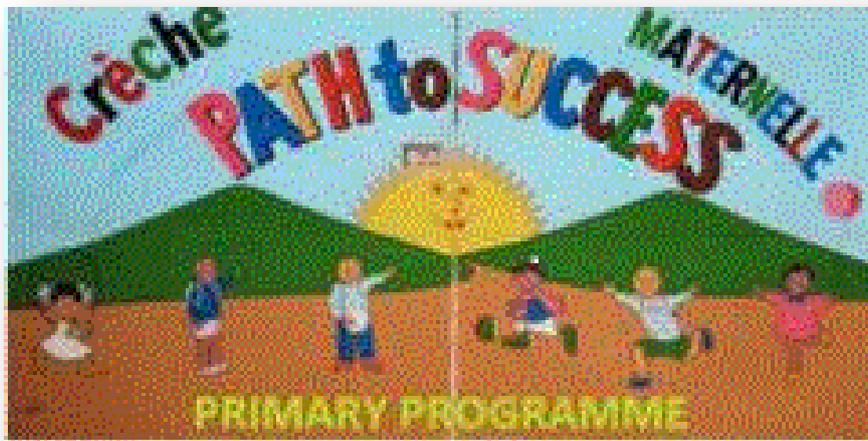


PARENT HANDBOOK

PATH TO SUCCESS INTERNATIONAL SCHOOL

AWAKE, LEARN, SUCCEED



A bilingual school offering a Cambridge Primary Program



CAMBRIDGE
International Examinations

Cambridge International School

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Contacts

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Welcome note

The School Directors (Mr. and Mrs. Machiels), the Principal (Miss Judith Nyamoga) and Staff of Path to Success extend a warm welcome to each family and student. We seek your support as we strive daily to teach each child under our care for the year.

We encourage you to join our Parent Volunteer Program and our Parent-Teacher Association.

Please read this handbook carefully. It provides important information relative to the policies and procedures of Path to Success. If you have any questions concerning this handbook, please call the office for clarification.

We are here to serve you and to provide the best teaching and learning for all children. Please notify us for any additional information.

We strive to communicate through **our website, emails, phone calls and term newsletters.**

Sincerely,

SALILA MACHIELS

Path To Success Director

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Our mission Statement

To bring affordable, quality, bilingual (English and French), Early Childhood and Primary education to young children both Rwandese and expatriates.

Our vision statement

''Young children awaken to fulfil their full potential in a multicultural atmosphere of wise guidance and unconditional love''.

Our beliefs

Every child progresses at his/her own pace. Therefore, Path to Success offers a differentiated program that takes into consideration academically strong students, learners that learn at a slower pace, as well as special needs.

Education becomes more effective when parents and schools work altogether for the best interest of the child. We therefore welcome and value your input in nurturing and educating your children.

We are hopeful that you will participate in some of our school activities.

Path to Success strives in all its endeavours to contribute to the achievement of the Rwandan Ministry of Education's goal which spells: ...''**to transform the Rwandan Citizen into skilled human capital for socio-economic development of the country by ensuring equitable access to quality education focusing on combating illiteracy, promoting science and technology, critical thinking and positive values.**'' (Education Sector strategic plan 2010-2015: 1).

Path To Success values

We strive for excellence in all we undertake as a school. We believe that every member of the school:

- Should be treated with care and compassion.
- Is free from any harassment and discrimination.
- Should work cooperatively for the good of every one.
- Should keep learning
- Should honour the greatness in others and the gifts that they bring to our school family.
- Should strive to maintain a strong and vital support system composed of sharing and collaborative teamwork.
- Respect is paramount to our system. We respect the diversity- individuals and cultures...

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The Teachers' and learners' profiles

Learners

In alignment with the **Cambridge Program philosophy**, Path to Success aims to develop internationally minded students who are:

Confident in working with information and ideas, their own and those of others.

Cambridge learners are confident, secure in their knowledge, unwilling to take things for granted and ready to take intellectual risks. They are keen to explore and evaluate ideas and arguments in a structured, critical and analytical way. They are able to communicate and defend views and opinions as well as respect those of others.

