachers, allocating more time for the advisory program, having an additional Wellness course, exposing students to broader learning experiences that have them explore possible passions and interests, building special ‘off-schedule’ days throughout the year to promote acquisition of key dispositions, scheduling student classes and hang-out areas in MS areas to the largest extent possible, engaging students in a House System, as well as students are provided an emotionally and socially safe and structured learning environment to progress through what is a unique period of development.
4.13.1 Final Exams

There are no formal final exam sessions in the IB MYP for grades 6-10. Students will take in-class exams at the time it is best to further learning. Teachers may give cumulative exams based upon all material covered to date and these exams will be assessed against the relevant MYP criteria.

Students in Grade 11 will have formal, scheduled end-of-year final exams that mirror the final assessment expectations of the IB Diploma Program. This will take place during the final two weeks of school. For most courses this will be a traditional final exam; however, for certain courses it may involve producing a product or performance.

Grade 12 students will write mock exams in February of their senior year to prepare them for their real IB Diploma final exams. Grade 12 students will write their final IB Diploma exams in May. Those students not enrolled to earn the IB Diploma and not writing individual subject-specific IB exams to earn an IB certificate will write an in-class exam or submit a final assessment on the same day that the the subject exam is scheduled.

4.13.2 Reporting in Secondary

Reports will be produced at the end of each quarter. The reports for the 1st and 3rd quarters will be accompanied by Parent-Student-Teacher conferences.

4.13.3 Honor Roll in Secondary

ISD Academic Honor Roll certificates are awarded to students at the end of each semester. Students with a GPA of 5.7 and higher on the IB 1-7 scale will receive certificates. Students and parents will be invited to respective MS and HS Honor Roll breakfasts.

4.13.4 Graduation Requirements

Credit Requirements

A student is expected to earn 26* credits during High School (Grades 9-12) in order to earn an ISD High School Diploma. One credit is earned through the successful completion of a year-long course. One-half of credit is earned through the successful completion of a semester-long course. Successful completion means:

- meeting the attendance requirements for the class
- meeting the submission of work requirements for the class
- meeting the minimum grading requirements for the class; this means earning a minimum of a 3 on the IB 1-7 scale.

-modifications may be made for students with individual needs. Such modifications are only made for students with formally documented learning needs who are receiving support from ISD’s Learning Support Department. All modified grades will be noted with an asterix on the student’s transcript and accompanied by an explanation of the modification.

The minimum credit expectations per subject area over four years of High School, to earn an ISD High School Diploma are noted below:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Total Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>4</td>
</tr>
<tr>
<td>MATH</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>SOCIAL STUDIES</td>
<td>3</td>
</tr>
</tbody>
</table>
ARTS  2
PHYSICAL ED  2
MODERN LANG  3
DESIGN  1
ELECTIVES  5 -taken from any subject area; can include online courses
TOTAL  26

*Given the transient nature of international school students, exceptions may be made to the requirement of 26 total credits in exceptional circumstances. Any possible exception will be reviewed by the HS Counselor, the HS Assistant Principal, and the Secondary School Principal and presented to the Director who will make the final decision.

Any student who is fully enrolled in the IB Diploma Program and predicted to earn the full IB Diploma will qualify to earn an ISD High School Diploma.

Other Graduation Requirements
Students must meet all Service Learning requirements each year in order to be promoted into the next grade level, and must complete all Service Learning requirements in order to graduate.

Students in Grades 9 & 10 are expected to take a full-time course load. In Grades 11 & 12 students are expected to take a minimum of 7 out of 8 classes.

4.13.5 Class Rank
ISD believes that educational success is grounded in students meeting their individual potential. As a result, we do not rank students.

In terms of graduation speakers, ISD does not select a valedictorian based upon GPA. Instead, a student-speaker is chosen by the students and teachers of the graduating class based upon predetermined criteria mirrored from the ECIS Award for International Understanding.

4.13.6 Early Graduation
ISD believes that high school is a four-year experience and that students should exceed minimum graduation requirements. In exceptional cases, permission may be granted for early graduation, only when a student has been able to satisfy all ISD graduation requirements. Such permission must be granted by the Director.

4.13.7 Retaking Classes
Credits may be made up by retaking courses when appropriate. A student may earn no more than one credit for a course taken multiple times.

4.13.8 Academic Probation
ISD Academic Probation - Secondary School
Academic Probation is a formal signal to the student, the student’s parents, faculty, the administration, and the Board that there is a serious academic concern in regards to a student’s ability to (1) succeed in the next grade level, (2) earn the IB Diploma, and/or (3) graduate on time.
Academic Probation is intended to provide structures and support to help students meet ISD’s academic expectations, as well provide the structures and support to help students meet their academic potential.

A mainstream student will be placed on Academic Probation if the student receives:
- one or more academic grades of 2 or less, or
- four or more Approaches to Learning (ATL) grades of Below Expectations, or has
- a grade point average below 4.0 on the IB 1-7 scale in the following core academic subjects:
  - English, Math, Science, Individuals & Society, and Foreign Language

A student receiving Learning Support may be placed on Academic Probation, but the criteria for placement will be determined on an individual basis, in consultation with the Learning Support and Counseling Teams.

Students are placed on Academic Probation by the Director at the recommendation of the Secondary School Administration. The student and parents will be informed in person, and in writing, by the Director and Secondary Principal of the individualized terms and duration of being placed on Academic Probation.

Students on Academic Probation may be eligible to participate in co-curricular athletics, arts and/or activities as long as they meet the expectations outlined in their academic probation individual learning plan.

Individual learning plans may mandate such things as:
- Not participating (or limited participation) in after school sports and/or activities
- After school tutorial support with teacher
- Structured home study
- Adhering to daily check-in sheets
- Counselor’s weekly report to the parents
- Meet with the counselor after school to review organizational skills and study skills
- Additional tutoring by a tutor outside of school, who maintains contact with the classroom teacher(s)
- Formal educational diagnostic testing by a qualified school psychologist to determine what support is needed, and/or whether formal modifications are needed.

Follow-up meetings with the parent, student, teacher, counselor and administrator will be set for a later date, no more than 6 weeks later, to monitor the student’s progress and to make sure improvement guidelines are being followed.

A condition of continued enrolment while on Academic Probation may be the provision of the results from an educational psychological evaluation.

Students who do not meet the expectations of Academic Probation may lose eligibility to re-enrol the following academic year.

4.13.9 Secondary School Awards
Students in the Secondary School may receive formal awards and other recognitions throughout the year. Examples of the awards and recognition that student may receive are:

*ISD Jaguar Excellence Award*
- Based upon students demonstrating excellence in ISD’s CORE Values and guiding statements
Presented to MS & HS students at the end of the year
- Limited in numbers - approximately 2 per grade level
- Chosen by divisional faculty members
- Presented in separate MS and HS award ceremonies

**Academic Honor Roll**
- Based upon students demonstrating academic excellence as seen through GPA
- Presented to MS & HS students at the end of each semester
- Not limited in numbers - all students who earn a GPA of 5.7 or higher qualify
- Based on GPA only
- Certificates presented in separate MS and HS ceremonies, and accompanied by an Honor Roll breakfast to which parents are invited.

**Approaches to Learning Honor Roll**
- Based upon students demonstrating academic excellence as seen through their Approaches to Learning dispositions
- Presented to MS & HS students at the end of each semester
- Not limited in numbers - all students who have ‘Excelling’ for their ATL grades in 7 out of 8 classes qualify
- Based on ATL achievement only
- Certificates presented in separate MS and HS ceremonies, and accompanied by an Honor Roll breakfast to which parents are invited.

**4.13.10 High School Student Success Program (HSSP)**
The High School offers academic support in a program known as HSSP as part of the after-school program. Students who do not complete their homework for a given day will be assigned to HSSP. Teachers inform a student directly if they have been placed in the HSSP and **students are responsible for informing their parents in order to arrange alternate transportation home, if needed**. The program runs every day after school from 3:30-4:15. During this time, students study under the supervision of a teacher and are encouraged to seek help from other teachers as needed. If a student is assigned HSSP, they must remain the entire 45 minutes even if they have already completed the assignment. Students may also voluntarily attend HSSP to do their own quiet work for the 45 minutes.

If a student does not attend the HSSP session without an excused reason, they will be assigned the next two days. If they miss those sessions, then they will be suspended from school internally, and there will be a parent meeting.

**4.13.11 Middle School Student Success Program (MSSP)**
The middle school offers academic support in a program known as the “Middle School Student Success Program”, or “MSSP” as part of the after-school program. Students who do not complete one or more homework assignment(s), may be assigned to MSSP. Teachers inform a student directly if they have been placed in MSSP and **students are responsible for informing their parents in order to arrange alternate transportation home, if needed**. The program runs every day after school from 3:30-4:15. During this time, students study under the supervision of a teacher and are encouraged to seek help from other teachers as needed. Students remain on the MSSP list until the assignment is complete. If a student is assigned MSSP, they must remain the entire 45 minutes even if they have already completed the assignment. Students may also take themselves to MSSP to do their own quiet work for the 45 minutes.

**4.13.12 ISD Athletics and Activities Co-curricular Eligibility Guidelines**
**Overview**
ISD values our co-curricular activities, athletics, and arts program and recognizes that student
involvement therein is integral in providing our students with a balanced, successful learning experience. As stated in our guiding statements, we are committed to, and expect student participation in these programs, as a well-rounded and A well-rounded and rigorous program of academics, arts and athletics builds a foundation for lifelong learning and fulfillment. Further, we actively encourage student involvement in diverse activities so that they may find their talents and passions.

While we value and expect student engagement in co-curricular program, we also expect personal excellence in terms of academic and behavioral achievement. Given this, student involvement in our co-curricular program may be limited if participation therein impedes their academic achievement, or if there is concern that they will not meet our behavioral expectations.

Eligibility
All students in good academic and behavioral standing will be eligible to fully participate in our co-curricular program.

Any student on Academic or Behavioral Probation will have their eligibility to participate in our co-curricular program determined on an individual basis. Each student on Probation (Academic or Behavioral) may have the possibility of participation, including travelling. Expectations will be set for each student outlining what conditions must be met for the student to remain eligible throughout the seasons, as well as conditions to be met in order to miss school and/or travel.

It is important to note that a student with chronic issues being late to class, or not meeting attendance requirements will be placed on Behavioral Probation; this means that issues of timeliness and attendance may lead to students not being eligible for participation in our co-curricular program.

The Student Care and Concern Team will outline the expectations that the student must meet, as well as the timeline and process for monitoring.

Completion of Work Pre and Post Missing Class

At least one week before missing class, students in good academic and behavioral standing are expected to:

1. inform teachers that they will be absent;
2. find out what work they will miss, and
3. determine with the teacher the dates by which any work missed will be completed.

All students who do not check in with their teachers one week before the missed class will be expected to meet the due dates of the class without any accommodations. Work not submitted will be assessed at the lowest mark boundary.

As long as students proactively check in with their teachers they will not be expected to take or submit a summative assessment the day immediately following their return.

Students on Academic and/or Behavioral Probation may be required to complete work ahead of participation in any event that has them missing school. All such conditions for students on Probation will be determined on an individual basis and shared with teachers.
4.13.13 Transcripts
If you require official transcripts from ISD, please email the ISD Secondary Counselor at schoolcounselor@faculty.isd.sn or call +221 33 825 0871 extension 5. Official transcripts include the school seal, Middle States Association of Schools and Colleges stamp, and the principal's signature.

4.13.14 Scheduling
ISD Secondary School operates on a 4x2 block schedule. Secondary students may take four classes on one day and then four different classes on the other. Classes are 75 minutes long, with a 15 minute break after the first class and a 50 minute lunch break.

The ISD schedule changes each year due to changes in teacher personnel, scheduling requirements, and course offerings.

Secondary students are given course selection sheets in the second semester, and student schedules are produced in late May or early June. If classes are full, older students may get priority scheduling.

