

# Rosslyn Academy

ELEMENTARY

PARENT / STUDENT HANDBOOK  
2020-2021

**Mailing Address:**

P.O. Box 14146-00800, Nairobi, Kenya

**Contacts :**

**Email:** [info@Rosslynacademy.com](mailto:info@Rosslynacademy.com)

**Website:** [www.rosslynacademy.org](http://www.rosslynacademy.org)

**Phone:** 263-5294/263-5295/263-5296/263-5261

**Cell Phones:** 0727-646602/0732-646602

**Fax No:** 263-5281

**Office Hours:**

8:00 a.m. - 4:00 p.m.

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

## Superintendent's Welcome

To the many parents and students who are new to our community, and to the even larger number of families who are returning, I wish to extend to you a warm Rosslyn welcome.

As you are aware, our community has a proud tradition of excellence in academics, athletics, and the arts. However, one of the hallmarks of Rosslyn over the years, and its secret of success, has been the warmth and vitality of the community.

As we begin this new school year, let me challenge you to invest yourselves in that community. Students, get involved in extra-curricular activities as a healthy balance to your studies. Be a positive voice among your peers. Parents, let me encourage you to seek to develop friendships with each other and with the teachers who invest so much of their lives into your children.

Once again welcome and thank you for the important part you have played, and will continue to play, in making Rosslyn such a wonderfully dynamic and inviting learning community. Together, let's make this a special year.

Dr. Phil Dow  
Superintendent  
Rosslyn Academy

## **Rosslyn Academy Parent Teacher Fellowship (PTF)**

The Rosslyn PTF is a forum for parents to get together and celebrate Rosslyn's contribution to our children, as well as to serve as a liaison between parents, teachers, and administration. We are not exclusive. Every parent, teacher and administrator is automatically a member of PTF. There are many ways to get involved, volunteer and show support. Our goals include fostering community here at Rosslyn, being a bridge between parents and teachers and administration, and fundraising for initiatives outside the school budget.

### **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 all-school 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 2019 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.

1. 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@gmail.com](mailto:ptf@gmail.com). Please note, that specific questions regarding your child should be taken directly to his/her teacher.
2. 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 2020-2021 ELEMENTARY SCHOOL YEAR

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### 2020

August 31	New Student Orientation (virtual, via Google Meet)
September 1	Semester One begins
October 16	No School (teacher professional development)
October 19	School Holiday – No School
October 20	National Holiday – No School
October 30	End of First Quarter
Nov. 2 & 5	Parent/Teacher Conferences -- No School
November 26-27	U.S. Thanksgiving – No School
December 19 – Jan. 3	Christmas Break

### 2021

January 4	Staff Day – No School
January 5	Classes begin
January 15	End First Semester
January 18	Begin Second Semester
February 12	School Holiday – No School
February 15	No School (teacher professional development)
March 19	End of third quarter
March 20-28	Spring Break – No School
April 2-5	Easter Break – No School
June 1	National Holiday – No School
June 2	Half day for all students
June 3	HS Graduation (half day for all students)
June 4	Last Day of School (half day for all students)

*\*Note: Students are dismissed at 12 p.m. on half days.*

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

NOTE: All families are requested to review and return a separate, signed version of this information. A copy has been placed into this Handbook so that parents can refer to their commitment during the school year.



## Official 2020-2021 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. If you are able to strongly support our educational philosophy, please indicate this by placing your signature at the bottom of this document.

**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)

***The signatures below indicate that you agree to support the school mission, core values, policy and aims of Rosslyn Academy. You agree to follow the appropriate school handbook regarding your child’s education, extracurricular activities, and disciplinary actions. You agree to use constructive and non-legal channels for dialogue to resolve any concerns which might arise, in accordance with biblical principles.***

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Parent or Guardian Signature

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Date

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Parent or Guardian Printed Name(s)

## INTRODUCTION

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### **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 550 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

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### **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 (K-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 5<sup>th</sup> 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.

## CURRICULUM / INSTRUCTION

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### **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, Kiswahili and Kenyan Culture, Library, 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.

### **Assessment**

Assessment can be a 2-hour final exam at the end of the year (summative assessment) and assessment can also be a teacher asking a class how well they understood the paragraph they just read together (formative assessment). There is a wide range of assessment practices a teacher uses.

Analogies from athletics or the arts can be useful. Assessment is a bit like rehearsals and productions, or like practices and a game. Much of teacher assessment is formative (rehearsals and practices) and should provide teachers, students, and parents with an idea of how well things are going and which areas need some work. Some assessment is summative (drama productions and athletic games) and is a final indication as to what degree the learning objectives were met.

Both formative and summative results are used to determine a final grade. However just because a formative result (using checks, letters, or numbers) is recorded does not indicate that it will necessarily be used to determine the final grade. Teachers determine which formative feedback is useful along with summative results to best describe the level of the student's mastery of the content and skills.

**Homework as assessment.** One type of (usually) formative assessment that impacts students is homework. Some feedback should be given to students on every piece of homework assigned, though this feedback may not necessarily be a "grade".

