

Rosslyn Academy
ELEMENTARY
PARENT / STUDENT HANDBOOK
2024-2025

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*Rosslyn Academy inspires and equips each student to develop their
God-given gifts for Christ-like service in the world community.*

Superintendent's Welcome

Welcome to another year of great learning and growth at Rosslyn Academy! We are thankful to be able to serve your family's educational needs and give you a great sense of belonging here. Every year we identify a bible verse to consider as a community, and this year the verses are Proverbs 3:5-6.

*"Trust in the Lord with all your heart,
and do not lean on your own understanding.
In all your ways acknowledge him,
and he will make straight your paths." - Proverbs 3:5-6 (ESV)*

It is our desire that all students and community members would find meaning and wisdom in these verses. As a school we want to trust God in all things, seeking His will as we make decisions and serve in His name. We must humbly acknowledge that He is all-knowing and wants good for us, and that we can live our best lives only when we depend on Him.

I would like to encourage you in a few ways as we launch this school year.

- **Community** - Rosslyn Academy is a place where everyone in the community can find a way to contribute. If you want to have the greatest experience this year, look for ways to connect with others, build relationships, and serve others. When we show gratitude and seek to bless those around us, everyone feels more connected. Get involved,

be a good friend, and enjoy the vibrance of life in the Rosslyn community.

- **Spiritual Growth - We believe every person is created with a deep need for purpose and meaning. Our Christian identity and emphasis at Rosslyn Academy means that every student will learn about the Bible and God’s plan for the world. Our desire is for every child to become more aware of their need for God and to be more capable of showing kindness and understanding to others. We worship God by understanding His truths in every subject area. This year, I encourage everyone in our community to consider our theme verse and to more deeply understand God’s hopes for us as a community.**
- **Balance - We are committed to the academic growth of every student. We are also committed to providing every student with opportunities to explore their own interests and gifts. We hope that every child feels a sense of accomplishment and ownership as they experience Rosslyn’s programs. As you explore this handbook, look for great opportunities and think about a healthy balance of academics, extracurricular activities including service opportunities, time for family and friends, and rest.**

This book will help you answer many questions about Rosslyn Academy. Parents, please pay special attention to the Statement of Support that all parents are expected to sign and return to school.

Rosslyn Academy exists not only to serve students, but also to serve families. We do this out of love for God and all people and we hope

that our service brings glory and honor to Jesus Christ. We hope that you have a great experience at Rosslyn Academy this year.

Dr. Jon Hill

Superintendent

Rosslyn Academy

Rosslyn Academy Parent Teacher Fellowship (PTF)

The Rosslyn PTF is a great way for parents to get involved in the Rosslyn community. Every parent, guardian, teacher and administrator is encouraged to join PTF and is welcome to attend our monthly meetings. There are many ways to get involved, volunteer and show support. Our two main goals include fostering community here at Rosslyn and fundraising for initiatives outside the school budget. The PTF runs a Spirit Store where you can purchase your PE uniforms and Rosslyn branded merchandise. We appreciate the teachers and staff during the month of April with an appreciation week. To raise funds for this special week we sell items from the Spirit Store, hold monthly Farmers' Markets and host several community events during the year. Whether you are able to volunteer for one small event or want to help out with many of the events, we welcome you! For more information please send questions to ptf@rosslynacademy.com.

Fostering Community

The PTF supports events aimed at helping to build community here at Rosslyn. These may include:

1. The New Student Orientation. Look for us and let us know how we can make you feel welcome.
2. The Back to School Open House. This is an Academy-wide event. PTF will have a special booth. Be sure to stop by and let us know how we can serve you.
3. Spring Fling in April. This is a community-wide sale. Look for information early in 2023 on ways to get involved.

Being a Bridge

PTF is committed to fostering a positive and collaborative relationship between parents, teachers and administrators at Rosslyn Academy. To do this, we have arranged Rosslyn Appreciation Week and encourages parents to attend PTF meetings. We see both these events as a way for parents to formally interact and fellowship with teachers and administration:

Town Hall Meetings: These meet with dates TBD by the Leadership Team. Light refreshments will be provided by the PTF. The Superintendent will convene these meetings and present relevant information and updates on school issues. PTF is also willing to collect and compile general questions/comments before these meetings to pass on to the Superintendent. Please email us at ptf@rosslynacademy.com. Please note that specific questions regarding your child should be taken directly to his/her teacher.

Rosslyn Appreciation Week: During this week we will formally show appreciation to our teachers, support staff and our administrators. We will send out information in January on ways to get involved.

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MAJOR DATES FOR THE 2023-2024 ELEMENTARY SCHOOL YEAR

2024

August 8	New Student Orientation (morning only)
August 9	All Students - Classes begin (morning only)
August 25	Open House - Meet the Teacher (after school)
September 8	School Holiday – No School
September 22	Parent/Teacher Conferences (1 of 2) - No School for Students
October 9, 10	School and Public Holiday - No School
October 13	End of ES 1st Quarter
October 14	Parent Teacher Fellowship (PTF) Harvest Carnival
October 16-19	ES Spiritual Emphasis Week (SEW)
October 20	National Holiday – No School
November 15	Kick-off for Annual Christmas Project
November 23-24	U.S. Thanksgiving – No School
Nov. 15-Dec. 15	Annual Christmas Project
December 1	ES Festival of the Arts (Gr. 1, 3, 5)
December 12	Jamhuri Day Observed – No School
December 15	Christmas Project Celebration & End of ES 2nd Quarter (½ day)

2025

January 8	Staff Day - No School
January 9	ES Quarter 3 classes begin
January 19	Parent/Teacher Conferences (2 of 2) - No School for Students
February 2	Elementary Sports Day
February 12	School Holiday – No School
February 23	International Day
March 8	End of ES 3rd Quarter
March 11-15	Spring Break – No School
March 29	Public Holiday (Good Friday) - No School
April 1	Public Holiday (Easter Monday) - No School
April 2	ES Festival of the Arts (Kindergarten, Gr. 2, 4)
April 19	Staff Day - No School
May 1	Labour Day Holiday – No School
May 28	Gr. 5 Promotion Ceremony
May 27-30	Last Week (detailed schedule issued later in the school year)
May 31	Staff Day - No School

Note: These dates are subject to change. Please consult the online master calendar for the most current schedule information.

INTRODUCTION

History

Rosslyn Academy began as Mara Hills School in northern Tanzania in 1948 as a school for children of Mennonite missionaries. In 1967 the school was moved to its present location in Nairobi, and the name was changed to Rosslyn Academy. The Baptist Mission of Kenya became co-owners and managers in 1976, and the Assemblies of God became the third sponsoring agency in 1988. Today, Rosslyn is a day school that provides an American-based educational curriculum with an enrollment of approximately 670 day-school students. Students experience minimal academic difficulty in transferring, at any grade level, from Rosslyn Academy to schools in North America. Rosslyn Academy is distinctly Christian, yet inter-denominational.

Governance

Rosslyn Academy follows a "Policy-Governance" board model - sometimes referred to as the "Carver" model. This means that the Board of Governors is responsible for establishing the school's purpose and values, for creating governing policies that are in line with those purposes and values, and then hiring a chief administrator whose task it is to ensure that Rosslyn is achieving the school's purpose in a way that is consistent with the values and policies established by the Board. Typically, the Board consists of seven members - two members appointed by each of the three sponsoring agencies, and one additional "at-large" member selected by the Board. The sponsoring mission agencies are: the Eastern Mennonite Mission (MBEA), the Baptist Mission of Kenya (IMB), and the Assemblies of God (AoG). The Superintendent also serves on the Board in an ex-officio (non-voting) capacity.

Accreditation

Rosslyn Academy is accredited by the Middle States Association of Colleges and Schools (MSA) and by the Association of Christian Schools International (ACSI). The school is also a member of the Association of International Schools in Africa (AISA) which provides an opportunity for our students and teachers to participate in athletic and cultural events with other schools that cater to international students in Africa.

EDUCATIONAL PHILOSOPHY

Mission Statement

Rosslyn Academy inspires and equips each student to develop their God-given gifts for Christ-like service in the world community.

The purpose of Rosslyn Academy is to provide a (Preschool-12) North American and Christian-oriented educational program for children of the Owner Agencies and of other mission agencies. Rosslyn welcomes children from privately-sponsored families who are in sympathy with the philosophy of the school. Rosslyn offers an American-based curriculum with standards and credits similar to those found in most schools in the United States.

Concurrent with its Christian and academic emphasis, Rosslyn Academy seeks to cultivate in students an appreciation for and an understanding of other peoples in order to prepare them for service in the world community. Through a broad range of academic, social, physical, and spiritual activities, the school gives opportunity for students to pursue personal growth to the fullest extent. Each person is divinely equipped with a unique set of abilities and potentials and is worthy of respect and dignity as an individual. The school is concerned for the whole person and strives to develop each segment of the student's life: spiritual, intellectual, social, emotional, physical. The school helps students to become disciplined, creative learners who learn to balance the pursuit of personal development with service-oriented values within the home, church and society.

Spiritual

Spiritual values are the foundation of a person's character. The life and teachings of Jesus Christ instruct us how to have a relationship with God as well as provide us with the model of right behavior, values, and healthy human relationships. For this reason, students are challenged to develop and deepen a personal faith in Jesus Christ and exhibit Christ-like character.

Intellectual

We believe that God is the author of all that is true, good and beautiful. Therefore, the pursuit of truth at Rosslyn is intimately connected to our relationship with the Author of Truth. This means that we seek to integrate faith and learning by developing in our students a deep and wide base of knowledge about God's world, and the critical thinking and problem-solving

skills needed to interpret and utilize that knowledge ethically. But intellectual development at Rosslyn is not just about our students developing an impressive knowledge base and then using that knowledge in God-honoring ways. We also want to see a transformation in the very character of our student's minds. In other words, we want our students to become God-honoring in the *way* they think as demonstrated by consistently honest, careful, tenacious, courageous and humble thinking habits.

Social

We believe that, next to the home, the school is the most important training ground for the social skills and values necessary to become a healthy and positive contributor to the world community. As a Christian school we are intentional about instilling in our students Christ-like social values such as kindness, integrity, mutual respect, and compassion.

Emotional

We believe that through the integration of faith and learning in an atmosphere of positive social interaction between staff, students, and parents/guardians, students will develop the sense of personal worth and dignity they will need in order to become healthy and positive contributors to their families, social circles, and society at large.

Physical

We believe that a Christian education includes the development of the whole person. Concern for the whole person includes a sense of the value of the body and its proper and wise use. Knowledge of the body and the importance of physical fitness development are an integral part of a balanced education.

Elementary School (Preschool to 5th grade)

The Elementary School curriculum provides a continuum in each core content area as the basis for the development of perceiving, thinking, and problem solving skills. In this curriculum continuum, students move from concrete experiences to increasingly more complex levels of abstraction in critical thinking. Skills related to each area are built upon previous learning and measurable performance objectives. Since students come from a variety of educational backgrounds, effort is made to identify the instructional level of each student in relation to the subject continuum, including limited alternative instruction when necessary and as personnel are available, so as to motivate students to achieve at optimal level.

Elementary Objectives

Each person is divinely equipped with a unique set of abilities and potentials and is worthy of respect and dignity as an individual. The school is concerned for the whole person and strives to develop each segment of the student's life: intellectual, social, emotional, physical and spiritual. The school strives to help students become disciplined, creative learners who learn to balance the pursuit of personal development with service-oriented values within the home, church and society.

General Objectives

- To give each student the opportunity to excel in the areas of his/her personal abilities and to the height of his/her potential.
- To cultivate appreciation for and an understanding of other peoples and cultures.
- To emphasize and give opportunity for service-oriented learning.

Spiritual Objectives

- To present Christ in an invitational way which is not purposefully offensive.
- To teach Biblical principles which nurture a Christian understanding and promote a personal philosophy of life based on Christian beliefs and values.
- To employ a teaching staff whose Christian faith and commitment exhibit God's love and provide an example of Christ-like behavior in daily tasks.
- To stimulate and reinforce spiritual development by giving opportunities for student interaction with parents and other spiritual leaders.
- To help students establish ethical and moral values in relation to learning, thus integrating faith with academic knowledge.

Intellectual Objectives

- To provide a quality, accredited education using an American-based curriculum.
- To enable students returning to North America to successfully transfer to other schools, pursue further education and/or explore other life endeavors.
- To provide a wide variety of co-curricular activities, which are designed to enrich and enhance the basic curriculum at all grade levels.

- To provide learning experiences that will enhance individual strengths and focus on particular weaknesses, with consideration given to the various learning styles, skills and abilities of the student.
- To provide an opportunity for expression of individual interests and the development of skills that may be used in future occupations or professions.

Social Objectives

- To encourage the development of social skills that will help students to function harmoniously and responsibly in society.
- To provide cross-cultural experiences that foster understanding and appreciation for various peoples and cultures.

Emotional Objectives

- To promote the development of an appropriate and positive self-image and respect for the worth and dignity of every person.
- To encourage a realization of individual strengths and give positive recognition for effort as well as achievement.
- To facilitate creative, individual and responsible development in each student.

Physical Objectives

- To provide an opportunity for regular physical exercise and the learning and practicing of physical skills.
- To present and teach health issues and concepts relating to the individual and the community.
- To provide opportunities for students to participate in intramurals and in interscholastic sports.