5. SECTION V: STUDENT AFFAIRS
5.1 Safety
Student safety is of primary concern to ISD teachers, staff, administration, and the board of trustees. Regular maintenance of building facilities and play equipment, as well as routine school maintenance all aim to make ISD a safe, nurturing environment for students of all ages. If you have a safety concern, please contact the ISD Office. Unfortunately, accidents do happen at a school and students do get hurt. When this occurs, ISD staff follow procedures to address the situation as best they can, which may include taking a student to the hospital if parents have signed the permission slip allowing for this. Please make sure your child’s health and insurance information is accurate and up to date on FOCUS.

**Please help us communicate with you and keep your children safe by ensuring that we have updated contact and emergency information for you ---any time you move, change email addresses or cell phone numbers, please keep ISD informed by contacting the school office ( or ITdirector@faculty.isd.sn )

5.1.1 Nurse
ISD has a full-time school nurse on staff. In the event of illness or injury during school, the school nurse will provide appropriate assessment and care of the student; will contact parents/guardians concerning their child; and will recommend a referral to outside medical personnel when necessary. In addition to being involved with health education classes and other issues of public health in the school setting as they arise, the school nurse coordinates yearly screenings for hearing and vision.

Please pay careful attention to the health information portion of the student application. **It is the responsibility of the parents/guardians to keep the school updated on existing or emerging medical conditions, allergies, injuries and illness, and current vaccination records** so that the nurse can provide appropriate care and support for your student. Remember also, that care received at school cannot and should not replace care provided by a trained physician.

Please feel free to contact the nurse by telephone at the ISD main number during school hours, or anytime via email: nurse@faculty.isd.sn with any questions or concerns.

5.1.2 Parent/Guardian Contact
Parents/guardians will be notified about health concerns in one of the following ways, depending on the circumstances:

1. **Telephone** –Parents/guardians will be called when their child needs to be dismissed due to illness or medical emergency or is injured at school.
2. **Email** – Parents/guardians may be emailed concerning frequent visits to the nurse or to request updated medical information.

3. **“Health Notes”** – Parents/guardians may receive a note that details the medical assessment of their child, any medication dispensed, the child’s condition at the time of dismissal, the circumstances of a routine visit and any suggested follow-up care.

*It is **CRITICAL** that contact information including cell phone numbers, and email addresses are kept up to date at all times so we can contact you in case of an emergency.*

### 5.1.3 Student Dismissal for Health Reasons

ISD students will be dismissed from school if they exhibit one or more of the following:

- Temperature of 37.8°C (100°F) or above
- Diarrhea (more than one abnormally loose stool)
- Vomiting
- Physical injury that needs further, immediate medical attention
- Persistent illness/discomfort that prevents normal participation in class activities

To be dismissed for medical reasons, a student must be assessed and given approval for dismissal through the nurse’s office. Students may not simply call a driver to go home if feeling unwell. If your child has been feeling ill or calls you complaining of illness, please refer him/her to the nurse’s office. If you have particular concerns, feel free to call the nurse during school hours to discuss the situation.

Drivers and caregivers cannot dismiss students for reasons of illness without medical approval from the nurse’s office and parent notification.

Students **should be kept home** from school if:

- They have had a fever of 37.8°C (100°F) or above in the past 24 hours
- They have had diarrhea (repeated abnormally loose stools) in the past 12 hours
- They have a highly communicable condition such as chicken pox
- They have open, uncovered sores or infected wounds that could lead to contact with fluids by other students or staff
- It has been recommended by a doctor that they be excluded from school

Students **may be excused** from **Physical Education** if:

- They become ill or injured during school and the nurse determines they should not participate.
- They present a note from a parent/guardian or medical certification that explains clearly the reason, nature and duration of exclusion from PE.

### 5.1.4 Head Lice Procedure

- Students found to have head lice in school will be dismissed, and their family will be contacted via a phone call and they’ll be advised to treat the condition promptly when the child arrives home.
- All classmates of a student found with lice will receive a notice asking parents/guardians to check everyone in the household and treat those found with lice.
- Likewise, head lice discovered by the family should be reported to the school nurse so that classmates can be advised to do head checks within their families. It is only with complete community cooperation and good communication that we can quickly tackle this annoying but harmless problem.

### 5.1.5 Medication Policy

Any student who needs to take medication during school hours should do so with the oversight of the school nurse; **ALL** medication should be kept and administered in the nurse’s office. This includes inhalers or other asthma medications and epinephrine auto-injector pens (Epipens) taken for emergency use. The only exception to this rule is that middle school and high school students may,
with joint approval from the school nurse and their parents/guardians, carry their own inhalers or Epipens, however a backup inhaler or Epi-pen **MUST** also be available in the nurse’s office.

Medication needs to be delivered to the nurse’s office in the original container, and a medication release form needs to be completed and signed by the parent or guardian with the following information:

- The student’s name, grade, and homeroom teacher
- The name of the medication
- The diagnosis or description of the child’s condition
- The exact dose to be taken and the mode of administration
- The time and frequency the medication should be taken
- The expected duration of treatment (number of days)
- The name and contact information of prescribing physician (if applicable)

Some over the counter medications are dispensed at the discretion of the school nurse for pain, upset stomach, sore throat and eye irritation in addition to topical treatments for open wounds, bites and stings. No oral medication will be dispensed to any early education or elementary school student without a phone call first to the parent/guardian. Middle School and High School students may receive medication at the discretion of the nurse unless instructed otherwise by parents/guardians. All medication dispensed is documented.

### 5.1.6 Privacy
Student visits to the nurse’s office, student medical records, including those on Managebac, and information on student medications and medical conditions are confidential. Medical information is only shared on a need-to-know basis. Teachers are notified about students who have conditions such as asthma, physical impairments, allergies, or epilepsy, to guide their assessment of participation and facilitate proper access to appropriate care in the case of an emergency. Otherwise sharing the details of your child’s health with ISD faculty or staff as they pertain to school participation is at the discretion of the parent or guardian.

### 5.1.7 Child Protection Policy
Child abuse and neglect are obstacles to the child’s education as well as to their physical, social, and emotional development. The International School of Dakar is committed to the safety and protection of children. As a result, ISD has endorsed a Child Protection Policy. As part of this policy, all faculty and staff are trained to recognize and report issues of abuse and neglect. See Child Protection Handbook for more information.

### 5.2 Counseling
ISD employs four full-time counselors, one at each of the elementary, middle, and high school levels, and one that works across the entire school. The ISD counselors are available to students and parents who have issues concerning a student’s well being at school, academic progress, emotional state, or issues related to general emotional or psychological health. Please call the school if you would like to make an appointment.

### 5.3 Attendance
**Elementary School**
Elementary school students must have at least 80% attendance for a semester to earn a full end-of-semester report card. Less than 80% attendance will gain a “narrative only” end-of-semester report card. No reports will be given for students with less than 40% attendance. In addition, Elementary school students must have at least 40% attendance for the reporting period in order to receive a midterm report card.
Secondary School

Based upon the instructional experiences designed for students, Secondary School students are expected to be present for all classes throughout the year. In order to be promoted to the next grade, as well as to receive credit in HS, students cannot have more than 10 unexcused absences throughout the year (5 per semester). Students who miss more than 10 days throughout the year may be promoted and may earn credit if there are reasons to excuse the absences. Absences will be noted as excused if:

- Students miss class due to illness, significant family celebration, family emergency, major religious observance, visa issues, or other such major, unavoidable reasons
- Provide needed documentation

5.3.1 Extended Student Absence

Parents must notify the office, in writing, at least five school days in advance when a student will be absent for an extended period of time (more than two days).

- Make-up work will be assigned at this time. All makeup work shall be completed and submitted immediately upon the student's return to school.

5.3.2 Medical Leave

In acute cases of physical or emotional unwellness, ISD may place a student on medical leave. The terms of individual medical leaves will be determined case-by-case basis. To be reinstated as a regular student at ISD, students placed on medical leave must send a written request to resume studies and certification from a doctor, approved by ISD, that reports progress in treatment, states that the student is neither a danger to him/herself or to others, and verifies that he/she is well enough to continue the academic program at ISD. The student will then be interviewed by an admissions committee, which will determine whether the student shall be readmitted to school.

5.3.3 Leaving School Early

If it is necessary for a student to be dismissed during the school day, s/he must bring a written request from the parent or guardian to the school office the day prior to the dismissal if at all possible, otherwise a parent must personally authorize the student leaving early. The following information should be listed:

1. Student's name
2. Time of dismissal
3. Time of return
4. Reason for request
5. With whom the student is permitted to leave campus
6. Signature of parent/guardian

Whenever possible, please make non-school appointments for students after school hours. Excused early dismissals include:

- Family emergencies.
- Government issues such as passports and visas.
- Doctor’s/ Dentist Appointments.

5.3.4 Absences from Physical Education Class (Guidelines for Grades 6-10)

7. Students with serious medical problems and medical certification may be permitted to use the library with authorization from their PE teacher. These students will be assigned to do Internet research and/or a paper on a health issue or problem.
8. Students with minor injuries must stay with their PE class as observers.
9. Students with other health problems (e.g., headache, stomach problems, etc.) should check in with the nurse to determine whether the illness is serious enough for them to go home.
10. Students who are not well enough to participate in PE class during the day are not allowed to participate in sports activities after school.
5.3.5 Tardiness
Classes begin promptly and late students should report directly to the ES office or Secondary Office to check in if they are late. Parents of students arriving to school late on a consistent basis will be contacted by the principal. Please help us by getting your child to school on time.

In the Secondary School being on time and prepared for class is essential to the learning process. If a student is late occasionally, this will be followed up with by the classroom teacher, and may lead to a lunchtime conversation, or time spent after class making up for missed work. Repeated lateness will be referred to the Secondary Administration as a Category II disciplinary issue.

5.4 Elementary Discipline
5.4.1 Code of Conduct PK-5
General Rules
I will work and play safely.
I will show respect for myself, others, and property.
I will help make our school a good place to learn.

5.4.2 Playground Expectations Grades PK-5
● Walk, don’t run, on sidewalks and stairs.
● Respect others’ property.
● Play only in designated play areas (Playground and Field)
● Keep your hands and feet to self.
● Use playground equipment appropriately and safely.
● Report problems to playground assistants.
● Line up as soon as the bell rings.
● Keep our trees safe and strong by not climbing them.
● Stay where the playground assistant can see you.
● Use appropriate language.

5.4.3 Lunch Expectations Grades PK-5
● Eat food only in designated lunch or snack areas.
● Eat only your own food.
● Be courteous to others.
● Use a quiet voice.
● Keep your eating area clean.
● Stay seated in the lunch area until end of lunch session.

5.4.4 Consequences Grades PK-5
● First Offense – Warning
● Second Offense – 5 to 10 minutes timeout
● Third Offense – Take student to teacher
● Fourth Offense – See principal
● Timeout imposed (no recess for child)
● Parent notified
● Possible suspension or exclusion from school.

If necessary, the child will be sent directly to the principal.

Elementary students will be sent directly to the principal for extreme behaviors, such as:
● Endangerment or of another person or property
● Vandalism
5.5.1 Overview
Our mission at ISD is to Challenge, Create & Change. In the realm of social and emotional learning we use a framework of Positive Behavior Support (PBS) that allows our diverse community to learn in an emotionally safe and collaborative culture, such that our students discover their talents and passions and become their best selves – prepared to be responsible leaders and community members now, as well as in their futures beyond ISD.

Our CORE values of Creativity, Open-mindedness, Responsibility and Excellence define our PBS framework and it coheres with the aims and objectives of the International Baccalaureate Program, as seen in the IB Learner Profile.

