



# Parent --- Handbook



## **2018-19 ACADEMIC YEAR**

TOWARDS EXCELLENCE

Green Hills Academy

# Green Hills Academy

*"Towards Excellence"*



## Parent Handbook 2018-2019

# Green Hills Academy

## 2018-19 Academic Year

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## **Motto, mission and vision**

### **Motto**

Towards Excellence

### **Mission Statement**

Green Hills Academy creates principled lifelong learners equipped with the knowledge and skills to excel.

### **Vision**

A Green Hills Student is an inquisitive and knowledgeable thinker, concerned about others, about Rwanda and about the environment.

With a healthy lifestyle, the Green Hills graduate will give to the community with special concern for the less fortunate.

Able to communicate in at least two languages, the Green Hills student is a self-starter with a global perspective. With a strong work ethic, our alumni respect themselves and others.

## **Welcome from the Head of School**

At Green Hills Academy we believe that every child has the chance to be a leader into today's world. We strive to balance character education with academics, and help our students become knowledgeable thinkers with global perspectives. We do this by incorporating values like respect and independence in our lessons and taking advantage of community service activities. Our students participate in assemblies, house competitions, and after school activities which exposes them to a range of opportunities and experiences. We have an active Student Council in primary, middle and high school. Once in high school students may be chosen to be prefects, giving them even more leadership experience.

Our teachers come from 13 different countries, and our students come nearly 60 different countries, making us a truly globally diverse school! Students from nursery through the end of middle school have the option to study in English or to study in our bilingual English and French 50/50 Program. We also offer additional languages in Kinyarwanda, French, German and Mandarin.

Our students study all over the world, and our experienced careers office helps students and families with the transition from high school to university. We organize college fairs throughout the year right on campus, so our students have the opportunity to talk to universities first hand before making a decision. We are also an SAT test center, so those students who plan on studying in the USA can take the exam on campus. Likewise, our students have the opportunity to take the DELF exam if they would like to study in a francophone country.

Green Hills Academy has many active partnerships with schools in the USA, Germany and the UK. Additionally, we are a registered Label France Education School and have a Pasch Partnership with the German government.

## Green Hills Academy

Please feel free to come visit Green Hills Academy. Our lush 26-acre campus boasts a pool, boarding facilities, a band room, a state of the art indoor gymnasium, modern canteen and plenty of beautifully landscaped green space. We welcome you and your family.

Sincerely,

Lisa Biasillo

Head of School

### The School (grades offered, age)

Class	Age	Program
Toddler Centre	2-3 years	Nursery
Nursery 1	3-4 years	Nursery
Nursery 2	4-5 years	Nursery
Nursery 3	5-6 years	Nursery
Grade 1	6-7 years	Primary
Grade 2	7-8 years	Primary
Grade 3	8-9 years	Primary
Grade 4	9-10 years	Primary
Grade 5	10-11 years	Primary
Grade 6	11-12 years	Middle School
Grade 7	12-13 years	Middle School
Grade 8	13-14 years	Middle School
Grade 9	14-15 years	High School
Grade 10	15-16 years	High School
Grade 11	16-17 years	High School
Grade 12	17-18 years	High School

GHA uses an American system of naming classes. However, since GHA uses a British curriculum for the international program (British early year curriculum for nursery and Cambridge International Examinations for Grades 1-10), we adjust so all learning is based on the proper age group. Please see the chart below.

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So for example, a child in our Grade 1 will be using Year 2 Cambridge materials. When providing letters of recommendation or transcripts this is made clear, which helps to avoid confusion when moving between different education systems.

American	Age	Cambridge / IB
Preschool (GHA's Nursery 2)	4-5 years	Reception
Kindergarten (GHA's Nursery 3)	5-6 years	Year 1
Grade 1	6-7 years	Year 2
Grade 2	7-8 years	Year 3
Grade 3	8-9 years	Year 4
Grade 4	9-10 years	Year 5
Grade 5	10-11 years	Year 6
Grade 6	11-12 years	Year 7
Grade 7	12-13 years	Year 8
Grade 8	13-14 years	Year 9
Grade 9	14-15 years	Year 10 – IGCSE level
Grade 10	15-16 years	Year 11 – IGCSE level
Grade 11	16-17 years	Year 12 – IB Diploma Program
Grade 12	17-18 years	Year 13 – IB Diploma Program

## School Day and Calendar

The School's academic year is from the beginning of September until the end of June and is divided into three terms. We have 180 school days.

School hours are as follows:

- 7:30am-3:30pm on Mondays, Tuesdays and Thursdays (note students should be in class at 7:30am and the gates close at 7:28am)
- 7:30am-12:50pm on Wednesdays and Fridays
- Extra-curricular activities run from 3:45pm-4:45pm on Mondays, Tuesdays and Thursdays
- Academic support and enrichment program runs from 5:00pm-7:00pm on Mondays, Tuesdays and Thursdays



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In nursery, GHA offers morning only (until 12:00pm) or full-time options for families.

GHA offers two options to parents, from Nursery – Grade 8. The first is the English stream, where all subjects are studied in English except for additional languages (French, Kinyarwanda, German, and Mandarin). The second option is our bilingual option, called the 50/50 program. The 50/50 program deliver core content in English and French. English language and science are taught in English, while French language, math and social studies are taught in French. Co-curricular subjects (art, music, physical education, health, ICT, library) are taught in either English or French. The 50/50 program is designed for children who speak either French or English at home.