Elementary School Basics

The Elementary School offers self-contained classrooms for each grade. Students study Christian Religious Education, Language Arts, Math, and Social Studies with their classroom teachers. Specialist teachers provide instruction in subjects such as Music, Art, Physical Education, Technology, Library, Kiswahili Language & Culture, and Science. The school generally utilizes North American textbooks and classroom resources. Special emphasis is placed upon the development of reading, writing, research and math skills.

Homework

Homework is an instructional technique. It can have positive effects on achievement and character development, and can serve as a vital link between the school and family. “Homework” is any assigned learning experience intended to be completed outside of class time.

Purpose: Homework has different purposes at different grade levels:

Preschoolers and Kindergarteners benefit from being read to and having involvement with skills that expand their horizons but do not involve independent study.

Elementary students (Grades 1-5) are given homework to:

- Develop good study habits.
- Communicate that learning takes place at home as well as at school.
- Provide time to practice and extend learning begun in school.

Homework usually focuses on one of four major goals:

Practice of skills introduced in class.

Extension of skills into new areas of study.

Preparation of new material to be introduced in class.

Integration of skills that are applied to a single project.

Suggested Amounts: Keeping these considerations in mind, Rosslyn Academy suggests the following average¹ student/grade-level amounts of focused homework outside of class (with the recognition that a student who is struggling or who is striving for ‘O’ or ‘A’ grades may need more time to complete work):

Kindergarten: 0-20 minutes per night²
Grades 1-3: 10-40 minutes per night², covering all subjects
Grades 4-5: 35-60 minutes per night², covering all subjects

¹ “Average” means that most students in the class can complete the work within the time parameters. It is recognized that “per night” is not an absolute; the weekly average should stay under the maximum nightly amount of minutes times five (5). The minimum listed amount does not indicate that homework must be given, but rather recognizes that students work at differing rates and quality levels.

² “Per night” means outside of the actual class time period even if/when homework is started during class.

Notes:

- a) Individual music lesson practice is not included in these academic totals.
- b) Parents whose students are spending significantly more time on homework are encouraged to keep a weekly chart of applied time per subject, and then talk with the appropriate teacher.

Roles and Responsibilities:

Teachers are responsible to:

- explain to students how the assignment is related to the topic of study.
- indicate the purpose of the assignment.
- define how the assignment might be best carried out.
- stipulate what the student needs to do to demonstrate successful completion of the assignment; this involves communicating carefully at the beginning of the assignment the criteria which clarify the teacher’s expectations.
- evaluate and give prompt feedback.
- rarely, ask parents to play a formal academic teaching role in homework. (This does not refer to ‘review’ i.e. verse memorization, spelling words, reading aloud, mathematics tables, etc.)

Parents are responsible to:

- create a home environment that facilitates student self-study – a place to study, quiet, eliminate distractions, encouragement.
- be open to direct involvement through listening, helping review, and, especially with the primary grade child, reading aloud and helping them with memorization.

- monitor completion of homework for students. The amount of monitoring may be determined by the student's self-discipline and/or accomplishments.
- observe and be aware of the amount of applied time spent on homework and alert the appropriate teacher(s) if the weekly average stays high.
- Give feedback to teacher/principal.

Students are responsible to:

- write down and/or have a copy of their homework assignments.
- complete their homework to the best of their ability.
- turn in homework on time – normally at the beginning of class.
- follow up with the teacher as soon as possible if unable to complete or understand the assigned work.
- complete any make-up work or missed work due to absence.

When teachers, parents, and students work together to fulfill their responsibilities, homework will be valuable and generally free from high levels of frustration.

Short-term homework (assigned one to three school days before due) will not be given over calendared vacation times that are two school days or longer (e.g. Christmas Break, Spring Break, etc.). These 'breaks' are a good time for students to work on incomplete or make-up work, as well as on any long-term projects, and, of course, to rest.

Late Work

It is up to the discretion of the classroom teacher whether late work will be accepted. Each teacher's policy is explained to students and sent home to parents at the beginning of the school year.

Missed Work Due to Absences

When students miss school for any reason, including school field trips or music lessons, it is the student's responsibility to obtain their assignments from their teachers. Students who miss school due to an emergency or illness are normally given two days for each day's absence, up to a maximum of one week, to make up for their missed work. This is done with the expectation that students keep up with their current work. Students who miss school due to a pre-planned absence (doctor appointment, family trip, etc.) are expected to make arrangements with their teacher(s) regarding when their work is due. If not arranged otherwise, the student should have his/her assignment ready to be

handed in on their first day back in school after the absence. Similarly, when an assignment, project, or test is announced in advance, students are expected to have the project ready or to take the test on their first day back in school after the absence.

Assignments: Responsibility and Procedure

Assignment sheets and assignment notebooks are used to help students build responsibility in completing assignments, to communicate to parents the work assigned, and to help teachers monitor the amount of work given.

Report Cards and Grading

The progress of each student is reported to parents periodically throughout the school year. The school formally reports to students & parents using report cards each quarter (9 weeks). These grades are not cumulative, meaning they “start over” each quarter. Parent/Teacher Conferences are scheduled twice a year (the first in September and the second in January) and as needed. Progress reports and e-mail are used as needed to notify parents of students not achieving at a satisfactory level.

It is recognized that not all assignments are of equal value and therefore the teacher, with administrative approval, will determine the weight given to various assessment tools (i.e., quizzes, tests, writing assignments, projects, and homework).

Grading Scales

Grading Scale for Kindergarten, Grade 1, and Grade 2:

For Intellectual Virtues and Habits of Learning, and for Learning Objectives, students in grades K-2 are assessed on a four-point scale. Please see report card (or contact the Director of Teaching and Learning or the ES Principal) for details.

Grading Scale for Grades 3 through 5:

For Intellectual Virtues and Habits of Learning, students in grades 3-5 are assessed on a four-point scale. For content learning objectives, students in grades 3-5 are assessed on the same four-point scale, and assigned a letter grade based on these assessments. Please see report card (or contact the Director of Teaching and Learning or the ES Principal) for details.

If the student is enrolled in ESL (English as a Second Language), Learning Resource services (including Reading Lab), or is receiving a modified

program, these may be indicated by a notation in the teacher comments. Participation in these services is based on the school's identification of need, specialized school personnel availability, and parent approval. A modified program notation shows that in a specific area of study, the student's program has been adjusted from the standard school expectations in order to meet individual need(s) and/or circumstances. This occurs only with principal permission and will normally be applied only to those receiving additional support services.

Termination of Enrollment

Student acceptance is based on the assumption that programs being offered meet the needs of the student. When, in the judgment of the school staff, programs and personnel resources do not adequately meet the needs of a student, or the student's behavior continues to conflict with the school's stated mission and objectives, parents are notified and a conference may result. If further action is needed, the principal will make a recommendation for termination of enrollment to the Superintendent. The principal will notify the parent(s) after receiving authorization. Parents may appeal to the Superintendent in writing within one week of notification.

Promotion

The ultimate aim of Rosslyn Academy is to do what is best for the student socially, spiritually, psychologically, and academically. In most instances, this results in promotion to the next higher grade. In some cases, however, this may mean retention in the same grade for another year or not being able to re-enroll for the next school year.

The following guidelines facilitate decisions regarding promotion:

1. Each case will be evaluated individually.
2. The case will be evaluated by a number of individuals (which may include the parents, the teachers of the student, counselor, and learning support specialists) who make a recommendation to the principal. The principal dialogues with and officially communicates any school decision to the parents.
3. In most cases, appropriate mastery of the material will be the primary factor in determining promotion.
4. Our goal is that a promoted student has the knowledge and ability to achieve successfully at the next grade level.

All recommendations and decisions are made with the student's best interests in mind.

Physical Education (PE)

The goal of the Physical Education program is to engage students in a variety of physical activities and teach them skills that are appropriate to their age and maturity level. A further purpose is to help students discover areas of activity that they enjoy and can further explore as a means of maintaining personal physical fitness. All students are required to participate in Physical Education activities unless excused by a physician, the principal, or the school nurse. All students should wear closed-toe tennis shoes for their PE classes. ES students should wear or bring comfortable clothes (not dresses or skirts) to school on their PE days.

A 6-8 week swimming unit will be part of the PE curriculum. Parents will be notified ahead of time so that they will know which days to send appropriate clothing.

Music

Music is required for all elementary students. In class we talk about how music is similar to a language and develops in a similar manner. In Preschool - 2nd grade we focus on exploring and understanding different fundamentals of music such as rhythm, melody, expression, form, texture and harmony, as well as identifying and classifying a variety of instruments. In Grade 3 - 5, we continue focusing on the aforementioned as well as incorporating reading, writing, and understanding the written form of music and transferring familiar rhythms & melodies into the written form. American musical terms are used when describing rhythms and notes (a quarter note (American) vs quaver (British)). The 4th grade year includes learning the recorder and developing an awareness of using breath to play an instrument. Every year there are 2 concerts in which students will be expected to participate in one of them.

Students enter music at Rosslyn with a variety of skills unique to them. Our Music classes encourage all skills & ability levels and recognizes that students are on their own music journey. We encourage students to take risks in music class knowing that these risks can be challenging yet rewarding. We believe that all students have something to offer musically.

CO-CURRICULAR PROGRAMS

Closely related to the core academic program is the area of special co-curricular activities and programs. This includes items that are part of a class (field trips, for example) as well as items that support the school's academic goals but are not part of a specific class.

Chapel

Rosslyn encourages the development of the whole person, which includes the spiritual. A weekly chapel is designed to support this goal. All students are required to attend chapel; parents are welcome anytime.

Elementary chapels are led by our elementary chaplain, with occasional guest speakers. Services include worship, prayer, singing, drama, mini-sermons, object lessons and story-telling – all focused on Scripture. Students hear about God's love, which is most clearly seen in Jesus Christ, and they learn about ways they can respond to and reflect His love.

The chapel program is intended to challenge students to think about their relationship with Jesus Christ and the choices they are faced with. Students are to come before God with reverence, and they are encouraged to use their special abilities to contribute to the worship experience and chapel service. Elementary chapels (K,1 and 2,3 and 3-5) usually meet every Wednesday afternoon in the Eagletorium. Preschool runs their weekly chapel with support from our Chaplain.

Christmas Project

The Christmas Project is an annual event where the Rosslyn community voluntarily provides financial and/or material assistance for a worthy local charity. Through this we show God's love and our love and caring for others who are less fortunate. Care is used to identify particular "projects" which will help change lives and to see that all the funds given are used as projected. In the past few years we have been able to help a number of charitable organizations.

Cultural Field Studies (CFS)

The Cultural Field Studies program focuses on various aspects of Kenyan or African culture and is a component of the curriculum for Grades 5 - 12. CFS has a long and positive history as an experience that richly impacts students. All students are required to participate in this program. Grade 5 goes to a

pre-arranged site that is usually not too far from Nairobi, for a period of 3 school days. Their special focus is to:

1. develop cross-cultural awareness and skills,
2. heighten understanding and appreciation of the Kenyan people and wildlife,
3. bond as a class, and
4. increase spiritual awareness and growth.

Fifth Grade Visit to Middle School

During May, the fifth graders spend part of a day in the sixth grade, to better prepare them for their move to Middle School. There are also other transition activities.

Field Trips

Field trips are encouraged as an important enhancement of the educational program. They enable students to see, apply, explore, and/or experience what is being studied in the classroom. Teachers plan for these carefully and parents are informed about them beforehand. Written parental permission (i.e., a signed permission slip) is mandatory for students participating in field trips. Since field trips are generally ‘during school and an educational experience,’ all students are expected to participate unless the parent has contacted the teacher beforehand in order to have their child excused. On most field trips, we encourage, and often invite, parents to join us.

Care is taken to use as safe a means of transportation as possible. In general, an adult supervisor will be provided for every eight to ten students.

Field trips not only take the student to a location of special learning, but also make the school very visible to the public. This requires that student conduct be exemplary at all times. Negative behavior jeopardizes the safety and success for many people; therefore, school regulations will apply for student misconduct on field trips.

Festival of the Arts

Our Elementary school presents two Festival of the Arts performances each year – often one shortly before Christmas and one in the second semester. This event combines visual and performing arts by our students. Students in our music class and art classes will have the opportunity to show off their skills

and abilities in a Gr. 1, 3, 5 event (1st semester) and a K, 2, 4 event (2nd semester).

Service Projects

Rosslyn believes that it is very important to develop a lifestyle of helping others. For this reason, students are encouraged to participate in two types of service to others. One type is through activities and programs that are directly facilitated by the school. Each class is encouraged to provide a community service-learning project for students. This may mean a particular grade, class, or organization/club chooses a project to support; students are expected to contribute to this effort. This type of service normally takes place during the school day, and is intentionally designed to promote a shared learning experience of service and as a way for the school to model its commitment of service to others outside of our own school community. This experience is intended to be interdisciplinary in nature. Another way in which students are encouraged to give service is through voluntary efforts on their own.

Spiritual Emphasis Week (SEW)

Spiritual Emphasis Week is held once during the school year. Students are encouraged to respond to God's personal claim on their lives and/or to renew their personal spiritual life during these special times. This is in addition to the weekly chapel time and may include speakers or presentations by individuals or groups from Nairobi or abroad. All programs are Biblically centered and devoted to spiritual, moral, and character-building themes. All students are required to attend these programs.

Sports Day

The Elementary School holds an annual "Sports Day" consisting of various outdoor events built around a core of track and field experiences. This usually takes place in January. Parents and friends are invited to attend. Many older students, staff, and parents help with this enjoyable day, and younger siblings can participate in the toddler or preschool races.