Our CORE Values Agreement is that all ISD Secondary School students agree to interact in a manner that exemplifies being Creative, Open-minded, Responsible, and acting in a way that shows personal Excellence. Interactions between students and all members of the ISD community, on and off campus, including online, to be guided by these values. To ensure this agreement is effective all members of the ISD student body, faculty, staff, administration, and parents agree to adhere to and consistently enforce these guidelines.

5.5.2 The Agreement in Action – Positive Behavior Support Framework
As a school we expect to see positive examples of this CORE Values Agreement and will recognize and promote positive examples of our CORE Values in action. The following chart illustrates the types of actions that we will expect and look to positively reinforce:

<table>
<thead>
<tr>
<th>Underlying Value</th>
<th>Description</th>
<th>Positive Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>Our students are expected to be creative, adaptable and flexible in their ability to perceive and respond to interpersonal issues and unforeseen circumstances. They should demonstrate fluidity in their ability to draw upon similarities to bridge differences and address</td>
<td>• Taking intellectual, social, and emotional risks to understand others, as well as share oneself, in order to generate creative solutions to various challenges&lt;br&gt;• Integrating multiple perspectives into their world view&lt;br&gt;• Asking open questions in order to understand others’ points of view&lt;br&gt;• Being open and remaining open to nurturing one’s natural curiosity&lt;br&gt;• Showing independence in learning and the confidence to pursue one’s ideas that may be counter to mainstream beliefs</td>
</tr>
<tr>
<td>Challenges</td>
<td>* Being a leader in a group setting and incorporating the knowledge and skills of others to further the process of learning and discovery</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| **Open-minded**                                                           | ● Including all members of our community  
● Speaking to others with respect  
● Being kind to all community members  
● Being active in Service Learning  
● Speaking our common language of English in class and respecting other languages outside of class  
● Using appropriate, respectful, and positive language  
● Going out of our way to help new members and guests to our community  
● Paying attention to others when they are speaking  
● Greeting and addressing members of community politely  
● Being quiet when others are studying  
● Supporting school activities and initiatives |
| Our students should be open-minded, empathetic, compassionate and respectful towards the needs and feelings of others. They are also expected to make a personal commitment to service and act to make a positive difference in their school and their broader communities. | **Responsible**  
|● Being prepared for curricular and extracurricular activities.  
● Meeting deadlines  
● Being on time  
● Cleaning up after yourself and others  
● Dressing appropriately  
● Respecting school property and equipment  
● Participating in student conferences  
● Asking questions and seeking help when something is not understood  
● Working independently |
| Our students are expected to take ownership of their actions and the consequences that accompany them. | **Excellence**  
|● Producing our own work and respecting the principle of academic honesty  
● Standing up for and defending those who are bullied  
● Going to the source when a problem occurs  
● Appreciating and promoting diversity of culture, gender, race and sexual orientation  
● Promoting the sharing of cultures  
● Making friends across culture, gender, race, sexual orientation, age and peer group |
| Our students are expected to act with integrity, honesty, and with a strong sense of fairness, justice, and respect for themselves and others. | As a school we will make regular formal and informal efforts to celebrate students who exhibit these behaviors in order to further develop them. As drawn directly from student input, some ways in which we will recognize and promote positive examples of desired student behavior are:  
● Verbal and nonverbal praise both individually and in various community settings  
● Positive email home to parents and/or to student  
● Formal written feedback via KUDOS  
● Ongoing and end of year formal recognition and awards |

5.5.3 The Agreement in Action – Disciplinary Guidelines

There will be times in which student choices will lead to action that is not consistent with our CORE Values Agreement. In such situations the resultant issue will be followed up by teachers, counselors and administrators as quickly as possible to protect any member of the community negatively affected and to help ensure that such actions are not repeated.

5.5.3.1 Categories of Disciplinary Issues

When students engage in behavior that is in conflict with the Core Values the following categories guide the administrators in their work with students. Consequences will be aligned with the categories and other circumstances. In terms of the consequences, they may come in one of three categories: Category I, Category II, or Category III. Each category is explained in general below.
Category I
Category I represents the vast majority of disciplinary incidents. These are lower level issues that afford a chance to remind students of what our expectations are, how to take responsibility, and are seen as learning opportunities for the individual student. In most of these cases, the learning or reinforcement of good behavior takes place on the spot and students are asked to make verbal plans to avoid repeating the behavior. Essentially all of these incidents will be dealt with by teachers.

Category II
Category II represents a middle level of concern. It is intended to signal to the student and the family that if the issue persists it could lead to removal from the ISD community. Category II may consist of repeated minor offences, showing that a student’s behavior is not changing, or may consist of a more serious issue happening the first time. Category II issues are referred to the administration, and will involve formal documentation, including informing parents by letter and/or in-person meeting.

Category II disciplinary issues typically result in suspension and may also involve a student being placed on Behavior Probation.

Category III
Category III represents the most serious level of concern and is intended to formally signal to the student and the family that continued enrolment at ISD is in jeopardy. Certain Category III issues will lead to an automatic referral to the Director of expulsion. Category III also represents the ongoing repetition of minor issues over a prolonged period of time.

Category III disciplinary issues will result in suspension, or may lead to expulsion.

5.5.3.2 Teacher and Administration Protocol for Following up with Disciplinary Issues
When responding to student disciplinary issues teachers and administrators will respond in a way to treat the incident as an opportunity to reinforce our community’s expectations and afford students a chance to learn and personally develop. At the same time, certain student decisions will lead to corresponding consequences to help reinforce the learning to prevent subsequent issues, as well as help ensure a safe and positive learning environment for all other members of the ISD community.

When following up teachers, counselors and administrators may choose from such actions as:

- Apology restitution ex: verbal or written apology
- Change of seat
- Conference with student
- Corrective assignment restitution ex: clean up after class, do something for another person
- Hold after class
- Loss of privilege ex: working in group, time off break
- Morning, lunch, or after school remediation or detention
- Student-Teacher Contract - should have positive tone but also include consequences for negative behaviors
- Take away personal electronic device

In order to create teachable moments to affect positive change those responding to disciplinary incidents will respond in a way to help the student realize their role in the issue and take responsibility for their actions.
Our approach to responding to disciplining issues is restorative in nature and is grounded in the following beliefs:

- Focuses on restoring relationships
- Views misbehavior as opportunities for learning
- Separates person from deed
- Encourages authentic accountability (active participant)
- Allows for successful reintegration
- The nature of the process, not the outcome, makes a response restorative or not

To help achieve this goal those responding will frame conversations with the following questions:

**ISD’s Restorative Questions:**

1. What happened from your perspective?
2. What were you thinking of at the time?
3. What are you thinking now?
4. Who has been affected by what happened, and how?
5. What needs to happen to make things right?

Once a formal disciplinary incident (one reported to the administration) has been fully uncovered, students will typically be asked to write a summative reflection. The reflection will consist of responding to the following questions:

1. Briefly describe what happened. What did you say? Do?
2. What happened in the end?
3. How did you feel?
4. What did you like about what you did?
5. What didn’t you like about what you did?
6. What are some other things you could have done to handle the situation? What are some things you will do if the situation comes up again?
7. How did your behavior affect other community members?
8. How will you make amends for any negative impact your behavior has had on those around you?

### 5.5.3.3 Consequences for Conflicts with the Core Values

When a student’s actions are in conflict with the school’s core values the consequences could include a discussion, parent call, parent conference, loss of privileges and/or loss of free time, (detentions) temporary removal from a class, in-school suspension, out of school suspension, permanent exclusion from a class, and in serious or repeated cases, expulsion (permanent removal from school). Below is more detail for key consequences:

**Detention**

A detention can be assigned by a teacher or administrator. This typically is an after school, lunch, and/or break detention. After school or break detentions may occur in a classroom. For lunch detentions, students may bring their lunch, but will be separated from their normal lunch or break activities. Students assigned after school detention may not attend after school activities until the detention has been completed. If the student fails to serve the detention, an additional day’s detention will be assigned. Should a student miss a second detention, a parent conference may be requested to resolve the issue. Repeated offenses may result in more severe consequences. Adequate notice must be given to the student to allow for transportation or lunch arrangements.

**Suspension**

A student will be suspended to send a formal message to the student, the family, and the community
that the offending behavior is not acceptable and continuation therefore may affect future enrollment.

Students will be suspended from school for infractions that pose an immediate or continuing threat to the safety of others in the community, or deliberately, significantly, and/or consistently disrupts and impedes the learning of others. Further, students will be suspended from school for infractions that clearly demonstrate a conscious failure to live within and abide by ISD CORE Values.

A suspension may be served in school or out of school, depending on the incident. External suspensions are typically for one day, and may be extended beyond one day with the consent of the Director. Students who have been suspended are not allowed on campus for any reason during the suspension and will not be able to travel with or participate in any after school activities. Further, any suspension may be reported by the counselor to Universities as part of a student’s application process. Students who are suspended will be expected to complete all work assigned in accordance with the original due dates.

**ISD Behavioral Probation - Secondary School**

Behavioral Probation is a formal signal to the student, the student’s parents, faculty, the administration, and the Board that there is a serious Behavioral concern in regards to a student’s ability to meet our Core Values Agreement. Behavioral Probation is intended to provide structure and support to help students meet ISD’s Behavioral expectations.

A student may be placed on Behavioral Probation for repeated Category I offences, or for a singular Category II issue. A student will be placed on Behavioral Probation for any Category III issue.

Students are placed on Behavioral Probation by the Director at the recommendation of the Secondary School Administration. The student and parents will be informed in person, and in writing, by the Director and Secondary Principal of the individualized terms and duration of being placed on Behavioral Probation.

Students on Behavioral Probation may be eligible to participate in co-curricular athletics, arts and/or activities as long as they meet the expectations outlined in their Behavioral probation contract.

A Behavior Probation contract will be created and will outline specific measures the student must take in order to remain at ISD. The duration of the behavioral contract will be at the discretion of the Director, and may involve various expectations, such as:

- Not participating (or limited participation) in after school sports and/or activities
- After school tutorial support, mentoring, and/or counseling with ISD faculty
- Adhering to daily check-in sheets
- Counselor’s weekly report to the parents
- Formal psychological evaluation by a qualified psychologist to determine what support is needed, and/or whether the student should be admitted back to school.

Follow-up meetings with the parent, student, teacher, counselor and administrator will be set for a later date, no more than 6 weeks later, to monitor the student’s progress and to make sure improvement guidelines are being followed.

Students who do not meet the expectations of Behavioral Probation may lose eligibility to re-enrol the following year, as determined by the Director.
Expulsion
For serious issues a student may be recommended for expulsion to the Director. There will be a hearing in which the Director, the Principal, the student, the student’s family, the Counsellor and the Team Lead are present. Following the hearing, the Director will make the decision, and thereafter present the decision to the Board of Trustees. The family may appeal the decision to the ISD Board of Trustees.

5.5.3.4 Student Discipline Categories and Consequences & Referral Process
The tables below outline examples of behaviors that are not in accordance with ISD CORE Values Agreement. The examples are not exhaustive and provide general reference for the community to understand the types of behaviors that are not acceptable.

The examples of behaviors are shown by degree of severity - Category I, Category II, and Category III - and examples of the probable behavioral supports and disciplinary consequences that will be imposed are listed.