Responsible for themselves, responsive to and respectful of others.

Cambridge learners take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand that their actions have impacts on others and on the environment. They appreciate the importance of culture, context and community.

Reflective as learners, developing their ability to learn.

Cambridge learners understand themselves as learners. They are concerned with the processes as well as the products of their learning and develop the awareness and strategies to be lifelong learners.

Innovative and equipped for new and future challenges.

Cambridge learners welcome new challenges and meet them resourcefully, creatively and imaginatively. They are capable of applying their knowledge and understanding to solve new and unfamiliar problems. They can adapt flexibly to new situations requiring new ways of thinking.

Engaged intellectually and socially, ready to make a difference.

Cambridge learners are alive with curiosity, embody a spirit of enquiry and want to dig more deeply. They are keen to learn new skills and are receptive to new ideas. They work well independently but also with others. They are equipped to participate constructively in society and the economy – locally, nationally and globally.

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Teachers

Confident in teaching their subject and engaging each student in learning.

Cambridge teachers know their subject well and know how to teach it. They seek to understand their learners and their educational needs. They strive to communicate a love of learning and to encourage students to engage actively in their own learning.

Responsible for themselves, responsive to and respectful of others.

Cambridge teachers are highly professional in their approach to teaching and they are collaborative and supportive. They understand their actions will help shape future generations and they are concerned about the holistic development of every individual they teach.

Reflective as learners themselves, developing their practice.

Cambridge teachers are themselves learners, seeking to build on and develop their knowledge and skills through a virtuous circle of reflection on practice – involving research, evaluation and adaptation. They support students to become independent and reflective learners.

Innovative and equipped for new and future challenges.

Cambridge teachers are creative, experimenting with new ideas and pursuing an enquiring approach in their teaching. They are open to new challenges, being resourceful, imaginative and flexible. They are always ready to learn and apply new skills and techniques.

Engaged intellectually, professionally and socially, ready to make a difference.

Cambridge teachers are passionate about learning within and beyond the classroom, sharing their knowledge and skills with teachers in the wider educational community.

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Our programs

We are a private international institution that mends a bilingual (English-French) program with the Cambridge Primary Programs (Math, English, Science) and French as a First Language from the French ministry of Education. We also offer Kinyarwanda (reinforced by the 'ITORERO' program') as well as social studies in conformity with the Rwandan curriculum. Physical Education is an important part of our curriculum.

Thus, the Path to Success program fosters development of critical, analytical thinking – against a background of positive values issued out of both Rwandan and international cultural systems and backgrounds.

Our extracurricular activities (Clubs) consist of:

- Debate
- Drama
- Karate
- Rwandan Traditional dance/Itorero
- Modern dance
- Art and craft
- Indoor and outdoor games
- Readers' and writers' workshops
- French club
- Sports (football, basketball, volleyball, handball, ...)
- ICT starters
- Storytelling, ...

The Special Education and differential programs of Path to Success include:

- The Special needs care program (for exceptional children)
- The Early and Late Reading Intervention/The French and English Second language catch-up programs (communication program)- These programs are offered to learners having difficulties to perform at class level in terms of reading, comprehension, communication and writing. They are given an opportunity to catch-up in small group learning context.
- An optional after school homework helping program.

The optional after school Homework helping program was created to support children, whose parents work late in the evening by supervising our student's homework.

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Path To Success Curriculum overviews

Our curriculum overviews (English, French, Math, Science, Social Studies and Kinyarwanda are available at the administration on demand).

Path To Success calendar

The school year starts early September and ends late June or early July of each year. The school calendar is available in the student's diaries as well as in the administration.

Fees structure and banking details

The school fees are the same for all students. Other academic charges may vary according to the level/needs of the student. The fees structure and bank details are available at the administration.

Our policies and procedures

Attendance

Attendance is very important. Students are expected to attend school daily from Monday to Friday unless they are sick or grieved. A student must be in school for at least five (5) teaching periods per day to be counted present.