ROSSLYN’S SERVICES

Learning Support Program

Special services for students with mild learning disabilities, attention deficit/hyperactivity disorders (ADHD), reading and writing difficulties (Reading Lab) and English as a Second or Other Language (ESOL) needs are available. Resources in these areas are limited and enrollment in any of these programs is dependent on space availability and personnel. Parents of children who need special services should check very closely to determine if the modest levels of service that Rosslyn provides are adequate and to make sure that space is available. Rosslyn accepts only a limited number of students who need special services.

Counseling

Informal emergency counseling is available for all students, with one of our school counselors. If needed, formal counseling may be requested or recommended. If this is the case, parents will be provided with referrals to outside counselors.

Private Music Lessons

In addition to the school’s music program, Rosslyn Academy works with families to support private music lessons for a limited number of students each year, limited by available space and instructor time. Rosslyn Academy provides students with space and time to engage in private lessons. However, students may take not more than one lesson per week during the school day nor take lessons during core or science classes. Since most lessons occur during the school day, students taking lessons at that time are responsible for catching up on what they miss during their absence from the classroom. If a student does not keep up with missed work, the principal may need to rescind this privilege. Lessons may also be scheduled before school, at lunch, or after school. Arrangements for fee payments are normally made directly to the instructor, who is usually not an employee of Rosslyn Academy. The school in no way accepts responsibility for missed lessons. Enrollment for these lessons is coordinated by the school’s music department. Students participate in a recital at the end of the academic year.

Use of Facilities

Students, families, and alumni of Rosslyn may request to use many of the school’s facilities during non-school times, including weekends, holidays, and after-school hours. The Rosslyn campus is also “home” for many of our

faculty and staff. Efforts are made to offer these faculty and staff as much privacy and peace as possible. It is recognized that campus use during off-school hours may compromise the privacy of families living on campus and/or overall security. In order to address this, the school requires the following guidelines to be observed:

- Visitors (non-Rosslyn families) are asked to sign in at the gate and may be required to leave their National Identity Card. Visitors should have prior approval to use any campus facilities, or have a scheduled appointment with school personnel. Visitors may use certain school facilities when accompanied by a Rosslyn family.
- Pets of those not living on school grounds are not permitted on school grounds at any time.
- Rosslyn-affiliated groups wishing to use any school facilities are to complete an application form, available from the Business Office. The event will be scheduled when permission is granted.
- Families are asked to be sensitive to the privacy of staff living on campus by remaining only on the NORTHERN side of campus which includes the following areas: all three sports fields, the concrete basketball court/upper Elementary playground area, and the northern side of all Elementary buildings.
- The toilets in the High School/upper gym area are left open and available to the public during daylight hours.
- Rosslyn attempts to keep the campus equipment in good condition, but cannot accept liability for accidents occurring anywhere on campus during off-school hours.

Use of facilities also demands that attention is given to appropriate use and care of our resources. At times, certain fields may be considered off-limits in order to improve the quality of the grass.

After school hours, or during vacations and holidays, unless students are engaged in a school-sponsored activity, students are urged to leave the school premises immediately upon dismissal. Elementary school aged children must be picked up by their parents (or an adult designated by the parents) by 3:50 pm each day. These children may not remain on campus after 3:50 pm without adult supervision, even if they have an older sibling remaining on campus.

Elementary Library

The elementary library and adjoining computer lab are intended primarily to support and enhance the educational program of Rosslyn Academy's

preschool through grade 5. Weekly library classes are scheduled for all elementary students in Grades P-3. Students may also come to the library at other times throughout the day to read, return and check out books, do research, or use the computers.

The maximum number of books students are allowed to have checked out at any one time varies with the grade level as follows:

- Preschool, K and 1st: 2 books
- 2nd: 3 books
- 3rd: 3 books in first semester and 4 books in the second
- 4th and 5th: 6 books.

Students in preschool – 2nd grade are not charged a fine for overdue books but may not check out any additional ones until overdue ones are returned or paid for (if lost). Students in 3rd – 5th grades are charged a fine per day for overdue library materials. Students are notified in library class when a book is due or overdue. Students who have two items overdue or a total fine of more than Ksh.100 are not allowed to check out any additional items until this has been paid. Report cards will not be sent home at the end of the reporting period until a student has returned all overdue items and paid all outstanding fines. Additionally, yearbooks are not issued to students with outstanding library fines and/or overdue materials.

Lost or damaged books should be reported to the librarian immediately. If a lost book is not located by the end of the reporting period, the student who checked it out will be charged for the replacement cost of the book (including shipping). If a book is damaged while in the possession of a student (such as being left out in the rain), the student will be charged an amount to be determined by the librarian, depending on the extent of damage.

Parents are welcome to check out up to ten books at a time from the elementary library. Missionary, home-schooling families who are living outside their home country and hold missionary visas in Kenya may apply to use the library materials and facilities during non-class hours, subject to availability (for a fee).

Technology Use and Standards for Students

Rosslyn strives to provide state-of-the-art technology to its staff and students. This technology includes ready access to computers and software, use of the Internet, e-mail, usage of the campus network, and other hardware and systems. This worldwide forum of informational resources available through

the Rosslyn system is to be used for educational purposes. Information Technology (IT) use is a privilege, not a right.

We expect all persons using Rosslyn technology and systems to exercise the highest level of respect for themselves, others, equipment/systems and copyright laws. Failure to comply with the written policy as indicated below and to use the systems of technologies at the school in a respectful manner will result in loss of use of the system and /or additional consequences.

Care of Equipment

There is to be NO FOOD OR DRINKS IN THE COMPUTER LABS. Leave computers, printers, and work areas clean and in good operating condition. Do not move equipment. The system software used shall only be that which the school can legally use, i.e. freeware or programs/licenses the school owns. Computer users shall make every effort to keep the system virus free. Report any virus warning or suspicious email attachments before opening them. Flash drives brought from home must be checked for viruses by the Rosslyn IT staff before using them on Rosslyn computers.

Other Guidelines

- Computer settings, (desktop icons, wallpaper, toolbars, etc.), will be changed by technology staff only.
- In Elementary, game playing is allowed rarely, and only with staff permission. This includes only pre-approved games in library class, before and after school, and recess.

Special thanks is given to Woodburn School District, Oregon and ISK, Kenya for the use of their Technology guidelines in the formation of this document.

EXTRA-CURRICULAR PROGRAMS

Sports

Rosslyn offers a wide variety of clubs, teams, and groups outside of the regular classroom, and students are encouraged to participate. Participation in any of these areas is a privilege, and should enhance and enrich a student's school experiences. Elementary intramurals (K-5) are held after school one day a week.

Intramurals are intended to be organized team sporting activities for any student interested in participating; as such, there is no academic barrier to participation. Additionally, properly registered missionary home-schoolers outside their home country may apply to participate, if there is space. Guidelines for selection and participation will vary among the programs and activities. Intramural sports are designed to include everyone with an interest in playing that sport.

Clubs

Our elementary school offers an after-school club program for two or three days each week for students in Grades K-5. A variety of clubs and experiences are available. Parents must enroll their child(ren) to participate in these clubs, and pay a modest fee to cover costs.

Groups, clubs, lessons, and organizations that meet on campus, are promoted on campus, and/or use the school's name must receive permission by the administration before activities commence. All groups, clubs, and organizations are expected to meet basic Rosslyn expectations:

- Purposes and activities must be in line with the school's mission.
- The raising of money or other gifts must be pre-approved by the appropriate principal; all monies raised or used must be handled following the normal school accounting procedures.
- Adult sponsors must supervise official activities.
- Membership or selection criteria for the group, club, or organization must be pre-approved by the principal.

ATTENDANCE AND BEHAVIOR

Attendance

Regular attendance is important and necessary because it is basic to the student's ability to succeed in school. While missed assignments may be completed, the dynamics and learning that results from classroom interaction can never be replaced; thus, regular attendance is strongly encouraged. Students are expected to be in their classrooms ready to begin the day by 8:30 every morning. Arrival between 8:10 a.m. and 8:25 a.m. is encouraged. ES students may not be dropped off prior to 8:00 am each school day.

Excused and Unexcused Absences

An absence is considered excused when the absence is the result of student illness or death in the family. A parent note or phone call to the principal or teacher is expected to verify the reason. **Excused absences may also be given if a parent notifies the school at least three days in advance of a pre-planned family responsibility or travel needs.**

A student's absence will be considered as UNEXCUSED unless:

- s/he was participating in a Rosslyn-sponsored activity.
- s/he was ill or receiving emergency medical treatment.
- there has been a death in the family.
- the administration has pre-approved their absence at least three or more school days in advance of the absence.

Parents need to be sensitive in the scheduling of appointments during the school day since students absent from classes miss a considerable amount of material. All absences hinder the learning process and accomplishment. As much as possible, non-emergency medical appointments should be made after school hours or during weekends or vacations.

When a student is absent for any reason, it is the responsibility of the student (and for younger children, the parents) to make up for all missed work. Teachers are not expected to set up plans in advance for students who anticipate absences. For school-related absences, all scheduled assignments and tests are due as scheduled. For other excused absences, students are granted two days of make-up grace for each day of absence for up to one week of grace.

Excused absences may also be preapproved, at the principal's discretion, if a parent notifies the school at least three school days in advance of a pre-planned family responsibility or travel need. Normally the school evaluates the request and then notifies the parent of the expected result of the absence.

Absence for reasons of illness

Parents are asked to email the *Attendance Email* (attendance@rosslynacademcy.com) that day to report that their child is home sick. A student who has a fever should remain at home until the temperature has returned to normal for 24 hours. A student reentering school after being absent is to bring a written explanation from the parent or guardian and give it to the classroom teacher.

Absence for reasons other than illness

Except for absences caused by illness, students are expected to attend classes when school is in session. Requests to be absent are to be made to the principal in writing, or by telephone, before the absence occurs. Students whose work is marginal should be aware of the possible consequences of missing school, such as poor or non-passing grades.

If absences become chronic, especially unexcused absences, a meeting may be called to discuss the excessive absences and develop a plan to correct the problem.

If unexcused absences exceed five days per semester, the principal may request a meeting with the parent(s) to better understand the situation. It may be possible for the Principal to recommend termination of enrollment to the superintendent if student attendance does not improve.

Late Entrance/Early Leaving

Returning students entering Rosslyn after the start of the school year, or students who have to leave early, are considered as absent (excused) up to the point of return and/or after withdrawing. These do not necessarily count toward the total number of absences referenced above.

Parents’/Guardian’s Temporary Absence from Nairobi

All Rosslyn students are expected to be living at home with either their parents or a guardian. In circumstances where parents or guardians must be gone from the residence for prolonged periods of time (1 week or longer), arrangements need to be made to have the student(s) living with other adults or having a responsible adult residing (not just during the day) with the student(s). In any case where the parents/guardians are going to be absent overnight or longer and out of telephone contact, Rosslyn Academy is to be notified of the name and contact of the adult responsible. For elementary students, it is preferable that they board with someone else, even if it is only for a few nights.

Tardiness

Students are expected to arrive at school and to all classes on time. This is a matter of courtesy and responsibility. Classroom teachers will communicate to students their specific expectations and consequences. If an Elementary student arrives after 8:30 a.m., they are to check in at the elementary office before going to their classroom. They will be given a tardy slip to give to their teacher. If students are chronically tardy, the parents may be called in for a meeting to discuss the concern and develop a plan to correct the problem.

Withdrawals

Early withdrawal occurs when a student leaves school before the final school day, at the end of May. Any early withdrawal from school is harmful to the overall education of the student. Extra work requirements placed on the faculty are also of concern.

Excused early withdrawal may be allowed for reasons of illness or death in the immediate family. Should early withdrawal be desired for any other reason, parents may make a formal request for permission to the appropriate principal. All texts, workbooks, library books and materials, music, instruments, and PE equipment must be returned, and financial accounts must be settled. In order to obtain clearance for each of these items, the appropriate individual must initial the withdrawal form, which is to be turned in to the Business Office on the student’s last day of school. The records of withdrawing students will be withheld until this form is received with all the required initials filled in. School charges continue until the withdrawal form is completed and filed in the Business Office.

A student who departs earlier than ten days before the semester's end will be given grades only for work done up to the time of the withdrawal.

There are three categories of early withdrawal:

1. Level one - includes students excused for reasons of illness or death in the immediate family. Since this is an emergency situation, exams or makeup work will not be given, and the report card grades will be an average of the work completed to the date of departure.
2. Level two - when it has been decided in a particular case that exceptional circumstances merit an excused early withdrawal, the principal, in consultation with the teachers, will decide how the student's final evaluation will be determined.
3. Level three - unexcused early withdrawal - a grade of "0" will be given for all work missed. The date of withdrawal is indicated on the final report card.

See the Business Office for information about charges associated with early withdrawal.

Behavior

Dress Code Guidelines and Expectations:

Students at Rosslyn Academy are able to select clothing and accessories that reflect their personal taste and style as long as it remains within the school's guidelines of modesty, cleanliness, safety, and sensitivity to Christian values. Violations of dress code will be dealt with according to the specifications outlined above for minor offenses.

Apparel that does not meet these expectations will be considered inappropriate for school or school-related activities. Besides the guidelines that are listed below, the administration reserves the right to determine as inappropriate for school any clothing or accessories that detract from the educational process, purpose, and values of the school.

Modesty. Skirts and shorts should be within four fingers distance from the top of the knee. Shoulder straps should be at least four fingers wide. Clothing should cover midriffs, undergarments, and all cleavage. Excessively tight fitting, revealing, or see-through clothing is not appropriate for school.

Cleanliness. Clothing is to be clean and in good repair. Rips and tears in clothing, especially above the knee, may be considered inappropriate for school.