It is important and useful for parents to know how things are going with their child's learning and whether or not there are areas that need extra work. Formative assessment, including homework, can show that. That is one reason why homework is an important tool. While everyone agrees with this idea in principle, it is often the practical side (how much time is spent on homework) that produces stress.

Homework should provide useful feedback to teachers and students.  
Homework should be limited (on average) to:

- **Kindergarten:** An average of no more than 15 minutes per night
- **Grades 1-3:** An average of no more than 30 minutes per night
- **Grades 4-5:** An average of no more than 45 minutes per night
- **Grades 6-8:** An average of no more than 60 minutes per night
- **Grades 9-10:** An average of no more than 90 minutes per night with an increase of up to 30 more minutes for each AP class.
- **Grades 11-12:** An average of 120 minutes per night with an increase of up to 30 more minutes for each AP class.

### **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. Homework may be accepted as late work, but will normally be subject to grade reduction.

### **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 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 parents using report cards each quarter (9 weeks). These grades are not cumulative, meaning they “start over” each quarter. Report card conferences are scheduled with parents of elementary school students at the end of the 1<sup>st</sup> quarter, and as needed after that. 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 K-2 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:* Music is a required component of the academic program in all Elementary School years. This is mostly a choral experience and does involve learning about music itself, the various types/kinds of music, and musical notation as well. During 4<sup>th</sup> grade, students are introduced to the recorder (a flute-like instrument). African music and worship music are deliberately included as part of the total program.

*Band, Drama, Choral, and Movement:* Band, drama, choral and movement are offered as an introduction to students in Grade 5. The school has some instruments, which may be borrowed.

## **CO-CURRICULAR PROGRAMS**

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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-2 and then 3-5) usually meet every Wednesday afternoon in the Eagletorium.

### **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.

### **Music Concerts**

Both the Elementary (K-5) and Secondary (Grades 6-12) schools present a variety of vocal music concerts each year – often one shortly before Christmas and one in the second semester. The Elementary music concerts usually include some drama and movement, allowing students opportunities to develop their acting and dance skills.

### **Service Projects**

Rosslyn believes that it is very important to develop a life style 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**

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### **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.
- Bikes, roller skates/blades, scooters, and skateboards are not to be ridden on sports courts; on sidewalks pedestrians have right-of-way.
- 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 with Computer Lab**

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. 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. Elementary students may use the computer lab for educational purposes only. The Internet is to be used only under the supervision of the library staff or a teacher. Students whose behavior is disruptive or distracting to other students will be sent back to the classroom. Book bags, backpacks, food, and drink are not permitted in the library or computer lab.

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 1<sup>st</sup>: 2 books
- 2<sup>nd</sup>: 3 books
- 3<sup>rd</sup>: 3 books in first semester and 4 books in the second
- 4<sup>th</sup> and 5<sup>th</sup>: 6 books.

Students in preschool – 2<sup>nd</sup> 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 3<sup>rd</sup> – 5<sup>th</sup> 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 (I.T.) 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 e-mail attachments before opening them. Floppy disks or flash drives brought from home must be checked for viruses by the Rosslyn IT staff before using them on Rosslyn computers.

### **Other Guidelines**

- Each student will be given a printed page quota for the year. Once this quota is reached, students may print additional pages for a fee.
- Computer settings, (desktop icons, wallpaper, tool bars, 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

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### **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 (grades 3-5) are held after school one day a week – usually on Monday afternoons after school.

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**

The elementary school offers an after-school club program for three days each week (typically Tues, Wed, Thurs) for students in grades 1-5. 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 moneys 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

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### 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 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 call the school office 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 re-entering 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.

The grade reduction for missed work due to an unexcused absence will vary depending on the weight of the assignment and the circumstance of the unexcused absence but is normally not less than 10%.

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 recommend termination of enrollment to the superintendent.

**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 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

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Students must have all required immunizations properly documented and on file in the 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 (including Ritalin) 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 a teacher bring them to the elementary office. If a student has a fever or vomits, he or she will need to go 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

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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 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. The weekly schedule is also published in the Rosslyn Reporter. 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 teacher 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 to many people and any student misconduct while using school transportation will be addressed as a major infraction.

## MISCELLANEOUS

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### **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 Fridays). 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. Classroom teachers 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 in the Eagletorium. Students remain in their lunch area until dismissed by the supervising teacher. Elementary students may purchase a hot lunch (served in the Eagletorium) 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:

- 1<sup>st</sup> offense: the phone is returned to the student at the end of the school day.
- 2<sup>nd</sup> offense: the phone will need to be collected by the student's parent.
- 3<sup>rd</sup> 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.

Rosslyn encourages students to cover their textbooks as directed by individual teachers. The cover should be removable, and not taped directly to 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 student receives a yearbook. There is no additional charge for the yearbook.

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 website.

## **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**

In the Elementary School, a mandatory parent-teacher conference is scheduled after the first report card period. 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 PTF is composed of parents of students currently attending Rosslyn Academy, and Rosslyn Academy administrative and teaching staff. The Rosslyn Parent-Teacher Fellowship, through its general meetings, standing committees, and fund-raising activities aims to fulfill the following purposes: to provide a structure that enables parents and school personnel to work

together on projects for the benefit of the school, and to provide a resource for enriching the school program.