Tardiness and check-in

School begins at 8:00 a.m. Students are considered tardy if they are not in their classroom when the bell rings at 7:45 a.m. The gates (Main and Secondary gates) close at 7:50 a.m. If students arrive at school after 8:00 a.m parents must check their child in at the gate.

Excessive tardiness will be reported to the Principal and disciplinary action will be taken. Parents will also be notified about this and will be called in to address the situation.

Check-out Policy

All students leaving school before 4:30 p.m. must be checked out through the main office by parent/guardian or designated adult with a name contact on the Verification of Address form. All non-official Guardians, drivers or any other person sent to Path to Success to check-out a student should be prepared to show and leave a copy of their identification when checking

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students out. The parent is required to call the school before sending the person. We have a closed door policy during class time.

Absences

A note explaining a daily absence from home is required on the day a student returns. All notes should contain the following information:

1. Date note is written
2. Exact date(s) of absence(s)
3. Specific reason for absence.
4. Doctor's note if required
5. Signature of parent or guardian

Our school policy regarding absences is thus: learners missing/absent 3 days within a week will not be allowed into class until the parents meet and discuss with the administration and/or the teacher.

The school discourages family trips during the school year, because classroom discussions, programs and any group instruction once missed can never be completely recovered or made up. However, if a child must be out, advance arrangements should be made with the individual teachers for make-up work.

The Principal will need to be notified ahead of time to determine any educational value of the absence; otherwise the child will be checked absent.

Withdrawal from School

The procedure for withdrawal is as follows:

1. The parent/guardian must accompany their child to school or send a letter on the date of withdrawal.
2. The main office will furnish the parent/guardian with a withdrawal form (Certificate of attendance), which must be signed by the school Director(s) or the Principal.
3. The parent/guardian must come to the school to pick up their child's withdrawal form.
4. Forty-eight (48) hours' notice is required for paperwork to be completed.

Visitors

All visitors and parents must stop by the main office to state the nature of the visit and sign in on the "Visitor Log". A visitor sticker is required for all unidentified persons.

If you need to have a conference with a teacher, please call the Principal to make an appointment. We do not expect a teacher to hold a conference with you during the instructional day. This includes telephone conferences.

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Students are not allowed to bring visitors to school.

Student Dress Code

School attire contributes to the school atmosphere. A clean, neat appropriately dressed student advertises the fact that he/she respects himself/herself in a way designed to win respect from others.

The School uniform (white shirt, grey skirt/shorts, black shoes, grey sweater) is to be worn on the days indicated by the Teacher, sports uniform as well (Child's group colour + black shorts and sports shoes).

Sweaters (Grey) can be lost or switched between students because they all look the same. Please label your child's items with their name. Each student is responsible for his/her own items.

1. Shoes must be worn at all times and shoelaces tied.
2. Hats or sunglasses should not be worn in the school building unless medically necessary.
3. Home clothes are not permitted.

We will call you to bring your child appropriate clothing.

- On PE days – Required for class participation (students will sit out during class)
- Only sneakers or tennis shoes with backs to them will be allowed for participation
- NO – sandals, flip flops or bare feet will be allowed.

School Supplies

Path To Success strives to offer the best services to its parents at affordable costs. The school supplies are part of these services. We keep harmony in our classrooms by promoting unanimity of materials used by students. Therefore:

1. All class supplies look the same.
2. No outside school supplies are accepted in class.
3. The supply list is available at the administration.
4. The supply list cost is attached to our school fees structure and is paid at the bank.
5. Parents get a bag of supplies from our school store after the payment is made and the bank voucher is produced.
6. The supply list is taken home for labels.
7. In case of significant damage or loss, parents will be required to pay for the replacement at our school store.

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8. If a note book or any other materials gets finished before the end of the academic year, the parent will be responsible for the renewal via our school store.

Medical Supplies/Medicine

It is against the law for school officials to supply medicine for a student who is ill unless the school has a current "Physician's School Medication Form/Release of Liability" form on file. The school can help with such things as emergency first aid. If a student is too ill to attend classes, he is too ill to remain in school and parents will be notified to come for the student.

Students who have medical supplies that are needed during school should have a statement from parent and report this to the administrative office.