Safety. Footwear is required, and must be worn at all times.

Sensitivity to Christian values. Clothing or accessories may not be worn that advertise or promote products that are prohibited on campus. Clothing which promotes individuals, groups, or activities that are considered offensive, immoral, or illegal may not be worn.

Note: The administration reserves the right to interpret which dress/behaviors are appropriate representations of Rosslyn Academy. Inappropriate dress beyond the above guidelines is handled on a case-by-case basis.

If a student has chronic problems with dress code, the principal may call a meeting to discuss the issue.

Playground Guidelines

For Elementary students, the key word on the playground at all times is “safety”. There is an adult on duty during all recess times to ensure adequate supervision. School day supervision begins before school starts at **8:00 a.m.** All rules apply to playground usage at all times.

1. Students are to obey the person on duty.
2. The lower court and play area are for Grades 1-3. Students in Grades 4-5 are to use the upper court area and adjacent playing field. Kindergarteners and preschoolers have their own playground.
3. Only one person is permitted per swing. Swinging sideways and standing up are not acceptable.
4. Students are not to stand on slides or see-saws.
5. Monkey bars and jungle gyms have been constructed for climbing. Students are not to climb on fences, trees (the elementary climbing tree is an exception), buildings, walls, etc.
6. General wrestling or chicken fighting is not permitted.
7. Only balls are to be thrown. Rocks, sticks, etc. are not to be thrown.
8. Students are not to ride any wheeled items on the sidewalks at any time.

9. Nothing with wheels (including bicycles and scooters) is to be used on the upper basketball court except at the discretion of the PE teacher during a PE class.

Classroom and Behavior/Discipline

Students are expected to treat others kindly and with respect; be good role models to one another and especially before younger students; contribute positively to their classes. Students are expected to abide by Rosslyn's Statement of Support.

In-school and out-of-school suspension and expulsion may be used in serious cases and only at the discretion of the principal. When a student has in-school suspension, he/she is out of the classroom, but remains at school and is assigned a place to do school work; normal grades may still be earned. Students who are on out-of-school suspension may also have their work discounted up to and including a 100% reduction. Such reduction, if applied, will be stipulated at the time of the suspension.

Behavior that distracts from the educational process can usually be categorized as either a minor offense or a major offense.

The following are examples of minor offenses (this list is not exhaustive):

- general rowdiness, rough play, yelling, running on sidewalks and hallways
- classroom behavior that is distracting or disrespectful
- improper use or care of school property
- littering / leaving lunch trash
- inappropriate displays of affection
- violation of school dress code
- possession of lighters or matches

The following are examples of major offenses (this list is not exhaustive):

- repeated minor offenses
- hitting, slapping, kicking or any other physical violence
- skipping class
- dishonesty
- disrespect or disobedience
- cheating and plagiarism
- aggressive or threatening behavior or words

- mocking, harassment, bullying, hazing of other students either in person or through Internet, text messaging, etc.
- inappropriate behavior on field trips or while representing the school
- lewd, obscene, offensive speech, conduct, or materials
- sexual misconduct
- violation of the school's acceptable use Internet policy
- theft or vandalism
- unauthorized leaving of the school campus
- possession of fireworks or using a lighter/matches
- possession of a weapon
- possession of alcohol, illegal drugs, drug paraphernalia or under the influence of an illegal drug or alcohol
- possession of tobacco products
- breaking the laws of Kenya

Consequences of minor offenses include a number of options and may be assigned by any staff member. Generally, the process of addressing minor offenses will follow any or all of these steps:

1. Address the offense through counseling with the student
2. Assign consequences such as lunch time detention, picking up trash
3. Request a parent conference to advise them of the concern and to seek their help
4. Loss of privileges

Consequences of major offenses are normally assigned from the Principal's office and form part of the student's school records. Consequences for major offenses may include any of the following though this list is not exhaustive:

1. Parent conference with the Principal
2. In-school suspension for a period of time
3. Out-of-school suspension for a period of time
4. Loss of privileges, including extra-curricular activities
5. Assigning of restitution, fines, service requirements
6. Referral to law enforcement authorities
7. Recommendation for expulsion

Rosslyn Academy is a tobacco, alcohol and drug-free environment. Illegal drug use or possession results in an immediate 10-day suspension and recommendation to the Superintendent for expulsion. Tobacco and/or alcohol use or possession results in a 2-10 day suspension for any first offense.

Student behavior, *whether on or off campus*, reflects on the name of Christ as well as the general reputation of Rosslyn Academy. Therefore, students involved in major misconduct *on or off campus* may be subject to disciplinary action, including expulsion.

Expulsion from school is a superintendent decision which would be based on school policies and procedures. Students who are recommended for expulsion will have the opportunity with their parents to attend and speak at an administrative hearing. Students who have been expelled from school may apply for readmission provided they have been gone for a minimum of 365 consecutive days.

Technology Use

In general, electronic devices from home, including MP3 players, iPods, phones, laptops and tablets, may **not** be brought to elementary school. If parents need for their children to carry phones for after-school use, they must be kept turned off and put away between 8:00 am and 3:30 pm. The school will not be responsible for the loss or theft of phones or other devices.

The use of computers at Rosslyn Academy is a privilege which may be removed if students are found to be in violation of the Acceptable User Policy and/or Rosslyn Academy's Student Expectations.

Student behavior, whether on or off campus and including Internet postings, reflects on the name of Christ and the reputation of Rosslyn Academy. Therefore, students involved in major misconduct on or off campus, including on the Internet, that reflects negatively on the name of Christ, degrades the reputation of Rosslyn Academy, or substantially disrupts the work and discipline of the school, may be subject to disciplinary action, including expulsion.

Rosslyn Academy reserves the right to monitor and log the use of its technology and computer network, monitor network utilization by users, and

examine user files and materials as needed. Therefore, users cannot expect absolute privacy from our technology personnel as it relates to the use of the Rosslyn's computer network. Users must recognize that there is no assurance of confidentiality with respect to access to transmissions and files, by persons outside or from persons inside Rosslyn Academy. Rosslyn Academy reserves the right to deny individual users access to specific technology as a consequence of misuse.

Cheating and plagiarism

Cheating and plagiarism cover a wide range of offenses. An impulsive peek at another student's paper during a small quiz is cheating, as is making a "cheat sheet" to use during a test. Giving your paper to someone else to copy (without teacher permission), whether in or out of class, is cheating by both students. Direct or almost direct copying in research without giving credit (plagiarism) is using someone else's work and then presenting it as your own. All of these are wrong actions to take and are considered major infractions; they will be addressed in varying degrees. Both cheating and the appearance of cheating are to be carefully avoided.

Like cheating on tests and quizzes, cheating on homework also covers a wide range of offenses. On many assignments students are encouraged to work together and help each other out. Usually these types of assignments are not graded heavily but rather are intended as practices and study helps.

Other homework assignments may receive specific admonition from teachers that students should not request or give any answers to other students. Students should be very clear what degree of "help" is permissible. Homework not completed faithfully according to the directions will be addressed in an appropriate manner. Cheating, or the appearance of cheating, is to be avoided.

Cheating and plagiarism are usually treated more severely in Middle and High School. In Elementary however, instances of cheating or plagiarism are seen more as learning opportunities for the students. Generally, teachers and administrators will administer consequences for cheating on an individual basis.

Harassment

Rosslyn is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect, and which is free from all

forms of intimidation, exploitation and harassment, including sexual harassment and bullying. Rosslyn is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination of enrollment or dismissal of employment. Harassment between employee/adult volunteer and student, student and student, and adult/student are all prohibited under this policy.

Students who feel that they have been subjected to conduct of a harassing nature and individuals who observe conduct of a harassing nature are encouraged to promptly report the matter to one of the school officials. Employees/volunteers who are aware of conduct of a harassing nature are required to report the matter to one of the school officials. All complaints will be promptly investigated.

Please be aware that Rosslyn Academy has limited authority to deal with bullying or harassment that occurs outside the school day (e.g. SMS, Facebook, etc. in the evenings or on weekends).

Bullying

Bullying is a deliberate and willfully **repeated pattern** of behavior by one or more people with the intent of harming others. Kindness and respect are the positive opposites and are the way God treats us and expects us to treat others (Ephesians 1:5, 2:7, 4:32). Bullying reflects an attitude that indicates a lack or loss of respect for another human being and thus devalues human life while wounding the other person's spirit.

Bullying comes in different forms:

1. Physical

- acted out violence and attacks
- aggressive behavior – hitting, kicking, pushing
- getting others to hurt someone
- stealing (including ‘borrowing’ without permission) of money, food, books, cell phones, PE items, and other personal items

2. Verbal

- Name-calling and put downs, including racial comments.
- verbal taunts and teasing
- talking badly about people behind their backs (rumors)

- also includes the above through use of the Internet, cell phone, or other electronic communication devices
3. Emotional
- exclusion from a group (isolation)
 - behavior which is seen as threatening
 - intimidation
 - invasion or personal privacy

For Rosslyn's response to bullying, please see *Harassment* (above).

In addition, sexual harassment will not be tolerated and is the basis for discipline up to and including dismissal from school. A complaint form is available in the Superintendent's Office.

STUDENT HEALTH AND SAFETY

Students must have all required immunizations properly documented and on file in the medical office as part of their health records. Students may not attend school without necessary immunizations. Parents with personal or religious reasons for not immunizing their child will need to obtain special permission from the principal/superintendent in order to attend school. Parents must also complete a confidential student health record, which lists emergency information, blood type, allergies, results of physical examinations, and other medical information such as routine medications the student needs.

Medications

When a student is under treatment by a doctor and requires medication while at school, the school doctor or nurse should be contacted. Written documentation detailing the purpose for the medication, dosage, and other pertinent information will be needed.

All prescription medicine is to be kept in the school infirmary. Students may not keep prescription medicine on their person or in desks unless specifically approved in writing by the school nurse and/or administration. This policy allows asthmatic students to keep personal inhalers in their possession. Non-prescription medication (such as Aspirin, Panadol, Tylenol, etc.) will not be given to students unless parents have given written permission. This permission form is part of the student's health record form, which is completed by parents at the beginning of the school year.

Illnesses and injuries

In case of an accident or illness at school, the child will be brought to the School Medical Clinic, or in the case of a mild injury or illness in the Elementary School, to the ES office. A short period of time will be allowed to see if an upset stomach or headache improves. If, after a few minutes, a student is not able to return to class, then parents will be contacted to come and pick their child up from school. Students are not to refer themselves to the clinic, but must have an elementary staff member bring them to the elementary office. If a student has a fever or vomits, he or she will need to be collected immediately by a parent, and must remain at home for at least 24 hours after the fever or vomiting stops.

When necessary, basic first aid (ice, splints, bandages, etc.) will be administered. In the event of an emergency, and if the parent cannot be reached, the school will take appropriate action to ensure the child's well-being. It is important that the school have the parents' current home and work telephone numbers, as well as those for an emergency contact in case parents cannot be reached.

Students who require immediate emergency care will be transported to the closest hospitals, which are the Aga Khan Hospital near City Park on Limuru Road or Gertrude's Children's Hospital on Muthaiga Road. The Kenya Red Cross is the emergency transport service used by Rosslyn. In such cases parents should meet school personnel at the hospital and take care of hospital administrative and financial matters. Rosslyn Academy does not have insurance for students and all costs associated with emergency care are the responsibility of the parents. Parents are advised to have their own insurance policy.

Child Abuse

Rosslyn teachers and staff are instructed to report suspected child abuse to the administration. All suspected child abuse cases will be thoroughly investigated. School procedure and Kenyan law will be followed in determining what Rosslyn's response will be to the suspected abuse.

TRANSPORTATION

Students arrive and depart from Rosslyn Academy in a variety of ways. Some use the school bus service, others arrive in personal transport, and still others live within walking and/or bicycling distance of the school. Rosslyn often transports students who are involved in athletics, field trips, and other school related functions. Safety is the overriding consideration in establishing transportation guidelines.

School Bus Service

Parents who are interested in participating in the school's bus service may pick up an application in the main office. Application packets will include information about the fees, bus stops, and times for pick up and drop off. Rosslyn Academy has established the use of student bus monitors and adult conductors to help maintain an orderly and safe transportation environment. Students are expected to obey and show respect toward the driver, conductor and the student monitor. Students failing to follow directions will be referred to the principal or designate and may lose riding privileges, in addition to other disciplinary action. Students who are suspended from using bus service for disciplinary reasons are NOT entitled to a refund.

Bus Guidelines for Students

Conduct on the bus follows the same general rules that apply within the classroom. Safety is of primary importance.

Students shall:

1. wear the provided safety seat belts when the vehicle is in motion,
2. show respect for the authority of the driver, conductor, monitor, and/or any teacher or parent who may be riding,
3. board and leave the bus in an orderly manner as directed, and
4. go directly to the bus after classroom dismissals.

Students shall NOT:

1. display rowdy or rude behavior on the bus or at the bus stop,
2. shout out the windows,
3. drink from or carry glass containers,
4. drop litter or throw things in the bus or outside the windows,
5. stand at any time when the bus is in motion. Only the monitors may stand up at such time as necessary due to discipline or an emergency.
6. put hands, arms, head, or any body part out of the window, OR

7. play radios, music etc. aloud on the bus. Devices with headphones and small electronic games are permitted on the bus provided the sound is turned down very low.