### **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.**

### **The Rosslyn Reporter**

The Rosslyn Reporter, a bi-weekly announcement newsletter, is e-mailed to parents on Mondays and Thursdays. The Monday issue is for school announcements and other information. The Thursday issue is for sports information and sales. These newsletters include information about upcoming school functions, activities, policy changes, sports scores, social events, and other miscellaneous items. Parents are urged to read the Reporter promptly, as it includes important information concerning school events.

## ES FACULTY

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

Antoinette, Sheila	Swahili, Kenyan Culture	<a href="mailto:SheilaA@RosslynAcademy.com">SheilaA@RosslynAcademy.com</a>
Arensen, Sandy	Art	<a href="mailto:SandyA@RosslynAcademy.com">SandyA@RosslynAcademy.com</a>
Brekhus, Michelle	Grade K/1 Core	<a href="mailto:MichelleB@RosslynAcademy.com">MichelleB@RosslynAcademy.com</a>
Brinkley, Beth	Grade 1 Core	<a href="mailto:BethB@RosslynAcademy.com">BethB@RosslynAcademy.com</a>
Choi, Hyejin	Korean Language	<a href="mailto:HaejinC@RosslynAcademy.com">HaejinC@RosslynAcademy.com</a>
Eardensohn, Leah	Learning Support	<a href="mailto:LeahE@RosslynAcademy.com">LeahE@RosslynAcademy.com</a>
Gilmer, Kim	Principal	<a href="mailto:KimG@RosslynAcademy.com">KimG@RosslynAcademy.com</a>
Gitonga, Angela	Librarian, KG Science	<a href="mailto:AngelaG@RosslynAcademy.com">AngelaG@RosslynAcademy.com</a>
Gitonga, Christa	Grade 3 Core	<a href="mailto:ChristaG@RosslynAcademy.com">ChristaG@RosslynAcademy.com</a>
Hebert, Jacob	Science (Gr. 1-5)	<a href="mailto:JacobH@RosslynAcademy.com">JacobH@RosslynAcademy.com</a>
Hravatic, Jon	Grade 4 Core	<a href="mailto:JonH@RosslynAcademy.com">JonH@RosslynAcademy.com</a>
Hravatic, Sue	Grade 4 Core	<a href="mailto:SueH@RosslynAcademy.com">SueH@RosslynAcademy.com</a>
Jeon, Hellen	Korean Language	<a href="mailto:HellenJ@RosslynAcademy.com">HellenJ@RosslynAcademy.com</a>
Jividen, Kerry	Physical Education	<a href="mailto:KerryJ@RosslynAcademy.com">KerryJ@RosslynAcademy.com</a>
Kamau, Ruth	Grade 2 Core	<a href="mailto:RuthK@RosslynAcademy.com">RuthK@RosslynAcademy.com</a>
Kirkpatrick, Mel	Preschool Core, ELL	<a href="mailto:MelK@RosslynAcademy.com">MelK@RosslynAcademy.com</a>
Mercer, Rebecca	Learning Support, Health	<a href="mailto:RebeccaM@RosslynAcademy.com">RebeccaM@RosslynAcademy.com</a>
Mureithi, Caroline	PE & Intramurals	<a href="mailto:CarolineW@RosslynAcademy.com">CarolineW@RosslynAcademy.com</a>
Ritton, Antony	Grade 5 Core	<a href="mailto:AntonyR@RosslynAcademy.com">AntonyR@RosslynAcademy.com</a>
Ritton, Rachel	ES Counselor	<a href="mailto:RachelR@RosslynAcademy.com">RachelR@RosslynAcademy.com</a>
Rondeau, Sarah	Learning Support	<a href="mailto:SarahR@RosslynAcademy.com">SarahR@RosslynAcademy.com</a>
Schunk, John	Kindergarten Core	<a href="mailto:JohnS@RosslynAcademy.com">JohnS@RosslynAcademy.com</a>
Schunk, Rileigh	Grade 3 Core	<a href="mailto:RileighS@RosslynAcademy.com">RileighS@RosslynAcademy.com</a>
Slaughter, Suzanne	Grade 2 Core	<a href="mailto:SuzanneS@RosslynAcademy.com">SuzanneS@RosslynAcademy.com</a>
Thanji, Zawadi	Grade 5 Core	<a href="mailto:ZawadiN@RosslynAcademy.com">ZawadiN@RosslynAcademy.com</a>

### **Also, these contacts might be useful:**

Kariuki, Doris	Library Assistant	<a href="mailto:DorisK@RosslynAcademy.com">DorisK@RosslynAcademy.com</a>
Gikunda, Hilda	School Doctor	<a href="mailto:HildaG@RosslynAcademy.com">HildaG@RosslynAcademy.com</a>
Njubi, Margaret	Admin. Assist. ES	<a href="mailto:MargaretN@RosslynAcademy.com">MargaretN@RosslynAcademy.com</a>