<table>
<thead>
<tr>
<th>Category I</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Category I represents the vast majority of disciplinary incidents. These are lower level issues and provide a chance to remind students of what our expectations are and how to take responsibility.</td>
</tr>
<tr>
<td>• Category I issues are primarily seen as learning opportunities that are to be dealt with by the adult who encounters the student. In most cases, the learning or reinforcement of good behavior takes place on the spot and students are asked to make verbal plans to avoid repeating the behavior.</td>
</tr>
<tr>
<td><strong>Examples of behaviors</strong></td>
</tr>
<tr>
<td>• Disrupting class</td>
</tr>
<tr>
<td>• Littering</td>
</tr>
<tr>
<td>• Disregard for environment/vandalism</td>
</tr>
<tr>
<td>• Inappropriate dress</td>
</tr>
<tr>
<td>• Disrespect of community member</td>
</tr>
<tr>
<td>• Rough behavior</td>
</tr>
<tr>
<td>• Inappropriate displays of affection</td>
</tr>
<tr>
<td>• Inappropriate online access/software usage</td>
</tr>
<tr>
<td>• Dishonesty/Lying</td>
</tr>
<tr>
<td>• Tardiness</td>
</tr>
<tr>
<td><strong>Typical Consequences</strong></td>
</tr>
<tr>
<td>Student to:</td>
</tr>
<tr>
<td>• Take responsibility for actions and acknowledge wrongdoing to those affected</td>
</tr>
<tr>
<td>• Speak to how they will do things differently in the future.</td>
</tr>
<tr>
<td>Teacher Response:</td>
</tr>
<tr>
<td>• 1st time - intervention &amp; conversation; record on Student of Care and Concern Google doc</td>
</tr>
<tr>
<td>• 2nd time - intervention, consequence and inform parent; record on Student Concern Google doc</td>
</tr>
<tr>
<td>• 3rd time - Category II</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Category Two</th>
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<tbody>
<tr>
<td>• Category II represents a serious level of concern. Category II may consist of repeated minor offences, showing that a student’s behavior is not changing, or may consist of a singular, serious issue. Category II signals that if the issue persists it could lead to removal from the ISD community.</td>
</tr>
<tr>
<td>• Category II issues are referred to the administration. They are formally documented and communicated to the family. Category II disciplinary issues typically result in suspension and may also involve a student being placed on Behavior Probation.</td>
</tr>
<tr>
<td><strong>Examples of behaviors</strong></td>
</tr>
<tr>
<td>• Repeated issues of Category I behaviors</td>
</tr>
<tr>
<td>• Late submission of summative assessment</td>
</tr>
<tr>
<td>• Harassment/Intimidation (see below)</td>
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<tr>
<td>• Bullying (see below)</td>
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<tr>
<td>• Sexual harassment (see below)</td>
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<tr>
<td>• Fighting</td>
</tr>
<tr>
<td>• Skipping class</td>
</tr>
<tr>
<td>• Theft</td>
</tr>
<tr>
<td>• Illegal Downloading/Hacking</td>
</tr>
<tr>
<td><strong>Typical Consequences</strong></td>
</tr>
<tr>
<td>• Referral to administration</td>
</tr>
<tr>
<td>• Student to take responsibility for actions and acknowledge wrongdoing to those affected; speak to how they will do things differently in the future.</td>
</tr>
<tr>
<td>• Formal letter to student file; student, parents &amp; teachers Cc’d; possible parent conference</td>
</tr>
<tr>
<td>• Possible suspension</td>
</tr>
<tr>
<td>• Possible Behavioral Probation</td>
</tr>
<tr>
<td>• Formal support to be provided by Team and/or Counselor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Category III represents the most serious level of concern and is intended to formally signal to the student and the family that continued enrolment at ISD is in jeopardy.</td>
</tr>
</tbody>
</table>
Certain singular Category III issues will lead to an automatic referral to the Director, and may lead directly to the recommendation of expulsion. The prolonged repetition of Category II issues may lead to them becoming Category III.

<table>
<thead>
<tr>
<th>Examples of behaviors</th>
<th>Typical Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Repeated Category II behaviors                                                       ● Referral to administration</td>
<td></td>
</tr>
<tr>
<td>● Acts of intimidation                                                                  ● Student to take responsibility for actions and acknowledge wrongdoing to those affected; speak to how they will do things differently in the future.</td>
<td></td>
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<tr>
<td>● Repeated harassment                                                                  ● Formal letter to student file; student, parents &amp; teachers Cc’d; parent conference</td>
<td></td>
</tr>
<tr>
<td>● Gross insubordination                                                                ● Suspension; possible expulsion</td>
<td></td>
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<tr>
<td>● Theft                                                                                ● Behavioral Probation</td>
<td></td>
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<tr>
<td>● Vandalism                                                                            ● Formal support to be provided by Team and/or Counselor</td>
<td></td>
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<tr>
<td>● Drug (including tobacco) and alcohol possession, use, and/or distribution (see below)</td>
<td></td>
</tr>
</tbody>
</table>

Secondary School Student of Care and Concern Referral Process

Category I

First Time
● Teacher engages student on the spot.
● Teacher talks them through the issue; helps them take responsibility and acknowledge issue; has them speak to what needs to be different in the future
● Teacher notes issue on Student of Care and Concern Google document the same day

Second Time
● Teacher engages student on the spot.
● Talks them through the issue; helps them take responsibility and acknowledge issue; has them speak to what needs to be different in the future
● Establishes appropriate consequence
● Teacher (adult in charge) informs parent(s) by email or phone
● Teacher notes issue on Student of Care and Concern Google document the same day

Third Time
● Teacher engages student on the spot.
● Talks them through the issue; helps them take responsibility and acknowledge issue; has them speak to what needs to be different in the future
● Informs the student that the issue will be referred to Assistant Principal
● Teacher notes issue on Student of Care and Concern Google document the same day AND informs Dean of Students (Grades 6-10) or the Principal (Grades 11 & 12).
● Dean of Students or Principal follows up with student; records on Student of Care and Concern Google document, and informs parents

Category II
● Teacher engages student on the spot.
● Sends / takes student to Secondary Office (Assistant Principal or Dean of Students to follow up)
● Teacher notes issue on Student of Care and Concern Google document the same day AND informs Dean of Students (Grades 6-10) or the Principal (Grades 11 & 12).
● Dean of Students or Principal follows up with student; records on Student of Care and Concern Google document, and informs parents
Category III

- Teacher engages student on the spot.
- Sends / takes student to Secondary Office (Principal to follow up)
- Teacher notes issue on Student of Care and Concern Google document the same day AND informs the Principal (all grades).
- Principal follows up with student; records on Student of Care and Concern Google document, and informs parents

*Direct all Academic Honesty issues to the principal - including issues of homework.
*Direct all dress code issues to the Secondary Office

5.5.3.5 Banned Substance Policy
Students are not allowed to possess, use, transfer, sell, buy, or be under the effects of alcohol, or other illegal substances within the school or the school grounds, or during school-sponsored activities on or off campus.

I. Students thought to in possession of, or under the influence of banned substances at school, or at any school event on or off campus, as well as students suspected of being in possession of, or under the influence of banned substances at school, or at any school event on or off campus, will be suspended from school, or the school event, immediately while the issue is investigated.

The administration may search student property when there is reasonable cause to suspect that a student may be in possession of, or under the influence of, any banned substance. Reasonable cause may include, but is not limited to, an allegation, a report from a witness, or information from someone in close proximity to the event in question, and this may mean virtually as well. The student may have a parent or an ISD adult be present for the search, within a reasonable amount of time. Student for whom there is reasonable cause to suspect the student is under the influence of drugs or alcohol may be asked to take a test within a reasonable amount of time. The student may have a parent or an ISD adult be present for the test, within a reasonable amount of time.

Students found to be in possession of, or under the influence of any banned substance will be suspended for a period of time determined by the school’s administration. The conditions of this suspension may include the following:
1. Drug and alcohol assessment by a trained health professional
2. Ongoing counseling for the student and family members
3. Drug and/or alcohol detoxification
4. Participation in support group and/or other appropriate action

The determined conditions of suspension will be formalized and signed by the student, parent and administration.

The conditions of readmission to the school may include the following:
1. Behavior Probation for a period of time to be determined by the administration.
2. Pre-admission evaluation by a school appointed mental health professional
3. Drug testing
4. Continued counseling and/or support group attendance.
5. Community service and or/other suitable action
Students on Behavioral Probation for drug related issues may be subject to random drug tests and/or searches.

The conditions of readmission will be formalized and signed by the student, parent and administration.

If the student or his/her parents refuse to comply with any of the established conditions, the school will have the right to expel the student.

II. Any student who sells, distributes, buys, or manufactures such substances in the school, on the school grounds, or in any school-related event on or off campus may be immediately expelled and not considered for readmission.

5.5.3.6 Weapons
Weapons are not permitted on campus, at any school-authorized function, nor on transport arranged by the school. The safety of students and school personnel is of paramount importance and the presence of weapons poses a significant threat to their safety. The possession of a lethal weapon will result in immediate expulsion by the administration.

5.5.3.7 Bullying & Sexual Harassment
The International School of Dakar does not tolerate bullying or sexual harassment in person or online.

The school views bullying and sexual harassment a serious violation of the standards of conduct expected from all employees, students, and community members of ISD and such behavior shall be grounds for disciplinary action. All instances of bullying and sexual harassment by a student will be dealt with at a minimum of a Category II and a in some situations a first offense may lead directly to expulsion.

Definition
Harassment is defined as any unwelcome verbal, visual or physical conduct creating an intimidating, offensive, or hostile educational or work environment that interferes with learning or social-emotional well being. Bullying is deliberate, repeated, hurtful behavior involving an imbalance of power that makes it difficult for those being bullied to defend themselves.

There are many forms of bullying and harassment, including:
- Physical: hitting, pushing, tripping, spitting on others
- Verbal: teasing, using offensive names, ridiculing, spreading rumors
- Non-verbal: writing offensive notes or graffiti about others, rude gestures
- Exclusion: deliberately excluding others from the group, refusing to sit near someone
- Extortion: threatening to take someone's possessions, food or money
- Cyber bullying: using information and communication technologies to support deliberate, repeated hostile behavior initiated from any electronic device on or off campus

Sexual harassment is unwelcome verbal or physical conduct of a sexual nature that creates a hostile or offensive environment. Some examples of sexual harassment could be:
• Blocking someone’s way; brushing up against someone’s body; grabbing any body parts of self or another person in a sexual manner; hugging or touching someone who doesn’t want to be touched; leering at someone; making obscene comments; pulling at another person’s clothes; rating the looks of other people; sending digital sexual words, pictures, or videos; spreading sexual rumors; telling dirty jokes, and/or writing or drawing pictures of a sexual nature

School Expectations

Intervention
1. All school employees are expected to take appropriate and immediate measures when they witness any form of harassment.

Reporting
1. Students should immediately report any incidents of harassment to the school counselor, principal, or teacher.
2. All school employees are required to report alleged violations of this policy to an administrator or counselor.
3. All other members of the school community, including parents, volunteers, and visitors are strongly encouraged to report any act that may be a violation of this policy.
4. Responsibility for receiving complaints alleging violations of this policy resides with the administrators and counselors.
5. Reports may be made in writing or orally; both of which will be considered official reports.

Investigation
1. The administration, in collaboration with the school counselor’s if necessary, is responsible for determining whether an alleged act constitutes a violation of this policy. In doing so, the administrator shall lead a prompt, thorough, and complete investigation of the alleged incident.
2. Once it has been determined that there is a harassment and/or bullying situation, the administrator will contact the parents of the students involved to inform them of the incident and the action plan.
3. The administrator is responsible for maintaining accurate records of all violations of this policy, the resulting investigation, and any remedial action taken. The records should demonstrate efforts to reduce future incidents of harassment.
4. In the event of an incident of sexual harassment or bullying, students will not be brought together for mediation. The counselor and administrator will craft a plan with specific boundaries to ensure the safety and well-being of each party involved.
5. The administrator and counselor will monitor the situation, keeping all involved parties informed.

5.5.3.8 International School of Dakar Secondary School Academic Honesty Policy

Academic Honesty

In accordance with ISD’s CORE Values of: Care, Open-mindedness, Responsibility and Excellence; academic honesty is of paramount importance.