All students that have medical problems or special needs that could cause a problem should report them to the office. All medication is to be brought to the school office by the parent/guardian along with the parent's permission note. The written instruction will include:

- a. Student's Name
- b. Name of medication
- c. Time to be administered
- d. Dosage and Route
- e. Parent's signature

Our institution encourages parents to kindly not bring children to the school when they are displaying OBVIOUS SYMPTOMS: fever, running nose, mumps, pink/red eyes, diarrhoea etc...

Communication with Parents

All official communication will be done via:

- A. Emails/hard copies
- B. Phone calls/messages
- C. Class diaries/students folders
- D. Report cards

Communications will include but are not limited to:

- A newsletters
- Emergency messages
- Student's homework and behaviour reports
- Monthly intervention reports
- Parent-teacher face to face conference on open house shortly after the end of each term, ...

Homework Policy

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Homework will be given to your child, Monday through Friday. There will be exceptions, which will be announced by the classroom teacher via your child's class diary.

Below you will find the allotment of time your child should spend on homework each night. The listed times are an average amount:

Nursery 3: 20 minutes

1st and Second Primary: 30 minutes

3rd and 4th Primary: 40 minutes

5th and 6th Primary: 1 hour

Please note: This does not include reading time for each night!

The school offers a Homework help program from 4:30 – 5: 30

Kindergarten and first graders will be given developmentally appropriate assignments. Second thru 6th Primary will be given homework assignments that will reflect the Cambridge Program framework (English, Math, Science), the French Curriculum and the Rwandan Program for Social studies and Kinyarwanda.

Research has shown that students who complete homework nightly have better achievement scores. According to a survey by MetLife, 45% of students spend at least one hour doing homework each day. 90% of parents noted that helping their child with homework provides an opportunity for them to talk and spend time together. It was also noted in the survey that homework helps students learn more in school.

Students have been given a homework file and a school diary that will contain their homework assignments for the evening. Please sign this diary every week to acknowledge that you have reviewed your child's notebook and homework assignments for that day.

Homework files and diaries need to be returned to school every day.

Please see your child's teacher should you have any questions about the homework policy.

We appreciate your continued support as we move full steam ahead into another school year.

School Menu:

The school offers simple, healthy breakfast, lunch and afternoon snacks. Our school menu is available at the front desk. For any questions, suggestions or concerns, please contact the administration.

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BEHAVIOR POLICY

Aims

- to create an atmosphere that is caring, purposeful and free from the anxiety of bullying or racial/ sexual harassment
- to create a feeling of security and safety equally for all of our children
- to help all children consider others in all aspects of life by learning to exercise self-control as far as possible
- to have a consistent approach to discipline through rewards and sanctions and through their personal and social education
- to make the children aware of the society of which they are a part , so that they will ultimately become responsible citizens.

Objectives

Pupils should behave in positive ways by:

- showing regard for others enabling learning to successfully take place making them aware and responsible for their own actions
- alleviating the stress caused to teachers in dealing with adverse behaviour
- developing a sense of pride in their school, class work and behaviour and so a sense of self discipline
- developing an appreciation of the feelings and sensitivities of others
- Accepting sanctions as a consequence of bad behaviour with good grace, and to understand the reasons underlying them.
- developing self-esteem - to value both self and other children and adults
- being kind both in and outside school

Staff should behave in positive ways by:

- demonstrating a high level of behaviour towards each other and to pupils and parents
- showing respect to the children and all other adults
- considering what others say to be important
- taking an obvious interest in the welfare and safety of the pupils
- taking responsibility for general behaviour around the school
- handling sensitive matters and/or reprimands in a caring and sensitive way and being positive in communicating
- making every effort to be fair
- providing an interesting, relevant, challenging and varied curriculum

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Strategies used to accommodate the Behaviour Policy:

School Ethos

The children are surrounded by daily reminders of behavioural expectations through the general ethos and management of the school.

There is an induction period at the start of each academic year when expectations of behaviour within the classroom and whole school contexts are established and rules negotiated.

Assemblies and Acts of Collective Worship

All children attend monthly Collective Worship or Assembly (chapel).