Infractions

If, after appropriate warning by the conductor, monitor and/or the bus driver, a particular rule continues to be broken, the student will be reported to the school administration. In the event of a repeated or major offense, the parents of the student involved will be contacted and will result in school disciplinary measures (e.g. unable to ride the bus for one week, or asked to clean the bus, etc.). Any such suspension includes suspension of activity bus privileges as well.

If negative behavior by the student persists, he/she may be suspended from the bus for the remainder of the school semester/year. In such a case the bus fees will not be refunded.

Activity Bus

An activity bus leaves the school 5:45 (or after a home game) as scheduled Monday through Thursday, unless students are otherwise notified. This bus takes students to several combined bus stops. Information sheets with the specific locations and times are published and available in the main office. For safety reasons, students in preschool through grade two are not permitted to ride the activity bus unless they are accompanied by an older sibling. Elementary parents are expected to meet their students at the stop. If the parent/pick up person is not present, the driver waits no longer than five minutes and the student is returned to Rosslyn at the end of the bus run. All students in grades 3 and higher, regardless of whether they regularly take the bus to/from school, are eligible to ride the activity bus if they are involved in a school-sponsored after-school activity. Parents are strongly encouraged to ensure that students riding the activity bus have a way to contact their parents (eg. cell phone), and that parents provide an alternate pick-up parent in case the parent is stuck in traffic or cannot meet the bus on time.

Receiving academic assistance from a ES Staff member after school is considered a school-sponsored activity.

Personal Transportation

Parents who elect to transport their own and other children to school must display the Rosslyn-issued window sticker on their car if they wish to drive into/park on the campus. School driving and parking guidelines must be followed. Parents must be particularly careful to drive slowly and to unload and load students only in the designated areas.

Walking, Scooters, or Bikes

Students who walk, use scooters, or ride bikes to school should enter through the gate closest to faculty housing (lower gate) and continue their way to campus using the walkway that leads to the track and staying to the side of or off the roadway. Bikes are to be kept locked in the bike racks during the school day and not ridden. It is better not to bring scooters to school unless a way of locking them to the bike rack is arranged for. Bikes, scooters, and skateboards are not to be ridden during the school day (8 am to 4 pm). After school hours, bikes may be ridden on campus, but not on the sidewalks of the ES school. For sidewalks, bikes must be walked to protect the safety of pedestrians.

Transportation for School Activities

Even students who are not signed up for daily transportation from home on Rosslyn buses often find themselves using school transportation for a variety of reasons, including athletic games, class field trips, or other groups and clubs.

School transportation into the community carries with it special responsibilities. Student conduct and dress must be exemplary at all times. Negative behavior jeopardizes the safety and success of many people and any student misconduct while using school transportation will be addressed by administration.

MISCELLANEOUS

Supervision After School

Rosslyn Academy does not provide direct playground or other supervision after school other than a staff member who is assigned to oversee the activity bus. Any students on campus who are not in a school activity after 3:42 p.m. are the responsibility of their parents. Elementary school students who do not ride home on the bus must be picked up by 3:50 pm (or 2:35 pm on Tuesdays). Students remaining on campus with their parent or other adult must remain within sight and under direct supervision of that adult at all times.

Fines

Any student with an outstanding fine (such as missing/damaged textbooks, library fines, etc.) will have a hold placed on all student records, including standardized test scores, report cards, and transcripts, until the fee is paid.

Closed Campus

Rosslyn Academy is a closed campus. After students enter in the morning they are not permitted to leave campus unless a parent/guardian/authorized driver comes to the office and signs their child out. Leaving campus without permission is considered a major violation. If a parent wishes their child to leave campus during the day other than through the procedure described above, a phone call/written note to the school principal is required. A phone call to a receptionist is not acceptable.

Visitors

From time to time, students may have friends or relatives that they wish to bring to campus or have visit classes. **Visitors must have prior approval (at least one day's notice) from the principal or his/her designee before spending time in class(es).** Visitors are normally required to sign in at the main office and receive a VISITOR badge. When visiting, visitors are to abide by the same guidelines as Rosslyn students.

Visitors Attending Student Events

Rosslyn Academy events are for Rosslyn students. Any Rosslyn student wishing to bring a visitor to a school event must get prior approval from the Rosslyn administrator responsible for the event (drama productions are not included).

Drills: Security and Emergency

Threatening or emergency situations could arise, which may require concealment or evacuation of students and staff from particular buildings or from the campus proper. In a situation such as this, quick, calm, and orderly action is required, which is why Rosslyn regularly practices evacuation, intruder, and fire drills. Elementary staff will train students in the procedures used for these drills. Visitors on campus during a drill will be expected to participate.

Gum Chewing

It is up to each classroom teacher if he/she allows gum to be chewed in his/her class. If the teacher allows it, students are required to keep their mouths closed while chewing, and dispose of gum in appropriate places.

Passes

All students arriving at school late (after 8:30) are to get an entrance pass from the appropriate school office before going to class. They present this to their teacher upon classroom arrival.

Drinking Water

Specially-filtered Nairobi City Council water sources are scattered around the campus. Students are encouraged to bring water bottles to class. Elementary classrooms have candle water filters in their classrooms and reverse osmosis water filtration systems at several locations around the ES.

Lost and Found

Disregarded personal items, including clothing and textbooks, found on the school grounds or in the buses will be taken to the Elementary Office, Middle School Office, or High School Office where they may be reclaimed. Periodically, after announcing and displaying the items, the school will donate unclaimed items to a needy cause.

Lunch

Elementary students eat on our elementary campus. Students remain in their lunch area until dismissed by the supervising teacher. Elementary students may purchase a hot lunch or carry a 'bag lunch' (brought from home). Drinks are not provided with the hot lunches.

School Pictures

Digital pictures are taken at Rosslyn during the first semester for yearbook purposes. Photo packages may be offered for those who wish to purchase individual, class, or school pictures.

Supplies

The school office provides parents with a basic list of required supplies for their grade or course at the beginning of the year. It is the student's and parent's responsibility to have these supplies as soon as possible. It is the student's responsibility to have required daily supplies with them.

Cell Phones

Students may carry mobile phones (cell phones) during the school day, but may use them only before and after school - not at lunch or break times. **They may use them during the school day (8:00 – 3:30) only with specific teacher/supervisor permission.** Mobile phones are expected to be turned off during class time. If a call comes in during the school day (in or outside of class time) OR the phone is used by the student, the phone will be taken by the teacher. The following consequences will be applied for mobile phone use during the school day:

- 1st offense: the phone is returned to the student at the end of the school day.
- 2nd offense: the phone will need to be collected by the student's parent.
- 3rd offense: the phone will be held by the school for a period of 5 school days before being returned to the parent.

Ipods, MP3, etc.

MP3 players, iPods and other electronic devices (including games) are not to be used at any time during the school day (**from arrival at school until dismissal**); if used, they will be confiscated and may be held for a period of time before being returned. The school is not responsible for any lost or stolen electronics. In ES, students should not bring electronic devices to school at all.

Textbooks/Workbooks

Textbooks are the property of Rosslyn Academy. Students are expected to maintain them in good condition. Students will be charged for damaged or lost books (including shipping costs). Report cards will not be issued until these fines are paid.

Textbook Policy

1. The student's name should be written in ink in the appropriate space in the text when it is issued.
2. No unauthorized writing or drawing should be done in any text.
3. Textbooks should not be used as lockers. An excessive accumulation of papers and notes stored between the pages of the text causes unnecessary stress on the binding, and the book deteriorates.
4. Textbooks should not be mistreated. Throwing, deliberately dropping, or using texts for inappropriate purposes may result in premature deterioration of the text.

Writing (including underlining) in textbooks is not permitted unless directed to do so by the teacher. Fines for damaged textbooks will usually be 10% - 50% of the cost of the book. Damage to a book that severely restricts its use or diminishes its life by more than one year will result in a charge equal to the replacement cost. Most textbooks have a replacement cost to the school of about US \$75 (including purchase, air mailing and sometimes a custom's charge). Parents who borrow school textbooks for a period of time provide a deposit of US \$75 per textbook.

Yearbooks

Rosslyn produces a school yearbook each year, which is usually ready for distribution by the end of the school year. Each Rosslyn family receives a yearbook. There is no additional charge for this yearbook. Additional copies can be purchased.

The yearbook is a school production. Although much of the work and many of the ideas are generated by high school students, it is not solely a student production. Rosslyn Academy retains full editorial control over the content of the yearbook.

Calendar of Events

An up-to-date calendar is maintained on the Rosslyn Academy Community Portal.

Parent Participation

Parents are encouraged and invited to participate in a number of ways, both directly and indirectly, in the school. Parents are always welcome to attend

weekly chapel services. They may also ask the Principal or appropriate sponsor for further information regarding:

1. Volunteering in classes, or in the library
2. Organizing class parties and activities
3. Library reading for new books
4. Coaching or refereeing
5. Leading or helping with after school clubs or activities
6. Guest speaking for classes or chapels
7. Parent-Teacher Fellowship (see description below)

Parents are encouraged to visit the school to confer with the teachers and/or the principal. They are expected to make an appointment before coming to school, in order to arrange for the most suitable time. By prior arrangement with the principal and teacher, they may spend time in their student's classroom. Parents and guests are encouraged to attend chapel and assembly programs at any time. Parents are welcomed to be regular teacher aides, to help with the club program, to coach intramurals, and to assist in other ways. We encourage parent involvement in the school.

Parent-Teacher Conferences

There are two parent-teacher conferences scheduled in the school year. One in September and one in January. These conferences are a means of two-way communication between teacher and parents about a child's progress academically, socially, spiritually, and emotionally.

Other parent-teacher conferences are encouraged throughout the school year since ongoing communication, both written and verbal, between parents and teachers is vital.

Parent-Teacher Fellowship (PTF)

The Rosslyn PTF is a great way for parents to get involved in the Rosslyn community. Every parent, guardian, teacher and administrator is encouraged to join PTF and is welcome to attend our monthly meetings. There are many ways to get involved, volunteer and show support. Our two main goals include fostering community here at Rosslyn and fundraising for initiatives outside the school budget. The PTF runs a Spirit Store where you can purchase your PE uniforms and Rosslyn branded merchandise. We appreciate the teachers and staff during the month of April with an appreciation week. To raise funds for this special week we sell items from the Spirit Store, hold monthly Farmers'

Markets and host several community events during the year. Whether you are able to volunteer for one small event or want to help out with many of the events, we welcome you! For more information please send questions to ptf@rosslynacademy.com.

Complaints and Grievances

A grievance is a claim based upon a condition, incident, or recurring event between two differing parties. A general principle to guide discussions between people who have a difference is that the person “offended” should speak personally to the one who has offended him or her (Matthew 18:15-17). All grievance issues are to be handled confidentially by all involved parties. The school administration will not allow, or tolerate, reprisals of any kind toward participant(s) who may be involved in a grievance procedure. The following procedure shall be applied in handling parent or student concerns:

1. A parent-teacher conference is held. If appropriate, the student may be included.
2. If no resolution is reached, a parent-teacher-administrator conference will be held. The student may be included if the teacher and parent consent.
3. If there is no resolution between the student, the parent, the teacher and the administrator, the matter proceeds to the Superintendent for a decision.
4. The Board of Governors will only consider matters or issues to determine if due process has been followed and that it is consistent with administrative policy.

The administration and staff of Rosslyn Academy will make every reasonable effort to create a supportive, non-coercive school environment. Parents with serious concerns demanding confidentiality are encouraged to write out the problem and present them to the administrator. **Parents should never go directly to a school board member with a complaint about a teacher.**

ES FACULTY

Parents are encouraged to contact teachers when the need arises. Perhaps the most efficient way to do this is through email.

Bergman, Lindsay	Grade 5 Core	LindsayB@RosslynAcademy.com
Blankenstyn, Dawn	Music	DawnB@RosslynAcademy.com
Brinkley, Beth	Kindergarten	BethB@RosslynAcademy.com
Cross, Amie	Chaplain	AmieC@RosslynAcademy.com
Eardensohn, Leah	Principal (Pre-2)	LeahE@RosslynAcademy.com
Gitonga, Angela	Librarian	AngelaG@RosslynAcademy.com
Gitonga, Christa	Grade 3 Core	ChristaG@RosslynAcademy.com
Heugel, Tyler	Principal (3-5)	TylerH@RosslynAcademy.com
Hill, Lonna	Reading Interventionist	LonnaH@RosslynAcademy.com
Hurd, Breanna	Grade 4 Core	BreannaH@RosslynAcademy.com
Igendia, Annika	Athletics Director	AnnikaI@RosslynAcademy.com
Jeon, Helen	Korean Language	HellenJ@RosslynAcademy.com
Jividen, Kerry	PE	KerryJ@RosslynAcademy.com
Kamau, Ruth	Grade 2 Core	RuthK@RosslynAcademy.com
Kelly, Emily	Grade 1 Core	EmilyK@RosslynAcademy.com
Mburu, Stephanie	Grade 3 Core	StephanieM@RosslynAcademy.com
Mitchell, Selena	Grade 1 Core	SelenaM@RosslynAcademy.com
Mureithi, Caroline	PE, Intramurals, Clubs	CarolineW@RosslynAcademy.com
Nduta, Peninah	PreSchool Core	PeninahN@RosslynAcademy.com
Neises, Brian	Upper Science(3-5)	BrianN@RosslynAcademy.com
Onyango, Irene	Swahili, Kenyan Culture	IreneO@RosslynAcademy.com
Osiru, Elkana	Grade 5 Core	ElkanaO@RosslynAcademy.com
Ritton, Rachel	ES Counselor	RachelR@RosslynAcademy.com
Rondeau, Sarah	LST	SarahR@RosslynAcademy.com
Smart, Jocelyn	LST	JocelynS@RosslynAcademy.com
Schunk, John	Kindergarten	JohnS@RosslynAcademy.com
Suleman, Shaheen	Grade 4 Core	ShaheenS@RosslynAcademy.com
Thanji, Zawadi	Grade 5 Core	ZawadiN@RosslynAcademy.com
Turcios, Maria	Technology	MariaT@RosslynAcademy.com
Ward, Maria	ELL	MariaW@RosslynAcademy.com
Weening, Tara	ES Lower Science	TaraW@RosslynAcademy.com
Williams, Erin	Grade 2 Core	ErinW@RosslynAcademy.com
Wiggers, Terena	ES Art	TerenaW@RosslynAcademy.com
Yu, YonHee	Korean Language	YeonHeeY@RosslynAcademy.com
Also, these contacts might be useful:		
Wanjiru, Saraphine	Library Assistant	SaraphineW@RosslynAcademy.com
Mungai, Caroline	School Doctor	CarolineMu@RosslynAcademy.com
Njubi, Wanjiku	Admin Assist	WanjikuN@RosslynAcademy.com

Appendix - Statement of Support



Official 2024-2025 Statement of Support

Dear Parents,

Because Rosslyn Academy seeks to educate the whole child, it is important to us that all students and their families agree that Rosslyn Academy is a "good fit" and are able to state their strong support for the aims and values of the school. Please carefully consider the mission and values of Rosslyn Academy as outlined below.