We want to integrate our expectations across the school into developing a framework to encourage the growth of a culture of academic integrity. We expect responsibility and excellence from our students and this means students will be held to the highest of standards in terms of producing work that meets our expectations in regards to academic honesty. Students should do so out of principle,
and also to ensure they practically meet the expectations placed on them by the IBO. Further, we have an obligation to prepare students for the demands they will face in their future learning. As a school we are committed to a culture, which accepts nothing less than academic integrity and honesty. We therefore have clear and stringent expectations in regards to our academic honesty policy and are explicit in teaching the required attributes and skills to meet our expectations across the entire school in age-appropriate manner. A breach of these guidelines impacts both the academic integrity of the individual and that of the school; therefore, the school is committed to making academic honesty and adherence to these guidelines vitally important. The IBO expects its accredited schools, their teachers and their students to uphold the values of academic honesty as outlined by the IBO through the prevention and detection of academic misconduct. The IB defines academic misconduct as:

“behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, although not restricted to:

a. **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 of intellectual property, authentic authorship, and/or use of MLA conventions for citing.

b. **Collusion**—this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another.

c. **Duplication of work**—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.

d. **Misconduct during an IB examination**: (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, or communicating with another candidate).

e. **Unethical behaviour**: such as the inclusion of inappropriate material in any assessment materials or the breach of ethical guidelines when conducting research.

f. **Any other behaviour that gains an unfair advantage**: for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).” (DP Assessment procedures 2019 pp A4.2)

**ISD Commitment:**

Developing a schoolwide understanding and ability to apply the conventions of academic honesty across the school: As part of the ongoing across school focus on academic integrity in line with the IB learner profile alongside our CORE values, we recognise that academic honesty is part of being “principled”, a learner profile attribute where learners strive to “act with integrity and honesty” as we question, inquire and act (*IB learner profile in review: Report and recommendation (April 2013)*, page 21).

In the service of that mission we provide ongoing and developmental guidance to students throughout their school career and have developed our practices based upon the framework for identifying academic honesty across the continuum of IB programmes. We adhere to the incorporation of Approaches to Learning (ATL) within this framework as well as the required vertical alignment from PYP through MYP and Diploma programs.
Additionally, all students in the Secondary School undertake an academic honesty survey, which they are required to successfully complete before each academic year. This is differentiated by Grade level such that ISD students have a more rigorous academic honesty check for understanding. Formative feedback is also provided on these surveys in line with good practice. Students will also sign an academic honesty agreement at the beginning of each academic year.

ISD has paid for the services of Turnitin.com to assist teachers in the detection of academic misconduct. Turnitin.com is a plagiarism prevention system that allows teachers to submit electronic copies of assignments. As part of this program, each assignment is compared with billions of pages of the internet. Teachers then receive a report for each individual assignment that highlights the original written work with the original source.

**Shared Responsibility:**
Avoiding academic misconduct is a responsibility that is shared by both teachers and students. Teachers must promote and advocate academic honesty through the explicit instruction of appropriate research and citation skills. In addition, it is the responsibility of students to ensure that the work they produce is authentic. Students and parents must be aware of the rights and responsibilities, as well as the possible consequences of failing to comply with this policy. With specific reference to expected conduct in all forms of assessment related to the PYP MYP and Diploma Programmes, the academic honesty focus is determined by the particular assessment task(s), and the commitment to the process of educational development throughout the School.

**Teacher Responsibilities:**
At the beginning of each academic year teachers will educate students in regards to our Academic Honesty Policy and provide/examples of academic misconduct through our advisory program. Students new to ISD are also taken through the policy as part of our induction process. This policy applies to all student work. To help prevent academic misconduct teachers are expected to:

1. Provide advice to students. This may be done by observing rough notes and plans, and/or submission of a 'draft' prior to a final due date.
2. Set interim deadlines and supervise the development of major assignments along the way to help detect and preempt possible issues of malpractice.
3. Collect student work electronically through Managebac and screen it via turnitin.com in all cases that are possible.
4. Ensure that any additions or changes to work already submitted are re-submitted to turnitin.com.

**Student Responsibilities**
1. Keep rough notes and submit these in a timely manner, if requested by the teacher.
2. Actively work on assignments when class time is given.
3. Submit drafts of written assignments when teachers request to do so.
4. Submit final copies of written assignment to turnitin.com and hard copy formats.
5. Ensure that amended work is re-submitted to turnitin.com.
6. Fully and correctly acknowledge the work of others in a works cited and/or bibliography.

**Student misconduct**
Upon investigation, including discussion with the student, if it has been found that a student has been academically dishonest policy the following consequences will apply:

**Grades 6 – 8**
1st Occurrence
- Meeting with the Secondary Principal
Noted in internal school information system
Student must redo the assignment

2\textsuperscript{nd} Occurrence
• Meeting with the Secondary Principal
• Noted in internal school information system
• Formal letter to the student and parents; copy kept in student file
• Student must redo the assignment

3\textsuperscript{rd} Occurrence
• Meeting with the Secondary Principal
• Noted in internal school information system
• Formal letter to the student and parents; copy kept in student file
• Parent meeting
• Student to serve an in-school suspension during which time the assignment must be redone

Further Occurrences
• Meeting with the Secondary Principal
• Noted in internal school information system
• Formal letter to the student and parents; copy kept in student file
• Parent meeting
• Student to serve an in-school suspension during which time the assignment must be redone
• Student placed on Behavioral Probation

Grades 9 & 10
1\textsuperscript{st} Occurrence
• Meeting with the Secondary Principal
• Noted in internal school information system
• Formal letter to the student and parents; copy kept in student file
• Student must redo the assignment

2\textsuperscript{nd} Occurrence
• Meeting with the Secondary Principal
• Noted in internal school information system
• Formal letter to the student and parents; copy kept in student file
• Parent meeting
• Student to serve an in-school suspension during which time the assignment must be redone

3\textsuperscript{rd} Occurrence
• Meeting with the Secondary Principal
• Noted in internal school information system
• Formal letter to the student and parents; copy kept in student file
• Parent meeting
• Student suspended from school for 1 day during which time the assignment must be redone; this is reported to universities as part of the application process.

Further Occurrences
• Meeting with the Secondary Principal
• Noted in internal school information system
• Formal letter to the student and parents; copy kept in student file
• Parent meeting
● Student suspended from school for at least 3 days during which time the assignment must be redone; this is reported to universities as part of the application process.
● Student placed on Behavioral Probation

**Grades 11 & 12**

1st Occurrence
● Meeting with the Secondary Principal
● Noted in internal school information system
● Formal letter to the student and parents; copy kept in student file
● Student must redo the assignment

2nd Occurrence
● Meeting with the Secondary Principal
● Noted in internal school information system
● Formal letter to the student and parents; copy kept in student file
● Parent meeting
● Student to serve an in-school suspension during which time the assignment must be redone

3rd Occurrence
● Meeting with the Secondary Principal
● Noted in internal school information system
● Formal letter to the student and parents; copy kept in student file
● Parent meeting
● Student suspended from school for 1 day during which time the assignment must be redone; this is reported to universities as part of the application process.
● Student placed on probation with respect to IBDP candidate registration

Further Occurrences
● Meeting with the Secondary Principal
● Noted in internal school information system
● Formal letter to the student and parents; copy kept in student file
● Parent meeting
● Student suspended from school for at least 3 days during which time the assignment must be redone; this is reported to universities as part of the application process.
● Student placed on Behavioral Probation
● Student will not be eligible to complete IBDP registration

5.5.3.9 ISD Secondary School Dress Code

**Statement of Beliefs**

The Middle and High School Student Councils believe that as an international community ISD must aim to create an environment in which all members of the ISD community are assured safety and comfort, regardless of culture, nationality, ethnicity, religion or background. The dress code expectations are therefore set to assist in creating this safe and supportive environment which is posted in the table below. Of paramount importance, the expectations must promote equality not only in regards to culture, nationality, ethnicity, religion, or background, but also in regard to gender and sexual orientation.

Beyond promoting equality, to create a safe and comfortable learning environment for all students, we believe it is best to keep the dress code simple and appropriate while respecting students’ cultural backgrounds, so that students, parents, teachers, and administrators can understand and respect the dress code.
Statement of Expectations
Students in the Secondary School will dress in a way that best represents themselves and best suits the learning experiences they are engaged in throughout the day. While students will have individual freedom to determine what they wear, specific expectations may be placed upon them in certain learning settings (For example: Science, Art, PE). Further, all students, regardless of gender, will dress in a way such that:

- Clothing is not transparent;
- References to drugs, sex, alcohol, and/or profanity are not present;
- Midsections are not exposed, and are covered from armpit to waist, and
- Shorts, pants, skirts, dresses and even kilts fully cover your entire derrière.

Following-up with Expectations
It is the responsibility of all community members to dress in a way that respects our school’s beliefs, starting with each individual student. If a student does not dress in accordance with beliefs and expectations noted above they will be referred to the office by any member of the school community. The student will change their dress in order to respect our beliefs. If a student does not have something to change into a PE uniform will be given to the student to wear. The incident of not respecting our school’s beliefs in regards to dress will be recorded.

If there is a second occurrence the same process will be followed and the student’s parents will be informed. If there is a third occurrence, the same process will be followed and the student’s parents will be called in for a meeting. A fourth occurrence will result in the student being sent home from school for the day. Any further occurrence will result in the student being placed on Behavioral Probation.

5.5.3.10 Personal Electronics / Cell Phone Policy
In the Secondary School we believe the integration of technology can further student learning; as such, students are allowed to use personal electronics and/or cellphones in class, with teacher permission, as long as the usage doesn’t interfere in any way with any student’s learning, and the device used is the best fit for purpose.

If a student uses a cell phone in class inappropriately or without permission the teacher will take the phone. The phone will be turned off in front of the student, and then the student will take it directly to the Secondary Office. The phone will be stored in a locked space.

First Occurrence
Phone returned to the student at the end of the day; formally documented internally.

Second Occurrence
Phone returned to the student at the end of the day; formally documented internally and parents notified via email by admin

Third Occurrence
Phone returned to parent in person; formally documented internally and parents formally notified in writing that any further incident will result in student checking phone in (8:25) and out (15:25) of Secondary Office each day.
5.6 School Hours
ISD classes are from 8:30 to 3:20 for Elementary students and from 8:25-3:25 for Secondary Students. Secondary Students are allowed on campus from 8am to 6pm, unless in a supervised activity.

Arrival: Parents and students, please note the school does not have employees assigned to monitor students until 8AM. Please arrange transportation so that your child does not arrive before 7:30AM. The first bell will be rung at 8:20AM. This is the signal for all students to enter their classrooms. All students are expected to be in their seats ready to learn. Punctuality and regular attendance are very important to the education of your child. Late students must report to the office.

ES Dismissal: Parents/drivers are asked to walk to the brick area next to the primary playground to collect students and escort them to their cars. Elementary school students are not allowed to leave campus alone. Elementary school children who are not involved in an After School Activity must go home at 3:20PM, as there is no supervision provided for them.

Students in grades 1-4 are handed over to their own parent/guardian at the pagoda located across from the sand playground. Grade 5 students must make their own way to the sand playground to meet their own parent/guardian. Students in PreK 4 and K are picked up from the classrooms. If they are not picked up by 3:30PM, students must wait in the school office.

No Elementary students are permitted on the field after school, though children Gr 2 and below are permitted to play on the sand playground, if watched by their own parent/guardian.

The library provides adult supervision until 4:30PM. If a Gr 3-5 child is to wait in the library, the teacher must be informed each time, and they must be picked up by a parent/guardian.

Changes in Transportation: The school requests a note or letter from the parent, in advance, if there is going to be a change in your child’s pick-up after school. If it is not possible to notify the school through a note, the individual authorized by the family to collect the student must register a signed note in the school office indicating he/she has permission to take the child. For the safety and protection of your child, it is important that the school have a written record of any changes in your child’s regular routine.

5.7 Early Dismissal Days
ISD will have several early dismissal days during the year. These are generally used for professional development workshops, teacher meetings, curriculum development, and other professional activities requiring longer stretches of collaborative work time. These days will be announced in the Jaguar Journal and via email reminders. On early dismissal days, students will be dismissed at 12:00 noon, and there will be no lunch service or after school activities.