These gatherings have moral undertones with a possibility to promote good, acceptable and social behaviour, reinforcing the messages given elsewhere in the school.

Midday Supervision

At lunchtime we have teams of supervisors, teachers on duty. Poor or antisocial behaviour is often dealt with by removing the child from the situation and after a short period to calm down, a discussion with the child concerned. More serious incidents are referred to the teachers on duty who may decide that a sanction is needed.

This will mean that the child is removed from the playground and sent to 'The office' for a period of time relevant to the extent of their poor behaviour. Should the behaviour not improve or it is serious enough to affect the well-being of the rest of the school community it will trigger a fixed term lunchtime play exclusion, however parents are informed about concerns well before this.

Classroom Code of Behaviour

Each class negotiates and establishes a set of classroom rules. These are subject to discussion and re-evaluation at the beginning of each term, when rules which are no longer needed may be removed or replaced.

Weekly assemblies

This is used every week to help develop self-esteem, social responsibility and positive behaviour as part of their Cambridge learner's profile. It is helpful for resolving disputes through group discussion, and to identify as a grade level, the needs and strengths of all members and to offer group solutions, care and support to the individual or group when a problem arises.

We recognise that inappropriate behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. It is important that the teacher provides strategies for success and highlights something the child is good at.

Other sanctions include

- Punishment fitting the offence - picking up litter, paying for damaged items
- For lunchtime problems, sanction in 'The office', ultimately resulting in suspension from lunch hall, eating alone in isolation at lunch times for a given time if poor behaviour continues.

In serious cases a child will be suspended from school playground for a certain number of days. Such suspension is followed by a disciplinary contract between the

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class, the office and the child. These aims should be understood and supported by class peers.

General Strategies for class teachers

- Always give a disruptive child the chance to calm down before discussing the incident together
- All teachers should avoid the need to shout: a noisy teacher makes a noisy class. A voice raised occasionally is effective
- Children sometimes need isolation for a short period of time, e.g., the carpet or sitting quietly alone. These strategies should be tried before the child is sent to the office.
- Children should never be sent to stand outside the room where they are unsupervised.
- When asking for assistance from the Director or the Principal, another child should be sent to seek assistance.
- When invoking a sanction be sure it is appropriate. If threatened you must be sure it can be carried out within the boundaries of all other policies.
- Reprimand in private wherever possible to maintain mutual respect and to avoid overwhelming the child emotionally or confrontation.
- Where children are set a detention, the teacher setting the detention must supervise unless they are being sent to 'The office' which is always supervised.
- Do not use exclusion from a subject area as a sanction
- Where children repeatedly show anti-social behaviour it may be necessary to stop them representing the school or going on class visits to the wider community

Our School Rules

We have few formal rules and regulations that aim to encourage the children to act with respect and consideration for others at all times, using common sense and good manners.

School Expectations

- Show care and respect for yourself, your friends, your teachers and helpers, your belongings, your school and your family, at all times.
- We recognise the basic rights of others.

These include:-

- arriving at school on time
- always walking inside the building
- moving quietly around the school at all times: considering other children's lessons and adults at work
- keeping your material and sweater properly, picking up any fallen clothing or school supplies and making sure the class areas are tidy at all times
- picking up litter and putting it in a bin
- knocking on classroom and office doors and waiting to be called in as it may not be a convenient time
- leaving the building and the class by the correct door

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- Staying on the LEFT of the stairs and always walking down every step and using the handrail as it is meant to be used, not to slide over the stairs.

Whole School Issues

These Policies are working documents. They are reviewed and amended where/when necessary.

We thank you very much for your support, collaboration and comprehension as we move forward in implementing our procedures and school projects. We are open at all times to suggestions and/or your feedback.

You may also need to consult our policies regarding:

- The teacher-students appropriate interactions
- Our child protection policy
- Our emergency evacuation plan
- Our student management policy
- Our language policy, ...

NB: PLEASE NOTE THAT THE PATH TO SUCCESS PARENT'S HANDBOOK IS SUBJECT TO CONTINUOUS IMPROVEMENT AND ADJUSTEMENT.