Rosslyn's Mission Statement: "Rosslyn Academy inspires and equips each student to develop their God-given gifts for Christ-like service in the world community".

Rosslyn's Core Values:

- ***Christ-likeness at Rosslyn means*** – *Imitating Jesus Christ in all that we do and say as individuals and as a school.* The life and teachings of Jesus Christ instruct us how to have a relationship with God as well as provide us with the model of right behavior, values, and healthy human relationships. For this reason students are challenged to develop and deepen a personal faith and Christ-like character. (Philippians 2:1-5)
- ***Community at Rosslyn means*** – *Cultivating a welcoming and supportive family of diverse members united behind the school's mission.* We believe that, next to the home, the school is the most important training ground for the social skills and values necessary to become a healthy and positive contributor to the world community. As a Christian school we are intentional about instilling in our students

Christ-like social values such as kindness, integrity, mutual respect, and compassion. (Ecclesiastes 4:9, 1 Peter 4:10, Psalm 133:1)

- ***Service at Rosslyn means*** – *Modeling Christ’s example of selfless support of others.* We believe that Christ’s example of serving with love and humility is a powerful model for Christians today. Teachers and students are encouraged to seek out opportunities to serve others within our school community as well as in Nairobi and the world beyond. (Romans 12: 9 & 13, Matthew 20:28, 1 John 3:16-18)
- ***Intellectual Virtue at Rosslyn means*** – *Developing God-honoring thinking habits that result in an earnest pursuit of truth.* We believe that God is the author of all that is true, good and beautiful. As a result, we seek to integrate faith and learning by helping our students develop a deep and wide base of knowledge about God's world, and the critical thinking and problem-solving skills needed to interpret and utilize that knowledge ethically. But we also want to see a transformation in the very character of our student's minds. In other words, we want our students to become God-honoring in the way they think as demonstrated by consistently honest, careful, tenacious, courageous and humble thinking habits. (Philippians 4:8, Matthew 22:37)
- ***Excellence at Rosslyn means*** – *the extent to which individuals and institutions have maximized their God-given gifts and talents to His honor.* We believe that when the Bible says, “Whatever you do, work at it with all your heart, as working for the Lord” there is an implied mandate for excellence in whatever God has called us to do. (Philippians 4:8, Colossians 3:23-24)

Appendix - Child Safety

R.A. Child Safety Program & Protocols for Handbooks (Edited May 2021 by Child Safety)

Child Safety Policy:

R.A. Child Safety Policy can be found on the website for parents and in the Child Safety Google Folder for Staff. This policy should also be read in conjunction with the *R.A. Bullying & Harassment Policy* and the *R.A. Suicide, Self-Infurious Behaviors, and At Risk Behaviors and Prevention Policy*.

Overview of the Child Safety Policy:

Rosslyn Academy's core vision is to inspire and equip each student to develop their God-given gifts for Christ-like service in the world community. When a child's safety is threatened or there is a probability of harm, a child's learning is significantly impacted and their ability to fully develop their God-given gifts is put at risk. Rosslyn has a child safety policy in place that is reviewed frequently to ensure our student's safety. For more information than what is provided in this handbook, please refer to *Rosslyn Academy's Child Safety Policy 2020*.

Rosslyn's policy includes definitions for abuse that are usually applied when dealing with situations involving students and a person who is 3 or more years older than the child or when there is a difference in responsibility, trust, or power. The policy includes definitions for the following: Physical, Emotional, Sexual (verbal, physical, visual, and sexual exploitation), neglect, grooming, bullying and harassment, inappropriate behavior, and child-to child cases.

All staff and volunteers who have roles with children are expected to interact with children in a mature, capable, safe, caring, responsible manner, with a high level of accountability. All staff and volunteers should maintain a proper teacher-student relationship, even on a friendship level. All conduct should foster proper respect for the faculty or staff member's God-given authority over the student. When this is forfeited, there can be damage to the educational experience as well as to the student's respect for God's authority. All adult staff and volunteers are responsible for giving and accepting feedback from others in order to maintain our high level of professionalism. **The Code of Conduct follows the three principles of increasing accountability, decreasing isolation, and ensuring an appropriate balance**

of power.

Reporting Procedures:

Any parent, staff member, or volunteer who 1) has an indication or suspicion of concern regarding child safety, 2) discovers alleged abuse amongst staff and/or students, regardless of where it may have occurred, must contact the Child Safety Officer using the *Concerns Referral Form* which can be found on Rosslyn's website.

Parent Child Safety Training:

Each year a parent training is held for parents of the new students and students in the transition years (Kindergarten, 6th Grade, and 9th Grade). This training is mandatory for Rosslyn parents. This training is usually done through new student orientation or in video format. The training covers an overview of the following information:

- Child Safety Policy and Definitions
- Code of Conduct
- What to Report and Who to Report to
- Child Safety Program in each school
- Child Safety Developmental issues in each school related to Physical Development, Mental and Emotional Health, and Relationships
- Technology and Internet Concerns
- Emergency Plans

Procedures related to Child Safety:

Student Missing:

When a student does not show up to class, teachers should notify the Student Support Team. Members of the student support team will follow up to verify if the student left campus with or without a guardian or verify the current location and safety of the student. Teachers may also reach out to other teachers who currently teach that student for other information.

Student Injured:

If a student is injured, the supervising teacher should call the Health and Wellness Center immediately for assistance. Arrangements should be made for the student to be transferred to care of the Health and Wellness Center while

continuing to supervise and remove the other students present. Please see the *Student Health Services* section for more information pertaining to student injuries/illnesses and medications.

Reporting a Student Concern:

If a student or a teacher has a concern for a student and their safety or overall well-being, they should complete the Google Form - *Student Concern Form*. This form will be emailed to teachers at the beginning of the year and provided to parents on the school's website. Additionally, if the form is unable to be accessed for any reason, please contact the Child Safety Officer.

If a teacher has concerns regarding a student behaviorally or academically that does not need to be taken to the child safety officer or the counseling department, they can seek additional information by emailing the Student Support Team and the students current teachers (please see Powerschool for this information). It is not appropriate to send an email to all of the teachers in their designated school.

Volunteers in the Classroom:

All volunteers (serving in an ongoing capacity) in the classroom should be cleared by the Administrator in charge and should not have contact with students until they have completed the necessary Child Safety requirements. Volunteers who are acting as guest speakers for a day and will have limited access to students unsupervised do not need to complete the Child Safety training requirements.

Mentoring of Students:

Roslyn Academy defines mentoring as meeting regularly with a student for discipleship and intentional relationship in order to assist the student's development in their spiritual, academic, physical, social, and emotional lives. Relationships that fall into this category are those within the Mentoring Program, as well as similar relationships in which an adult regularly meets one-on-one or with a small group of students. These one-on-one meetings or small group meetings often occur for the purposes of pouring into a child spiritually, academic tutoring, or mentoring a student in their social and emotional lives and are relationships not already encompassed through regular classes or other groups/programs approved by the school. Mentoring relationships may occur on or off campus, during school or outside of school hours.

Anyone teacher who mentors must come under the authority, permission, and screening of the Rosslyn Chaplain Department and the appropriate Principal. No one associated with the school may mentor a Rosslyn Academy student without permission from the appropriate Principal (in conjunction with the Chaplain and Child Safety Office). The Chaplain department will monitor and provide accountability for the mentoring throughout the year. Any concerns or problems should be reported to both the Chaplain Department and the Principal.

For further information, please refer to the *Rosslyn Academy Mentoring Guidelines 2020*.

Chaperoning of Students on Field Trips, Overnight Trips, and School Activities:

When planning an event that requires chaperones or supervisors, it is important that the staff member organizing the event ensure that the guidelines set up in the *Rosslyn Academy Chaperone Guidelines 2020* be followed. Care should be taken to ensure that the number of chaperones for the event meets the appropriate ratio of chaperones to students:

- Chaperones for any event must consist of a minimum of two adults and meet the appropriate ratio of chaperones to students:
 - a. *All On-campus events:* 1:15
 - b. *Middle or High School Off-campus/Overnight events:* 1:10
 - c. *Grades P to 3 Off-campus/Overnight events:* 1: 6
 - d. *Grades 4-5 Off-campus/Overnight events*
1:8
 - e. *All events involving water (e.g. swimming)*
 - Follow the above guidelines but need to take into consideration and make arrangements for (whenever possible) a chaperone with lifeguarding qualifications if there will be no official lifeguard at the pool. Otherwise, please follow the hosts recommendations and be extra vigilant in supervising students.

Additionally, all chaperones, including parent and volunteer chaperones will need to complete the following steps *prior* to chaperoning an event:

- a. Attend a Child Safety training (or view the video)
- b. Sign and turn in the Rosslyn Academy Code of Conduct
- c. Complete and turn in the Rosslyn Academy Staff & Volunteer Information Form.

For more information, please see the full *Chaperone Guidelines*.

Private Lessons:

Private lesson rooms are equipped with cameras to ensure accountability for the one-to-one interactions. Additionally, the private lessons application allows for parents of younger kids to request the gender of the private lessons teacher based on the comfort level of parents.

After School Activities:

Except for school-sponsored activities, Rosslyn Academy does not provide any other direct supervision after the regular bus leaves campus (normally by 3:50 p.m.). Any students on campus who are not in a school activity after 3:50 p.m. are the responsibility of their parents (for exceptions, see “Activity Bus” and “Use of Facilities”). Students who stay after school should be in a supervised activity. All students who stay after school should stay in the designated areas (by the gym, sports fields, pool, or media center) or in their assigned location for their after school activity. Students should not be wandering down by the nature trail or residential housing areas.

Parents and students should note the times for the Activity Bus. Students who are not picked up or riding the Activity Bus will wait at the gate under the supervision of the security guards. This is a location that has security cameras and provides the most security for students. When a student has not been picked up, does not have a cell phone or is unable to reach their parents, the security guards will call the school administrator for help in notifying parents.

Closed Campus:

Rosslyn Academy is a closed campus. After students enter in the morning they are not permitted to leave campus unless a parent/guardian/authorized driver comes to the office and signs their child out. Leaving campus without permission is considered a major violation.

If a parent wishes their child to leave campus during the day other than

through the procedure described above, a phone call/written note to the school principal is required.

Security and Emergency Procedures

Threatening or emergency situations could arise, which may require concealment or evacuation of students and staff from particular buildings or from the campus proper. In a situation such as this, quick, calm, and orderly action is required, which is why Rosslyn regularly practices evacuation, intruder, and fire drills. Classroom teachers will train students in the procedures used for these drills. Visitors on campus during a drill will be expected to participate. In the event of the situation, a communication officer will be designated who will contact parents (via the SMS Blast). Parents will be notified of a designated spot to pick their students up from once the campus has been secured.

Overview of School Specific Child Safety Program & Procedures:

Elementary School:

Outline of Child Safety Program

The Elementary child safety program follows the Second Step Child Safety Curriculum. The Elementary Counselor pushes into the classes each year to provide child safety lessons on Recognize, Refuse, Report. The curriculum also covers areas such as personal safety, assertiveness skills, and the touching rule. In addition to the classroom lessons, the Elementary counselor also provides parents with additional resources and links that supplement the program at school.

Playground Guidelines

For Elementary students, the key word on the playground at all times is adequate supervision. School day supervision begins before school starts at 8:00 a.m. All rules apply to playground usage at all times:

1. Students are to obey the teacher on duty.
2. The lower court and play area are for Grades 1-3. Students in Grades 4-5 are to use the upper court area and adjacent playing field. Kindergarteners and preschoolers have their own playground.
3. Only one person is permitted per swing. Swinging sideways and

standing up are not acceptable.

4. Students are not to stand on slides or see-saws.
5. Monkey bars and jungle gyms have been constructed for climbing. Students are not to climb on fences, trees (the elementary climbing tree is an exception), buildings, walls, etc.
6. General wrestling or chicken fighting is not permitted.
7. Only balls are to be thrown. Rocks, sticks, etc. are not to be thrown.
8. Students are not to ride any wheeled items on the sidewalks at any time.