5.8 Homeroom and Advisory
The homeroom teacher is the classroom teacher for students in Kindergarten through Grade 5. For secondary school students, advisors are assigned by grade level and will be identified on your student’s schedule. Parents are requested to notify the homeroom teacher or advisor of any special circumstances or needs concerning their child

5.9 Recess and Lunch
Elementary School
Students will have a break from:
● 10:00 - 10:15 Preschool
● 10:15 - 10:30 Kindergarten to Grade 5

Those in the lower grades are requested to bring a healthy snack for this time.
Lunch times:
- Elementary - Kindergarten, Grades 1, 2 & 3 children eat at 12:10 and Grades 4 & 5 eat at 12:30

Due to safety concerns, children may not be dismissed to go home for lunch.

Purified, filtered water is provided by the school via water fountains.

### Secondary School
Schedules in the Secondary School vary by day and grade level. Students will be provided with individual timetables.

#### 5.10 Lunch Service

**Elementary School**
Lunch is provided at a cost for the elementary school students through Shady Shack. Students order lunch a week in advance and the lunch is delivered to the eating area. A menu and order form may be found in the weekly school newsletter.

**Secondary School**
Secondary school students have the option of ordering food individually each day at Shady Shack or bringing their own lunch in the morning. Secondary students must place their orders and pay via envelope in the morning from the table on the track. They should not order at the window during our brief lunch period. Each division has areas of the school they are allowed to visit during lunch and recess. Students should stay within these areas so as not to distract other classes in session.

Secondary School students are not allowed to have food delivered to the campus. On special occasions, with prior permission from the Secondary Administration, students will be allowed to order food from the outside.

#### 5.11 Messages and Deliveries
If parents must contact a student during the school day, a message may be left with the office receptionist. Deliveries of assignments, projects, lunches, forgotten textbooks, etc. should be brought to the office where the office staff will deliver the item to the student or the student will pick it up. Parents should keep these deliveries to a minimum, as they create a distraction for the office staff and the classroom teacher when they are delivered.

#### 5.12 School Busses
ISD owns one bus and two large school vans. These vehicles are used for field trips, team trips, and small excursions. The US Embassy/Mission runs a private bus service for its employees only.

#### 5.13 Closed Campus
ISD operates a ‘closed campus.’ Students are expected to remain on campus during the entire school day other than supervised field trips. Students will not be allowed off campus to purchase forgotten lunches or to run other errands. *Unauthorized departure from campus is a suspendable offense.* For security reasons, students leaving campus prior to the end of the school day must check into the office prior to being dismissed. Approval for high school students to leave campus must be granted by the administration unless it is for a school sponsored activity or field trip. Once students leave school in the afternoon, they should not return to campus, unless it is for a special evening event (concerts, etc.).

#### 5.14 Field Trips
Educational field trips offer an opportunity to enhance and reinforce the subject matter being taught in the classroom and can be educational in several ways. ISD encourages such trips, including overnight stays either inside or outside Senegal. Field trips are optional and the academic success of students will not be
dependent upon their participation in any one field trip. However, parents/guardians are encouraged to allow their children to participate in field trips because of the rich educational benefits.

5.14.1 Rules and Procedures for Day Trips
When a field trip is being planned, the following rules and procedures must be followed:
- Parents will be notified of the proposed trip no later than one week before the date of a proposed trip.
- The notification will include the planned itinerary, expected cost, travel arrangements and any other relevant information.

All trips will meet the safety and security arrangements established by the school. These arrangements will be reviewed annually before the start of each school year by the leadership team. They will also be reviewed periodically in the light of local conditions.

5.14.2 Rules and Procedures for Overnight Trips and Out of Country Trips
Before the trip is confirmed, parents/guardians of students involved will be invited to an informational meeting at school.

At this meeting, the faculty member(s) planning the trip will brief parents and outline details of the educational justification for the trip, the travel itinerary, the likely cost of the trip, the respective responsibilities of the school and parents/guardians with respect to health and safety arrangements.

Information regarding the trip will be made available to parents at least two weeks prior to any overnight trips. Students will not be allowed to attend the field trip without a signed permission slip. Overnight and overseas trip itineraries may be reviewed by the US Embassy for safety concerns.

5.14.3 Funding for Field Trips
ISD generally funds transportation for local field trips as well as costs incurred by chaperones. Parents may be asked to pay for food, lodging and other incidentals related to participation in a school field trip. Parents will pay for travel costs related to international field trips. Every effort will be made to provide trip cost information to parents well ahead of any field trip.

5.14.4 Safety and Security for Field Trips
1. Vehicle Safety
   - When riding in a vehicle, each child shall be wearing a seatbelt, when available.

2. Supervision
   - A minimum of three adults shall be required for every elementary and middle school field trip, regardless of class grade or number of students.
   - For Pre-3 to 3rd Grade trips, the ratio of adults should be one adult for every four children.
   - For Grades 4 & 5, one adult should be assigned for every five children. Middle school grades (6-8) shall have one adult for every 7 students.
   - For local trips around Dakar, high school students will need a minimum of two adults, regardless of class size. A ratio of 1 adult for every eight students is desirable, and in no case should there be less than one adult for every ten students.
   - For day trips outside of the Dakar metropolitan area, high school students shall have one adult for every 7 students, with a minimum of two chaperones.
   - For overnight trips, there shall be one adult for every seven students, with a minimum of two chaperones.
3. Health and First Aid
   - A first aid kit shall accompany all field trips.
5.15 Birthday Celebrations at School
For any birthday celebrations during the day, please refer to the Classroom Teacher in the Elementary School, or the Secondary Office Manager in the Secondary School.

To book the ISD facilities for a birthday party outside of regular school hours, please see the Facilities Section for information.

5.16 Birthday Celebrations at Home
We believe it is important that all children be welcomed, included, and appreciated. Therefore, the school or teacher will not distribute written invitations to a student’s party unless every child in that student’s class receives a written invitation.

5.17 Technology
5.17.1 Technology Use Agreements
Elementary School Responsible Use Agreement (ERUA)
Secondary Chromebook/Technology Use Agreement

At ISD, we strive to be effective, safe, and responsible technology users. As a part of enrollment, all students agree to the Technology User Rules. Failure to follow these guidelines can result in loss of privileges, disciplinary action, expulsion, or legal action depending on the offense.

To insure the safety of users and the integrity of our computer systems, ISD technology users agree to:
● Follow all local and international laws
● Follow all school rules and policies including rules against bullying
● Treat equipment with respect
● Not access/alter other people’s files or system files
● Not download files without permission
● Not install any software on school computers without permission from the Director of Technology or the Network Manager
● Not use the system to download, store or distribute obscene, pornographic, harmful, or offensive material

To ensure your personal safety and privacy:
● Use only your account and password and keep your password private
● Report to the IT Director, teacher, or administrator any security problems, or material that makes you uncomfortable this includes threats, rude images, or comments from others
● Do not reveal your home address, picture, or phone numbers, or those of your classmates or teachers when on the Internet. Use school email and phone numbers only
● Know that email is NOT private. Now that your actions are monitored.

5.17.2 Guidelines for Electronic Media
Students are taught appropriate use of the network, email and other general use of the Internet and technology. General school expectations for behavior and communications apply. Users are responsible for good behavior on school computer networks just as they are in a classroom or in any school facility, and should be polite and respectful. Communications on the network are often public in nature.

The network is provided for users to conduct research. Access to network services is given to students, faculty and staff and they are obliged to follow school rules and policies. Access is a privilege – not a right. Access entails responsibility.

Individual users of the computer networks are responsible for their behavior and communications over those networks. Students are expected to comply with school standards and will honor
Computer Network User Rules. Teachers shall share these same guidelines and report any misuse of the network to the IT director or a supervisor.

The network administrator(s) will review rules to maintain system integrity and ensure that the system is being used responsibly. Students are held responsible for seeking appropriate materials and avoiding those that are potentially offensive. The list below illustrates, but is not limited to, actions which are not permitted:

- Displaying, saving or distributing offensive messages or pictures
- Using obscene or vulgar language
- Damaging or disrupting computers, computer systems or computer networks
- Harassing, threatening, insulting, or attacking others
- Revealing the personal address or the phone numbers of students or colleagues
- Violating copyright laws
- Using another’s password or account without their permission
- Trespassing in another’s folders or work
- Intentionally wasting limited resources (i.e., bandwidth, file space, paper and ink)
- Downloading software for non-instructional purposes (kazaa, games, etc.)
- Downloading music, videos, or other copyrighted material using school computers or network.
- Distributing any material in a manner that might cause congestion of the video and data network
- Employing the network for commercial, political or profit-making purposes
- Accessing inappropriate sites

Violations may result in a loss of access and or other disciplinary action deemed appropriate by the school administration.

Users who lose school equipment (including theft) will pay replacement costs. Users who damage school equipment while acting irresponsibly or neglectfully, will pay repair or replacement costs.

5.17.3 Chromebook 1:1 Computer Program
Students in grades 4-12 are issued a school device starting in 2017-18. This device is used at school to access information, communicate, and create content for their classes. The use of the school device varies based on the teacher and the specific learning activity. Students are expected to bring the devices (not the charger) to school fully charged and report technical problems to the Technology Department (ITSO) immediately. Grade 4 & 5 devices will not go home.

In the event that a chromebook device is lost, stolen, or broken through negligence, the student and family will be responsible for replacement or repair.

5.17.4 Internet Safety at Home
Internet and electronic communication are a part of many children’s lives. Internet resources allow for easy sharing of text, video, images and sound. While these resources offer huge opportunities to learn and share with others, they also come with a risk. The best ways to minimize these risks are to educate yourself about the tools and resources that students are using and to talk with about what is done online. Check our school website and other resources to keep informed about Internet safety.

ISD uses GAT+ (General Audit Tool for Google Apps.) as a tool for both students and IT admin to monitor usage. That is, **ISD has access to and actively monitors all student usage of resources provided by the school. Further, students are held responsible for what they post online to or about other members of the ISD community, even when not on campus.**

Parents can see their child’s usage on the school-provided Chromebook by clicking the GAT+ icon.
5.15.5 Guest Network
ISD offers wireless Internet access to guests. Please see the technology department for a password. All users, including guests, must adhere to school policies and rules.

5.18 Lockers
All students in Middle School will be assigned lockers and expected to use them. Students in High School will have the option to use lockers. The school will provide lockers and students will be expected to provide their own locks; the school has a supply of locks to sell to students at cost.

5.19 Lost and Found
Students are expected to take care of their belongings and parents can help them to do so by clearly labeling clothing and personal possessions. However, items do get misplaced on occasion. Lost textbooks or school materials are returned to the appropriate teacher or division principal. Tupperware or food containers left behind are not saved for sanitary and health reasons; these are thrown away. Clothing, water bottles, lunch boxes and other articles are deposited in the lost and found box located next to the Grade 4 classrooms. Jewelry, cell phones and glasses are left with the Secondary Office Manager. On the last Friday of each month, any unclaimed lost and found items are given to charity.

5.20 After School Activities
ISD offers a rich and varied extracurricular program for its students after school. Monday has specifically been set aside for teachers' meetings, so only ASA's directed by non-teaching advisors will be held on Monday. They are for students Kindergarten and above.

Included among the many activities offered during the past years by our teachers and parents were:

Swimming  Arts & Crafts  Coed Softball (HS)
Karate  Basketball  Drumming
Computer Games  Open Library  Track and Field
Drama (MS)  Cooking  Guitar
Soccer  Student Council  Boy Scouts
Volleyball  Dance  Yearbook

5.21 Sports
ISD has competitive sports teams starting from third grade. Our competitive sports include Volleyball, Basketball, Soccer, Swimming, and Track and Field. Competition is limited to locally available, reliable competition, but we do strive to provide appropriate competition for ISD athletes. ISD participates in the Dakar-based SIPS league (volleyball, x country and track and field) and in the international WAISAL league (Grade 4&5-Swimming, MS Soccer, Swimming, Volleyball, Mathcounts, HS Volleyball, Basketball, Soccer, Swimming). Sports teams require commitment, and generally practice two or three times per week. Some of our teams hold some practices in the morning, due to facilities limitations.

5.21.1 Sports Awards
Secondary School
The Secondary School will celebrate athletic teams, activity groups, and artistic troupes throughout the year at the end of each season.

Major awards for athletics, activities, and the Arts will be presented at the MS and HS JAG Excellence Awards ceremonies at the end of the year.

Elementary School
Elementary ASA's, athletics and other groups will be celebrated at the end of each trimester.
5.22 Library
Students in Grade Pre-3 through Grade 5 are regularly scheduled classes and instruction in the library. The library hours are from 8:00 A.M. to 5:00 P.M. Parents are invited to visit the library with their children during these times. Students Pre-3-Gr 5 and their parents are permitted to check out books for a period of one week. Middle and High School students are invited to check out books for two weeks, and are welcome before or after school, and during breaks or lunch. Charges will also be made for books, which are lost or damaged.

The details regarding library rules and regulations, hours of opening, etc are discussed with all students during their initial library classes.

The Library is open from 8am to 4:30pm. Parents are welcome to come and browse our collection, borrow books or magazines, or use the free wireless internet access. Please be aware that access to the shelves or computers may not be possible during scheduled class times.

5.23 Textbooks
The school furnishes textbooks and workbooks to all students, which must be returned at the end of the year. Students are responsible for keeping books in good condition; charges will be made for any books that are damaged or lost.

5.24 School Supplies
Basic school supplies will be provided for students in Pre K – Grade 8. The cost of these supplies is covered in your child’s tuition. At certain times teachers may ask students to bring specific supplies for projects.

High School students will be required to bring in their own supplies. These will include notebooks, papers, calculators, pens and pencils, etc. As each high school student’s schedule is different, specific supplies will be communicated directly to the student at the beginning of the year and can be found locally. One item that might be best purchased before arrival is a graphing calculator - a TI-84 PLUS is required for all HS students.

5.25 Visits by Non-Enrolled Students
Students wishing to bring a guest must obtain permission from the principal at least one day prior to the visitation day. On the day of the visit, the student must bring his/her guest to the guard house to receive a visitor’s pass. Visitors must follow the schedule of their host student. These visits should last no more than one day.

6. SECTION VI: COMMUNICATION
6.1 Emergency Information
It is essential for the school to be able to contact a parent or guardian in case of emergency, therefore, it is imperative that we have both office and home phone numbers or the number of a neighbor or friend. Changes of address or phone numbers should be reported to the school office immediately.

If parents are going to be absent from Dakar, and someone else is to be responsible for the children, the school should be notified in advance of this in writing, even if it is only for a day or two.

If someone other than the parent is going to pick up a child at school, whether during a normal or emergency situation, please notify us of this also. It is preferred that, when possible, this be done in writing.

Parents’ cooperation related to all of the above is of extreme importance, as we have the utmost concern for the safety and well being of your children.
6.1.1 Security Regulations
With the need for heightened security in international schools throughout the world, we continue to implement our security plan designed to protect the safety of our students while they are at school. An Emergency Plan providing procedural details for students, faculty, support staff, parents, and visitors in the event of an emergency is posted on our website. www.isdakar.org

6.1.2 Video Surveillance System
ISD maintains and is expanding its use of a video surveillance system around campus.

6.2 Website
The ISD Website, www.isdakar.org, is the best place to get up-to-date information about events at school, school policies and procedures, curriculum, sports, etc. You can also find links on our website to the Managebac student information system, via the QuickLink bar, where you can track your student’s grades if they are in Gr 6-12. Please make use of the ISD website.

6.2.1 Student Images on Website/On-Line
As part of the school’s Enrollment Form, parents agree to allow publishing of student photos and work. We will not publish student images with full names.

6.2.2 Student Work on the Website/On-Line
ISD will occasionally post student work on the ISD website.

6.2.3 Jaguar Journal
The school communicates with our students and parents by publishing The Jaguar Journal on the school’s website every week. Please read it!

6.3 Parent Teacher Organization (PTO)
The PTO is the official organization of school volunteers. The PTO provides volunteer opportunities to teachers and parents and serves as an advocate group to support students and staff. One ISD administrator serves as members of the PTO Board.

6.4 Parent Teacher Communication
The home-school partnership is a critical piece to your child’s success and well-being in school. Research has consistently shown that parents who are involved in their children’s education have children who perform better than those who do not. Proactive communication is best. Take the time to get to know your child’s teachers, attend Open Houses, visiting days, and stop by after school to say hello. Email is a great way to touch base with your child’s teachers, and you can follow your child’s learning via Managebac and Google Classroom.

6.4.1 Opening Ceremony
Parents are invited to attend the Opening Ceremony. This takes place the morning of the first full day of school and is on each year’s school calendar.

6.4.2 Open Houses
ISD holds an Open House for ES and one for MS/HS at the beginning of each school year. This is a chance to learn about your children’s courses, meet teachers, understand expectations, and ask questions about course requirements or special activities. These Open Houses are held in September with dates found on the school calendar.

6.4.3 Conferences
Parents are always welcome at ISD. If parents have any questions, they are encouraged to contact the school for information. If a parent wishes to arrange a conference with teachers, their counselor, or
the administration, they are requested to call the office to set up an appointment. While it may be convenient for a parent to drop by a teacher’s room before or after school to discuss a child’s progress, it is helpful for the teacher if you call or email ahead of time to set up an appointment with the teacher.

Regular Parent-Student-Teacher conferences are scheduled twice per year and are listed in the school calendar. We believe parental involvement is important, and encourage you to attend all conferences and parent meetings throughout the year to help ensure your child’s success.

6.5 Communication Protocol
If you have a complaint, comment, or concern about an event, activity, grade, report regarding your child, please communicate directly with your child’s teacher first. The teacher is the first person with whom you should communicate, as he/she knows most about what is going on.

If you find that you do not receive a satisfactory answer from the teacher, you may communicate directly with the Principal. If you find that you do not receive a satisfactory answer from the principal, you may contact the director.

If, in the unlikely event that you are still displeased with how a situation has been handled by ISD, you may appeal to the Board of Trustees in a written letter to the board chair. Please refrain from emailing all people in the communication chain, as this may feel like intimidation, will consume several people’s time when not necessary, and may lead to confusion, hurt feelings, and unnecessary meetings.

6.6 Parent Volunteers
ISD encourages parents and other community members to become involved with the school. There are a number of ways to do this:

6.6.1 Classroom Assistants
You may wish to assist a classroom or specialist teacher by individual or small group tutoring, making a special presentation, or sharing some special skill or talent.

6.6.2 Library Assistant
You could help check out materials, organize a special collection, read stories to children, or offer clerical assistance.

6.6.3 After School Activities-ASA
Shortly after the school year begins, the school will be asking for parents to volunteer time for an after-school (extra-curricular) activity. Can you teach a particular musical instrument? Are you into arts and crafts? Would you like to teach a native language? Are you experienced in organizing scouts? Would you be willing to share some of your athletic talents? The ASA program runs 3 sessions per year and usually for 8 weeks per session.

6.6.4 Resource Person
Would you be available to give a lecture or make a presentation to one or more of our classes? We would be interested in your professional field of expertise, an unusual avocation, or possibly in part of the world where you have lived previously.

6.6.5 Field Trip Assistance
Join classes for their field trips away from school. Assistance in both supervision and instruction is a great asset on these trips.
6.7 School Phone Use by Students
Generally, students will be permitted to go to the school office to make a call only during recess or lunch. The number of the school telephone is: 33 825-0871 or 33 860-2332.

7. SECTION VII: FACILITIES

7.1 Operating Hours
ISD’s gates are generally unlocked from 7am to 6pm, unless there is a special event at school. Students should not arrive on campus before 8:00, and should leave campus by 6:00 pm, or at the conclusion of their final, supervised activity.

7.2 Reporting Problems
If you spot a facility, maintenance, or safety problem on campus, please inform the office immediately. If the office is closed, please contact a teacher, administrator, or other school employee as soon as possible.

7.3 Using Facilities
- Those persons or groups wishing to use the school’s facilities after school hours must put their request in writing to the principal/athletic director and indicate the activity, date, time, and location (gym, field, etc.) requested. If the request is accepted, a facilities usage contract needs to be completed. If there is a fee, it should be submitted with the contract to the school cashier.
- A list of all individuals who will be using the facility for a particular activity must be submitted with the request/contract. If the list of participants changes, the school must be notified in writing. If a participant arrives who is not on the list, he/she will not be permitted to enter the school grounds.
- All participants will sign in and out at the guard gate.
- First priority for after school facility use will be given to ISD parents and student requests.

7.3.1 Weekend and Recreational Use of ISD Facilities by Community Members
As a school community, ISD is fortunate to have some attractive athletic and recreational facilities that may be used by ISD families during non-school hours, without impacting the school’s sports and educational programs. Included in these facilities are the basketball courts, fitness room, shower rooms, pool, dining area, playgrounds and field.

Guidelines, available on the ISD website, and as an appendix to this handbook, have been put in place to outline the policies for possible—and appropriate—use of facilities by community members. The facilities are a potential benefit to all, but are a privilege for users and present a liability and responsibility for the school. These guidelines may be amended at any time by the ISD administration as needed.

8. SECTION VIII: FINANCES

ISD operations are funded primarily by tuition paid by parents. ISD also receives funding from facilities rental, return on investments, and via US government grants for specific purposes. The initial and annual ISD capital fees go directly to the cost of improving ISD facilities. Tuition can be paid in USD or CFA, though ISD takes measures to limit its exposure to the fluctuations of currency rates during a school year.

8.1 Tuition and Fees
A copy of the ISD Tuition Fee Agreement is available upon request through our Business Office.
8.2 Returning Student Deposit

Students who intend to attend ISD the following year must make an advance deposit by May 1 to be enrolled. Failing to do so in a timely manner will result in non-enrollment for the next year. Students wishing to re-enroll later will forfeit all registration priority, thus be considered as new applicant and will register on a first come first served basis and may be put on a waiting list. The advance deposit shall be considered a down payment against the tuition.

When a student who paid the deposit on time decides to withdraw within one month of the deadline, the deposit will be refunded. If a student withdraws on or after June 1, the advance deposit shall be forfeited. An applicant choosing to re-apply after having withdrawn will be considered as a new applicant.

In the event that a child fails to attend school within 14 calendar days from the date of entry as confirmed at the time of admission, the director may cancel his/her admission.
USE OF FACILITIES AGREEMENT

This agreement is made between the International School of Dakar (lessor) and ____________________________________________ (lessee) for the use of the following school facilities.

Facility: ____________________________________________

Time/Day Needed: _________________________________

Cost: ___________________________________________ 

From (Date): ____________________________________

Individual for the Lessee:

The Lessee shall be reimbursed any fees already paid for the time periods canceled by the Lessor or arrange substitute times for the use of the facility.

Should the facility be required for use by the school for a school-related event, the Lessor shall make every effort to notify the Lessee at least one week in advance of the event. The Lessee shall be reimbursed any fees already paid for the time periods canceled by the Lessor or arrange substitute times for the use of the facility.

A list of all individuals who will be using the facility for this activity must be listed on the form provided. If a person who arrives who is not on the list, they will not be permitted to enter the school grounds.

The Individual(s) for the Lessee, as specified above, shall be responsible for seeing that the facility is utilized properly and that any damages of the facilities be reported to the ISD Director.

All participants must sign-in at the guard gate.

The use of the ISD facilities is contingent upon the signature of the disclaimer found in the attached addendum.