Child Safety Guidelines Related to Elementary Clubs

Elementary Club teachers will need to complete the child safety training by watching the video or attending a training and signing the Code of Conduct. The director of Elementary Clubs and Elementary Principal are responsible for ensuring that each teacher has adequately met the training requirements. Additionally, club teachers will be reminded to call the Nurse on duty for any physical injuries and to notify the administrator in charge and/or Child Safety Officer of any other child safety related issues. Care will be taken to ensure the principles of accountability, avoiding isolation, and maintaining appropriate levels of balance of power are maintained through adequate supervision of the program and the teachers as well as thoughtfully placing clubs in places that increase accountability.

Bathroom Procedures

The guiding principle is that staff members should not do things for a student that a student can do for themselves. Teachers work to encourage students to be more independent in areas of hygiene and self-care.

Swimming & Changing Rooms:

Parents are encouraged in the letter to parents during the swim unit to send their students to school with loose-fitting swimsuits and clothes on swim days that are easy for students to get on and off themselves. The letter to parents will also include a parent permission form (Google Form maintained by ES office) allowing parents to request assistance with changing for their child.

The guiding principle for staff helping students is that staff members should not do things for a student that a student can do for themselves. It is expected that students in Preschool through 5th Grade can dress and change themselves; therefore, they do not require help changing from staff before or after swimming lessons or for after-school activities. Students in Preschool through Grade 1 may be supported by an adult if requested in writing by their parent. While students are changing, at least one adult will stay outside the entrance to the changing room in order to monitor student behavior and ensure child safety.

If a student requires assistance with changing or a situation arises, it is recommended that two adults of the relevant gender, will enter the changing room by announcing their entrance; however, adults will not enter a stall where a student is changing. If a child needs assistance in changing, the following procedures should be followed:

- a. Staff member on duty asks permission from the child (Can I help you get changed?")
- b. Staff members should work to increase visibility and accountability wherever possible by ensuring, when possible, two adults of the relevant gender are present when supporting a child who needs help changing.

Additionally, in order to support the safety of our children, lap swim times will end with enough time for swimmers to clear the locker/changing rooms prior to students arriving and changing for their class. Lap swimmers should not be changing in the changing rooms simultaneously as students. Only one student should be allowed in a changing room stall at a time.

Middle School & High School:

Outline of Child Safety Program - Middle School:

The Middle School child safety program generally follows the Second Step Health social emotional learning curriculum with some additional child safety specific information provided through health classes, activity periods, and homerooms. Focus is on issues that pertain to friendship/relationships, physical development, bullying/cyber-bullying, and technology.

Outline of Child Safety Program - High School:

The Child Safety program in high school is designed to equip high school students with skills related to maintaining good physical and mental/emotional health as well as covering topics related to their safety both physically and relationally. Specific topics related to mental health and relationships is covered in the following:

- 9th Grade Fitness & Health class
- SEL Program that covers mental and emotional health, skills for regulating emotions, problem solving, managing conflicts and interpersonal relationships. Other topics include training for technology, substance abuse, child safety issues (including personal security tips), and harassment.

Child Safety Guidelines for Drama & Theatre Program:

Safety throughout Rosslyn's programs is a priority for Rosslyn staff and administration. Every effort is made to provide a safe environment. Rosslyn Academy staff and volunteers participating in the Drama and Theatre program should be following the child safety policy and code of conduct, which indicates that staff, coaches, and volunteers should be cognizant to decrease isolation, increase accountability measures, and be aware of the appropriate balance of power. All staff and volunteers should have attended a child safety training for that year or watched the video and signed the Code of Conduct. Additionally, they should also take care to abide by the following:

- An approved adult should be on location to supervise students at all times.
- No dating relationship is allowed between a minor-aged cast member and an adult staff member.
- Harassment of any kind will not be tolerated.

- Unless it is part of the staging directions for the show, cast members and crew should not be running or engaging in “horseplay” at any time.
- Those involved in the shows and rehearsals must stay in designated areas during rehearsals, before shows, and during intermission. Leaving the designated area is only allowed with permission of the supervising adult.
- Students will not be allowed backstage during shows that they are not participating in.
- Students should not be leaving campus during designated rehearsal and show times or taking anyone with them without permission of the supervising adult.

Child Safety Guidelines for Sports Program:

R.A. coaches should be following the child safety policy and code of conduct, which indicates that staff, coaches, and volunteers should be cognizant to decrease isolation, increase accountability measures, and be aware of the appropriate balance of power. Additionally, they should also take care to abide by the following:

- An approved adult should be on each vehicle that is going to a location for an official athletic event. This includes the Fan Bus.
- All students must sit in a seat with a seatbelt. Only coaches and referees will be allowed to sit in the jump seats.
- Student’s will not be allowed to Uber from the location of the sports event home unless they have verbal or written permission from the parents to the coach in charge. They should be picked up by either their parents or ride on the designated school vehicle to the pick up location.
- All buses and vans are fitted with forward and rear facing cameras for additional safety.
- When able the school will attempt to partner coaches of the same gender to appropriate teams as well as balance volunteer coaches with a staff member.

- Outside referees have been asked to use the Adult/Staff Bathrooms for changing or to use the changing rooms only once all teams have taken to the field.
- When athletic teams attend tournaments outside of the country, care will be taken to ensure there is an appropriate number of chaperones and that there is an appropriate gender balance of chaperones attending the event.
- Parents or non-staff members will not be allowed to work-out with students during PE/Sports classes.

Outline of Staff, Volunteers, Coaches, & Private Lessons Child Safety Training

Staff receive child safety training at the start of their initial contract and receive ongoing training yearly. The outline of training for staff, volunteers, coaches, and private lessons child safety training is as follows:

New Staff - New Staff receive an hour of child safety training during New Staff Orientation week. This training is for both the new direct and local hire professional staff and for the direct hire spouses. It encompasses an overview of the child safety definitions, protocols, code of conduct, and reporting procedures.

Ongoing Staff Training - The professional staff members receive ongoing staff training for an hour during every full staff orientation. This training focuses on targeted areas of focus including: reporting measures, balance of power, case studies, etc... and any changes to the program.

Administration Training - Administration will undergo ongoing training both through the full staff orientation week but also through a yearly video training targeted towards topics relevant to the administration: recruitment and interviewing, understanding of the levels of discipline, and further understanding their role in the child safety process.

Volunteers, Coaches, & Private Lessons Teachers - Volunteers, coaches and private lesson teachers will attend a yearly training offered both in the Fall and the Spring Semesters for the onboarding of new and old volunteers and coaches. In lieu of this training, volunteers, coaches, and private lesson teachers may also watch the annual video training (if available) and then sign

the code of conduct prior to interacting with students.

Support Staff - Support Staff will attend an annual training on the overview of child safety as related to their positions. This training is held by the Human Resources Department at the start of the school year.

Child Safety Team - The child safety team will be provided the opportunity of ongoing training through attending the annual seminars held by the Child Safety & Protection Network.

Overview of Rosslyn's Bullying & Harassment Policy:

Rosslyn Academy is committed to a safe and comfortable educational environment for all students. We are committed to creating and maintaining a safe learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of bullying, harassment and intimidation.

“Harassment, intimidation or bullying” means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Sexual harassment is different from flirting, playing around, or other types of behavior that one might enjoy or welcome. It can take the form of requests for sexual favors or unwelcome sexual behavior that makes one feel uncomfortable, scared, or confused. This can take the form of verbal, physical, or visual harassment.

Bullying, harassment, and intimidation occur when a person or group is intimidated, frightened, excluded or hurt by a pattern of recurrent behaviors directed at them by others. It may include setting up humiliating or insulting experiences. This can take many forms including verbal, physical aggression,

emotional, and cyber-bullying.

The administration and staff of Rosslyn Academy will make every reasonable effort to create a supportive, non-coercive school environment. Bullying and harassment will not be tolerated and is the basis for discipline up to and including dismissal from school. Rosslyn is prepared to take action to prevent and correct any violations of this policy. Anyone who violates this policy will be subject to discipline, up to and including termination of enrollment or dismissal of employment. Harassment between employee/adult volunteer and student, student and student, and adult/student are all prohibited under this policy.

Students who feel that they have been subjected to conduct of a harassing nature and individuals who observe conduct of a harassing nature are encouraged to promptly report the matter to the Child Safety Officer via the school's Concerns Referral Form which can be found on the school's website and is sent to students, parents, and teachers at the beginning of the year. Employees/volunteers who are aware of conduct of a harassing nature are required to report the matter to one of the school officials. All complaints will be promptly investigated.

If a student's personal device (phone, tablet, computer, etc) is used in a manner that violates policies and/or compromises student safety, security, and well-being, or if their use violates Kenyan law in any way, Rosslyn reserves the right to confiscate and to search the device.

Overview of Rosslyn's At-Risk Behaviors Policy:

Rosslyn Academy recognizes that depression and self-destruction are problems of increasing severity among children and adolescents. A student who suffers the psychological disability of depression cannot benefit fully from the educational program of the schools, and a student who has attempted self-harm poses a danger both to himself/herself and to other students.

Rosslyn Academy further acknowledges that all staff members have the responsibility to help keep students safe and to intervene when students exhibit any warning signs of suicide. The school, therefore, charges all personnel to be alert to the student who exhibits signs of unusual depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff

member should be taken with the utmost seriousness.

Suicidal behavior is defined as any deliberate action that has a potentially life-threatening consequence. The intent of suicide can be communicated verbally: written or orally, or behaviorally.

Non-Suicidal Self-Injurious Behaviors are defined as any behavior that is deliberate, repetitive, impulsive, non-lethal harming of oneself. It is also referred to as self-mutilation, self-harm, or self-abuse.

Self-injurious behaviors may include: Cutting, Scratching, Burning, Punching self or objects, Bruising or breaking bones, some forms of hair pulling.

Reporting Procedures:

If a parent, student, or teacher is concerned about the safety of another student or themselves due to the risk of self-harm or suicidal ideation, they can report the concern by using the Concerns Referral Form that is located on the website and provided to parents, teachers, and students at the beginning of the year. Any time a staff member encounters a situation in which a student appears to be contemplating suicide or becomes aware of a student who has made reference to suicide, either verbally or in writing (i.e.. poetry, journal entries, etc.) the following

If the student poses an immediate threat to themselves or others, the staff member will not leave the student alone and will notify the Principal and the Counselor immediately. If the student has already engaged in a behavior that is threatening to their life, the Student Health and Wellness Center should be notified immediately, in addition to the Principal and Counselor.

Child Safety Policy - Technology

Introduction

The Internet allows for access to information 24 hours a day, 7 days a week. For schools (public and nonpublic), online capabilities not only create an entry to a vast amount of resources but also facilitate distance learning and collaboration between classes and students in different locations. Along with the benefits the Internet brings come costs such as new threats to students.

Some protections for children online are provided by Kenya and the United

States laws and regulations, such as the Kenya Data Protection Act (2019) and the Children’s Internet Protection Act (CIPA). While these laws and regulations may help prevent students from accessing inappropriate content on the Internet, this will not protect students from the full range of online threats. To help address these, information is provided below on the most common online threats facing students and what schools can do before, during, and after an incident.

Online Threats to Students

As well as the threats that all users face when going online, such as computer viruses and email scams, students are at risk from the following:

- **Cyberbullying.** Cyberbullying is bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and mobile applications (apps) or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.
- **Inappropriate Content.** Adolescents and children can unintentionally come into contact with inappropriate content, such as sexually explicit material. Unsolicited obscene materials can also be received electronically.
- **Sexting.** Sexting is the sharing and receiving of sexually explicit messages and nude or partially nude images via text messages or apps. Sexting, while commonly occurring off school grounds, also occurs on school property, with the content being sent and viewed on cell phones. Of note is that possession of sexually explicit photos received by sexting can be considered a type of possession of child pornography from a legal perspective.
- **Sextortion/Ransomware.** Students may also become victims of sextortion, possibly via ransomware, if they engage in sexting. Sextortion occurs when someone threatens to distribute private and

sensitive material if not provided with images of a sexual nature, sexual favors, or money. Ransomware is a particular form of computer malware in which perpetrators encrypt users' files, then demand the payment of a ransom for users to regain access to their data. Ransomware can also include an element of extortion, in which the perpetrator threatens to publish data or (possibly sexually explicit) images if the victim does not do what the perpetrator wants, such as providing nude photos.

- **Oversharing.** Personal information that is sometimes shared by students includes their name, age, address, phone number, and personal identification numbers.
- **Online Predation.** Online predators put victims through “the grooming process,” a series of steps by which they build the victim’s trust by sympathizing with him or her or feigning common interests, after which they proceed to set up a face-to-face meeting with the victim and then move forward with manipulation and seduction.

Preparing for Online Threats to Students

Before an Incident

Rosslyn Academy has implemented several cyber policies and procedures to help keep students safe from online threats. Below is a sample of Rosslyn’s safeguards for students while they are online on campus and at home.

Acceptable User Policies (AUPs)

Rosslyn Academy has developed an AUP, also known as an Acceptable Use Policy before students are allowed to access the Internet at school via a school device or the student’s personal device. A copy of the most recent version of Rosslyn’s AUP is signed each year by both parents and students using Rosslyn’s internet or computers.

Filtering and Blocking Content

Rosslyn employs a number of hardware and software filters in order to provide an acceptable level of filtering and blocking inappropriate content. Teachers and staff can help determine what sites should be blocked. Regular audits are conducted to ensure that appropriate online educational material can still be accessed and to determine if blocked sites should remain blocked.

Digital Citizenship

Rosslyn has adopted a comprehensive curriculum where students develop skills on what it means to be a responsible digital citizen as part of a broader strategy of promoting a positive school climate. Our digital citizenship curriculum includes topics such as privacy and security, relationships and communication, cyberbullying and digital drama, digital footprints and reputation, self-image and identity, information literacy, and creative credit and copyright citing.

Education and Training

Rosslyn develops student, teacher, and parent training about online safety and data protection.

During and After an Incident

Students also need to be aware of what to do if they are a victim of an online threat, cyberbullying, or any other instance of inappropriate behavior. They can be encouraged to report threats to a teacher, a school counselor, or another trusted adult. Rosslyn's Counseling Department has also provided an anonymous Google Form for students, parents, and teachers to report any kind of online threat or inappropriate behavior. If somebody is in immediate danger or a crime may have been committed, students, teachers, and staff should contact the school resource officer, police officer, or local law enforcement.

Rosslyn Academy's Technology Use and Standards for Students

Rosslyn strives to provide state-of-the-art technology to its staff and students. This technology includes ready access to computers and software, use of the Internet, e-mail, usage of the campus network, and other hardware and systems. This worldwide forum of informational resources available through the Rosslyn system is to be used for educational purposes. Information Technology (IT) use is a privilege, not a right.

We expect all persons using Rosslyn technology and systems to exercise the highest level of respect for themselves, others, equipment/systems, and copyright laws. Failure to comply with the written policy as indicated below and to use the systems of technologies at the school in a respectful manner will result in loss of use of the system and /or additional consequences.

THERE SHOULD BE NO EXPECTATION OF—NOR ANY RIGHT OF—PRIVACY. ROSSLYN ACADEMY RESERVES THE RIGHT TO MONITOR ANY AND ALL COMPUTER USAGE INCLUDING GMAIL,

GOOGLE DRIVE, AND INTERNET USAGE LOGS.

The school may discipline students for inappropriate content or communication on the school's devices, on their personal devices, or on their personal social media accounts if the school administrator feels the student's actions do not reflect the values of the school, violates Child Safety policies, and/or are creating an unsafe learning environment at Rosslyn Academy.

Internet Guidelines

Persons using the system are individually responsible for the material they use, send, and receive. The network is reviewed and monitored. Unfortunately, there are ways the system can be abused. There are modes of use that are not educational. There is information available (via e-mail and the internet) that is not appropriate in our setting as an educational institution, especially as a school that looks to honor God. System users must use the technology appropriately, wisely, educationally, and honorably.

While on the school campus, during school hours, students must only use the school-provided internet via Wifi or a network connection. Students may not use personal hotspots since they circumvent the content filtering provided by the school.

The following topics are not considered educational in nature and do not belong in our school setting. This is not an exhaustive list. Students that include the listed items in their technology use or fail to follow the guidelines in this contract use will lose their technology privileges and be subject to consequences as outlined in the Student Handbook. The following is a partial list of unacceptable or non-educational topics/sites/activities:

- Pornography or obscene material
- Cyberbullying
- Music and movie sites
- Gambling
- Teacher\other User files or folders
- Sites for cheating, plagiarizing work or manipulating papers to avoid plagiarism detection software
- Security/hacking

- Torrenting
- Sites dedicated to violence, hatred, racism, terrorism, or weapons

Students must browse responsibly. With over 200 computers on the network, our bandwidth can easily become saturated. Our Internet connection must be reserved for education purposes. Personal browsing should be done from home.

Email Guidelines

Individuals are responsible for the mail maintained, sent, or stored in their account, as well as the material received while using the Internet. This means that system users will make sure the material and mail they receive/have is decent, appropriate, educational, and will in no way harm the system or its software. E-mail may be accessed before/after school, during breaks, and at lunchtime. Students are not to use their email accounts during class time, including study hall unless preapproved and/or for a school purpose.

Personal responsibility for actions and messages is mandatory; anonymity is not permitted, nor is representing another at log-on or in correspondence. All mail must reflect the sender's account identification. Using someone else's account, password, or someone else's email is not permitted. Violations of system security must be reported, as well as abuses of the system.

Mass mailings to general audiences, chain mail, email tag, spam, and chat are not included in the heading of "educational purposes" and are not allowed. Personal information should never be given or revealed to unknown parties on email, web pages, or the Internet.

Each student is allotted a certain amount of server storage space to keep school-related files and documents. The storing of non-school-related music files (MP3s), video clips, and programs of any type on the school's servers or workstation hard drives is not allowed. Saving files to any location other than the personal storage space provided is strictly forbidden. Individuals who fail to comply with these limits will lose the privilege of having storage space on Rosslyn servers.

Network and mailbox password changes are to be made by the I.T. department. Rosslyn Academy assumes no liability for problems, damages, or prosecution that result from e-mail or Internet use; these risks are assumed by

individual users.

Student's Personal Technology Guidelines

General Guidelines

Rosslyn Academy's desire is for its students to be 21st-century learners who can utilize technology with Christ-like attitudes and behaviors. Rosslyn has a responsibility to its students and parents to provide and maintain a spiritually, physically, emotionally, and socially safe learning environment for all students. The school may take proactive measures to maintain a safe environment when it comes to students' personal devices and social media presence.

- Students are responsible for safeguarding their personal technology while at school.
- Students are responsible for all of the content that is on their personal devices.
 - If the school receives a report of inappropriate content or communication (bullying/sexting) between students using a personal device, the school may confiscate the device and return it to parents.
 - Parents will be notified of the report and the principal may request permission to search the device for inappropriate content or communication.
 - The school's search parameters will only pertain to specific applications or content that was reported. The school will not search other areas of the device for other inappropriate content.
 - Parent permission will be acquired if the school's search of the device leads to other areas (apps or content) that point towards other areas of inappropriate content or communication

The school may discipline students for inappropriate content or communication on their personal devices or on their personal social media accounts if the school administrator feels the student's actions do not reflect the values of the school, violates Child Safety policies, and/or

are creating an unsafe learning environment at Rosslyn Academy.

Personal Computers

High School students are required to bring a personal computer to use for school purposes. MS and ES may bring a personal computer to school for school purposes as a part of their IEP or 504 plan or with special permission from the principal for a clear curricular purpose.

Students must have an updated antivirus program installed on their computers.

Cell Phones

Students may carry cell phones but are not allowed to use them during class time as they are a distraction to the educational process, however, Rosslyn does acknowledge their usefulness for communication and security purposes and for limited educational purposes within the classroom. The guidelines for how students can interact with their cell phones and other technology devices is specific to each school:

1. Elementary School - In general, electronic devices from home,, including MP3 players, iPods, phones, laptops and tablets, may not be brought to elementary school. If parents need for their children to carry phones for after-school use, they must be kept turned off and put away between 8:00 am and 3:30 pm. The school will not be responsible for the loss or theft of phones or other devices. They may use them during the school day (8:00 3:30) only with specific teacher/supervisor permission. Mobile phones are expected to be turned off during class time. If a call comes in during the school day (in or outside of class time) OR the phone is used by the student, the phone will be taken by the teacher. Please see the specific school handbook for information regarding discipline for breaking these rules.
2. Middle School - All cell phones must be turned into the MS offices between 8:00-8:25am every day. Cell phones are not allowed in backpacks, lockers, or on a student at any time during the school day. Students may have access to their phone to make calls or recall information with permission from a teacher or the MS Administrative Assistant. Other devices such as MP3 Players, iPods, E-Readers, Tablets, Laptops & Computers may not be used between 8:30am and the end of school without permission from a teacher or principal or as

allowed by a student's IEP. Please see the specific school handbook for information regarding discipline for breaking these rules.

3. High School - Students may carry cell phones but are not allowed to use them during class time as they are a distraction to the educational process. Thus, student cell phones are to be turned off during class time. If a student's phone is ringing or being used during class time, the phone may be confiscated by the teacher and turned into the principal. Please see the specific school handbook for information regarding discipline for breaking these rules. time.

Students must be aware that they are responsible for all of the content that is on their cell phones. The general internet guidelines apply for student's cell phones as well (see above General guidelines for Personal Devices and Internet Guidelines).

Music

Playing music publicly by students is not permitted. This includes time before school, during lunch, and after school. An exception to this is music played in a classroom by the teacher or in the weight room. Music selections for classrooms and the weight room may not contain lyrics that are considered offensive to Christian values.

Social Media & Online Presence

Rosslyn Academy believes that social media and our online presence are very powerful tools and as Christians, we use these tools to point others towards Christ and His lordship over our lives. We encourage Rosslyn students to use these tools responsibly and with humility.

Resources for Rosslyn's Technology Policy:

Black Forest Academy - *Parent and High School Training Materials*

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center - *Cyber Safety for Schools Fact Sheet*

Kenya Government - *Kenya Data Protection Act (2019)*

United States of America Government - Federal Communications Commission - *Children's Internet Protection Act (CIPA) (2000)*

Summit Christian Academy - *Summit Christian Academy Social Media Policy* - Cedar Park, TX

Appendix - Human Sexuality

Rosslyn's Position on Human Sexuality

(Updated May, 2024)

In order to help bring clarity to our community of parents, students, and staff, please see the following statements regarding Rosslyn's position on human sexuality issues. These statements arise from Rosslyn's understanding of biblical teaching that is consistent with the beliefs and values of Rosslyn's three sponsoring agencies.

- As an important starting point, Rosslyn believes that all people are created in the image of God and therefore have dignity and value. We are called to love as we show compassion, kindness, respect, and care toward one another (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes are not aligned with Rosslyn's beliefs and are subject to our normal disciplinary procedures on bullying and harassment.
- Rosslyn understands Biblical teaching on God's design for human sexuality to mean abstinence before marriage, and monogamous, heterosexual, marital relations.
 - Rosslyn recognizes that there are a variety of sexual thoughts and actions that are not part of God's good design for sex (including sexual activity between unmarried persons or persons of the same sex, adulterous relationships, and viewing of pornography). We recognize that we may all experience temptation in these areas and yet, God calls us to purity and self-control (1 Cor 6:19-20; 1

Cor 10:13; 2 Peter 1:5-9.) Rosslyn actively teaches and encourages people in our community to live according to the healthy boundaries clearly expressed in the Bible (Gen 2:18-25, Leviticus 18, Matt 15:18-20; Matthew 19:4-6; 1 Cor 6:9-10,18; 1 Cor 7:2-5; Heb 13:4.)

- Rosslyn's theological convictions on issues of human sexuality lead to certain behavioral expectations within our community that align with reasonable parameters based on our understanding of healthy relationships. Some of these areas include but are not limited to:
 - Abstaining from any type of inappropriate sexual activity.
 - Refraining from inappropriate romantic public displays of affection.
- Rosslyn understands that God created two distinct biological sexes and that gender is determined by biological sex (Gen 1:26-27; Matthew 19:4).
 - Rosslyn recognizes that some people may experience either a temporary or long-term non-alignment between their biological sex/gender and their subjective gendered experience (what is often called gender dysphoria.) Rosslyn's theological convictions on the issue of gender identity lead to certain behavioral expectations within our community that align with reasonable parameters related to biological sex. Some of these areas include but are not limited to:

- Using pronouns that are consistent with biological sex
 - Adhering to dress code in a way that reasonably aligns with biological sex
 - Using washrooms according to biological sex
 - Participating in single-gender sports teams according to biological sex.
- We recognize that there may be some in our community who experience same-sex attraction or gender dysphoria, and we encourage those individuals to pursue a deep relationship with Christ and an orthodox understanding of the Bible's teachings on sexuality and gender identity. As a community, we do not affirm unbiblical sexual temptation or activity, nor do we affirm thinking or behavior linked to a belief that one's gender and sex are unaligned. We aim to show compassion to the greatest extent possible while balancing this with a need to prevent and avoid harm to self and others.
 - Because we want to help our students navigate the many issues in our world, Rosslyn aims to create an environment where students can discuss issues of sexuality and gender with our trusted and caring staff in a way that aligns with Rosslyn's Core Tenets and our school's policies, including our policies on confidentiality. Conversations about gender and sexuality could be discussed in health classes, discipleship groups, homerooms, and other contexts in age-appropriate ways. Rosslyn's Counselors and Chaplains are a helpful

resource for any students who may need additional social, emotional, or spiritual support.

- Because Rosslyn is a community built upon a healthy partnership between the school and parents:
 - Rosslyn recognizes the rights of parents to be well-informed about their child's experiences and personal wellness at school. We also know that some students will at times ask difficult questions or express a need for support at school in the hopes that their parents might not be informed. Particularly in counseling settings, we explain to students that this confidentiality can be maintained unless there are ethical or legal requirements that limit confidentiality (i.e. student reveals information about harm to self or another person, student reveals information about abuse, or if the school's records are subpoenaed by courts.) We also encourage students to bring difficult questions and concerns to their parents directly whenever possible.
 - Rosslyn is committed to listening and responding appropriately to concerns brought forward by parents related to the area of human sexuality within our community.
 - Rosslyn hopes that parents will support the school's position on human sexuality and will have conversations at home in support of it. However, we recognize that not all Rosslyn families hold the same views expressed in this document. We are mindful of the autonomy of individual families to

express their values and beliefs in the home. We also ask our parents and students, at a minimum, to respect Rosslyn's position and to not actively undermine the school's values and beliefs in other Rosslyn community contexts (at school, during school-sponsored activities, in community chat groups, etc.).

- If needed, Rosslyn will set appropriate boundaries and interventions for those in our community who may be actively seeking to undermine the Biblical values of the school or the principles expressed in this position statement.