The total costs for the period above are:______________________, to be paid to the International School of Dakar prior to the use of the facility.

Lessor’s Signature ___________________ Date ____________ Lessee’s Signature ___________________ Date ____________

Name: Colin Crumpton

Title: Athletic Director

Telephone: ____________________________

E-Mail: _______________________________
Facilities Agreement Addendum

Addendum to the Use of Facilities Agreement for Lessees:

ISD assumes no responsibility for accidents, injuries, or theft incurred by the participants or by the activity leader(s)/director(s) during the time they are using the school's facilities and/or grounds.

Occasionally, we will need the ISD facilities for the school sponsored events during the time of your group's scheduled activity. In such cases, we will endeavor to notify you at least a week in advance.

_______________________________  _______________________________
Signature of Lesser                  Signature of Lessee

Name: Colin Crumpton

Title: Athletic/Activities Director

Phone:___________________________

Date:_____________________________
ISD Rates for Facilities Use

For organizations wishing to rent ISD facilities, the following fee schedule will apply. Payment is due in advance of use of the facilities and is preferred at least one day in advance of use. Reservations can be made through the Athletics Director and Activities colinc@faculty.isd.sn

These rates are as of 2019-2020 and are subject to change at any time, without notice.

<table>
<thead>
<tr>
<th></th>
<th>1 hr</th>
<th>Half day (4hr)</th>
<th>Full day (8hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
<td>20,000 cfa</td>
<td>50,000 cfa</td>
<td>80,000 cfa</td>
</tr>
<tr>
<td>Music or Art Room</td>
<td>10,000 cfa</td>
<td>25,000 cfa</td>
<td>40,000 cfa</td>
</tr>
<tr>
<td>A classroom</td>
<td>10,000 cfa</td>
<td>25,000 cfa</td>
<td>40,000 cfa</td>
</tr>
<tr>
<td>A computer lab</td>
<td>30,000 cfa</td>
<td>100,000 cfa</td>
<td>150,000 cfa</td>
</tr>
</tbody>
</table>

Appendix C: ISD Community Use of Recreational Facilities

As a school community, we are fortunate to have athletic and recreational facilities that may be used by ISD families. Included in these facilities are a fitness room, shower rooms, pool, playgrounds, and the field. These facilities will only be open and available to the ISD community during non-school hours and in a way that does not impact ISD sports and/or educational programs.

Our improved facilities are a benefit to all, but we must remember that they are a privilege for users and also present a liability for the school. Guidelines for use have been created and may be amended at any time by the ISD administration as needed.

ISD community access to our recreational facilities outside of school hours does not include access to any of the school/classroom buildings. For safety and security reasons, no parents or students are allowed in or around any of the classrooms or verandas outside of regular school hours. Thank you for your cooperation.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Community Availability Starts 15 September (ISD activities ALWAYS take precedent)</th>
<th>Reservation/Rental Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pool**</td>
<td>Weekdays: 6am-8am and 5pm-6pm Weekends: 10am-6pm **Pool is supervised during weekend hours only. **Students Grade 8 and below must be supervised by a parent.</td>
<td>Not necessary for individual use. For group rental/party, contact ISD Athletic Director <a href="mailto:athleticdirector@faculty.isd.sn">athleticdirector@faculty.isd.sn</a></td>
</tr>
<tr>
<td>Outdoor Basketball Courts</td>
<td>Weekdays: 5pm-6pm Weekends: 10am-6pm</td>
<td>Not necessary for individual use. For group rental, contact ISD Athletic</td>
</tr>
<tr>
<td>Facility</td>
<td>Availability</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Preschool Playground</td>
<td>Weekdays: 5pm-6pm&lt;br&gt;Weekends: 10am-6pm</td>
<td>Not necessary; cannot be exclusively reserved.</td>
</tr>
<tr>
<td>Elementary School Playground</td>
<td>Weekdays: 4pm-6pm&lt;br&gt;Weekends: 10am-6pm</td>
<td>Not necessary; cannot be exclusively reserved.</td>
</tr>
<tr>
<td>Locker Room</td>
<td>Weekdays: 6am-8am and 5pm-6pm&lt;br&gt;Weekends: 8am-6pm</td>
<td>Not necessary, sign in with guards when entering campus.</td>
</tr>
<tr>
<td>Fitness Center**</td>
<td>Weekdays: 6am-8am and 5pm-6pm&lt;br&gt;Weekends: 8am-6pm **Students Grade 8 and below are not allowed in the Fitness Center.</td>
<td>Not necessary, sign in with guards when entering campus – key will be kept with Recreational Facilities Manager, Bakary Cisse. His office is by the pool.</td>
</tr>
<tr>
<td>Gymnasium and Field**</td>
<td>Must always be reserved for rental and use.</td>
<td>Contact ISD Athletic Director <a href="mailto:athleticdirector@faculty.isd.sn">athleticdirector@faculty.isd.sn</a> **Note that the field is still not ready for use of any kind</td>
</tr>
</tbody>
</table>

**Appendix D: ISD Facilities Use Guidelines**

**Guiding Principles**

1. ISD facilities are primarily for the promotion of the ISD educational program. Therefore, any ISD educational and/or extra-curricular activity for students takes priority for facilities use. Other uses may be allowed at the discretion of the ISD administration.

2. ISD is a community school and hopes to – without adversely impacting educational and extra-curricular programs – support community cohesion by allowing for use of our facilities by ISD families.

3. Facilities will be made available for use based on the following priorities:
   - First priority shall be given to all school-sponsored activities.
   - Second priority shall be given to all activities directly benefiting ISD students and faculty.
   - Third priority shall be given to activities serving the broader ISD Community.
   - Requests from outside the ISD community will be reviewed on a case by case basis by the Administration.

4. Safety of users and limitation of ISD liability are always primary concerns when considering facilities use. Individual users take risks by using the pool or other facilities and must recognize and take responsibility for that risk.

5. Parent presence is absolutely required for children Grade 8 and below – children Grade 8 and below must be accompanied by a parent who will supervise and take responsibility for their actions. Children may not be sent to the ISD recreational facilities under the care of maids, nannies, or drivers.
Rules for Facilities Use:

1. Students, parents of currently enrolled students, and faculty (both teachers and non-teaching professionals) may use tennis courts, shower rooms, pool, and field during non-instructional time, including weekends. Reservation and/or rental fees may apply.

2. Facilities are open for community use on weekdays, weekends and school holidays based on a schedule published by the Athletic Director.

3. ISD family members 3 years-old and under who are not enrolled at ISD may use the facilities for free; children over 3 who are not enrolled at ISD are considered guests and must come on a guest pass.

4. The third Saturday of every month, ISD maintenance, security, and janitorial staff and their families may also enjoy the facilities. If this day conflicts with an ISD student event, the staff day will be rescheduled in the month. Staff and families will be allowed on this day to use the ISD recreational facilities under the same guidelines outlined above. Staff should not bring guests outside of their immediate family.

5. Guests of ISD community members may use facilities on weekends and holidays only, but must pay for a pass.
   - Single-use passes will be available for 2,500CFA; multiple-use passes will be available for 25,000CFA for 10 single-use tickets.
   - Tickets will be available for purchase from the ISD cashier’s office during regular school hours only. No cash will be handled after school or on weekends.
   - Guests must be in the company of an ISD community member Grade 9 or older. One member may invite no more than two guests at a time; guests must have passes to enter the recreational area.
   - Guests may visit the facility twice in one calendar month. This is regardless of who signs them in.
   - Guests’ behavior is the responsibility of the ISD community member with whom they came.

6. Understanding that there are risks inherent in athletic activities or pool use, all users will be asked to sign a waiver recognizing that they are assuming all risks associated with facilities use.

7. Proper behavior is required for use of ISD facilities.
   - Parents are expected to monitor their children’s behavior.
   - Again, children Grade 8 and under are not allowed to use the facilities without a parent present.
   - Proper behavior includes, but is not limited to, community-sensitive dress, language, and activities, as well as prohibitions on smoking, dangerous play, or fighting.
   - Proper care of facilities and equipment is expected.

8. When there is a lifeguard supervising the pool, that person has the authority and duty to remove and report to ISD Administration any person who is flagrantly violating safety or other pool rules. Any ISD employee has the authority to remove and report to ISD Administration any person who is violating safety or other pool rules.
ISD Responsibilities:
1. ISD will provide staff and lifeguards at the pool on weekends and holidays from 10am-6pm.

2. Security guards will be fully conversant in the facility-use guidelines and be trained to insist on passes for all visitors, including guests.

3. The security staff will maintain a sign-in book and complete record of guest-pass tickets collected.

4. Funds collected from pass sales will be accounted for so as to allow reporting on income and expenses related to maintaining access to these facilities.

5. ISD will communicate clearly to the community, the calendar for our recreational facilities.

Reserving ISD Facilities:
1. ISD will allow the rental of the pool and some other facilities for private events.

2. If parents are interested in renting ISD facilities, please contact the Athletic Director for schedule of availability, fees, and rules.

3. ISD will not rent its facilities to outside groups for parties, including weddings.

4. When renting:
   - Parents assume all costs associated (lifeguard costs, extra cleaning costs, etc) and will pay rental fees prior to usage.
   - Parents are required to be present and to have an appropriate number of adults to supervise the number of children who will be attending the event.
   - Parents will designate one person in charge and provide the Athletic Director’s office with a list of all attendees.
   - Parents will take responsibility for any special cleaning and breakage of or damage to ISD facilities.

Adopted by ISD Board Ad Hoc Committee on May 2012
Appendix E: Swimming Pool Use Waiver – International School of Dakar

All persons using the pool or pool area do so at their own risk and sole responsibility. The International School of Dakar assumes no responsibility for any accident or injury in connection with such use. As a condition of use of the pool, users agree to make no claim against ISD for any loss of life or personal injury, or damage to or loss of personal property, except where such loss, injury or damage can be clearly proved to have resulted from and been proximately caused by the direct negligence of ISD, its agents or employees, in the operations, care, or maintenance of the facility.

General rules for use of the pool

- Every person within the pool area must obey the instructions of the lifeguard(s) or face dismissal.
- By being present with their children, parents ASSUME RESPONSIBILITY and are in charge of the safety and security of their child and any friends brought with their child(ren) to the pool.
- Every person within the pool area must obey the instructions of the lifeguard(s) or face dismissal.
- Individuals who use the pool when a certified lifeguard is not present do so at their own risk.
- Pool users must wash off in the showers before entering the pool.
- No running, pushing, shoving, dunking, or other horseplay is permitted in the pool area.
- No one under the influence of drugs or alcohol will be allowed in the pool area.
- Community-appropriate swimwear is required.
- The pool (and entire campus) is a non-smoking area.
- Pets are not permitted within the pool area.
- Audio devices should only be used with headphones.
- Alcohol is not allowed poolside or when swimming.
- No eating while in the pool.
- No person with a communicable disease (e.g. impetigo, pink eye, etc.) shall enter the pool.
- Children Grade 8 and under must be accompanied by a parent who will supervise and take responsibility for their actions. Children may not be sent to the ISD recreational facilities under the care of maids, nannies, or drivers. Parent presence is absolutely required.

I (print name)____________________________________ have read the rules for use of the ISD swimming pool and agree that I and my family members and guests will abide by them. I further acknowledge that I agree to the conditions identified in this Swimming Pool Use Waiver.

Parents and ISD students in our family who may accompany me to use the pool are listed below. Grades for all family members are also included:

___________________________Gr._______     ___________________________Gr. _______
___________________________Gr._______     ___________________________Gr. _______

I agree to fulfill the role of designated responsible person or to identify a suitable designated responsible person when my children are in the pool area.

_______________________________         _______________________________
Parent or Employee Signature          Date                      Athletic Director Initials upon receipt

IMPORTANT
The waiver must be signed and submitted to ISD before enjoying the pool.