We encourage students to arrive ten minutes prior to the start of class. Our gate opens at 7:00am. Prior to 7:00am there are no staff members to supervise students. We request that students are on time for class. Tardy students are disruptive to their peers and interrupt learning.

We ask that parents pick up their child within thirty minutes of the end of class or after school programs.

A school calendar will be emailed to all parents at the beginning of the school year. Additional copies of the calendar can be requested in the office or can be downloaded from our website. School holidays are marked on the calendar, but GHA reserves the right to make changes to the calendar as determined necessary by management. Parents will be notified in writing of any changes.

## Enrollment Procedures

Green Hills Academy has an open admissions process, accepting students throughout the school year. Families interested in joining the Green Hills community should contact the Admissions Director to discuss availability of space. If there are space parents are encouraged to fill out the enrollment forms and return them to the Admissions Director. She will then arrange a time for an admissions test for children in Grades 1 and above. Once a test is taken families will know the results within three business days. If accepted, parents must pay all fees before the children can attend school. Please note that GHA only accepts students in Grade 12 if they are transferring from another IB school.

Please note that many schools use different education systems, and therefore different systems for labeling classes/grades. Green Hills Academy follows age-based enrollment to make sure

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students are placed in a class with their peers.

For more information or to make an appointment with the Admissions Director, please contact Ms. Happy Rugira at [admissions@greenhillsacademy.rw](mailto:admissions@greenhillsacademy.rw) or +250787227601. She will be happy to answer all your questions and take you for a tour of our expansive grounds.

### Forms

You can pick up an application form from our Admissions Office or download the application form below in English or French.

Requirements, to be submitted for each applicant:

- Completed application form
- Copy of the latest report card from the previous school
- Copy of birth certificate or passport page showing personal details
- Copies of parents' IDs or passport pages showing personal details
- One passport size photograph of the child
- One passport size photograph of each parent/guardian
- Vaccination records
- Brief recommendation letter from previous school (applicable for Grade 5 and above)

## Withdrawal and Re-enrollment

Parents who wish to withdraw their children from GHA are asked to fill out the termination of enrollment form at least one week in advance, to enable the office to process all the necessary documentation. If at a later date, parents wish to re-enroll at GHA, the enrollment fee and capital fee will be waived if it is the same school year. GHA does not hold space for students unless a parent pays full tuition fees. Re-enrollment after an absence depends on availability. Depending on the length of absence a student may be requested to sit an enrollment test.

## Class Placement

Placement for new students is primarily based on age to provide for a student's social and emotional growth by ensuring they are placed in a class of their peers. However, consideration is given to English language skills, prior schooling and a student's academic history. Students who wish to enroll in Grade 1 and above will undergo a placement test and the results of this are also taken into

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consideration. GHA retains the right to refuse enrollment based on a child's academic, social or behavioral conduct.

### Payment of Tuition Fees

In addition to tuition fees, GHA charges a registration fee for new students, plus a capital fee. These are paid upon enrollment and are non-refundable.

Tuition fees: cover tuition and other costs, payable by year or by term. Parents who pay tuition fees by year are given a 5% discount.

Registration fee: is payable once, on first time enrolment of each new student. It is non-refundable and non-transferrable. This fee holds a child's place at the school for 10 working days only, during which time parents must complete all requested forms and payments. After the fifth day we cannot guarantee to hold a space for the child.

Capital fees: are paid upon enrolment and are applicable for the first three years. Fees are charged at the rate upon enrolment. They are used for the purchase or maintenance of equipment and facilities, for construction or for renovations of classrooms. These fees are non-refundable. If a family pays capital fees and then decides to not enrol the child, the capital fees can be transferred to an immediate family member within the same academic year.

Deposit- booking fee: by the end of May each year parents are requested to pay a deposit on the next academic year, called a booking fee. This booking fee is per family, and allows the school to know if you plan on returning the next academic year. Families that do not pay the deposit by the deadline are not guaranteed a place for the next academic year.

Placement Test Fee: is charged for administering a placement test for students before enrolment. It is non-refundable. If a student enrolls at GHA the cost of the placement test is deducted from tuition fees.

Technology Fee: is charged for technology integration throughout the school. The fee is annual and paid by all students from Nursery 3- Grade 12.

Stationery Fee: is charged for stationery, which the school supplies. The fee is annual and is paid by all students in Grades 1-12.

DELFL Exam Fees: GHA administers DELFL Examinations annually. These exams have a fee applied in the following years:

- Grade 4
- Grade 6

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- Grade 8
- High School

Parents are responsible for paying the cost of the exams and are able to opt out if desired. These exams are organized by the French Institutue and administered on-site at GHA. DELF exams are created by the CIEP, a division of the French Ministry of Education. The results from the DELF exams are needed to pass language requirements for university entrance in Francophone countries. The results are globally accepted and the level awarded does not expire.

**Boarding:** Boarding is available for students in Grades 7 -12. Families can choose between full boarding and weekday boarding. Full boarding means the child will stay on campus grounds through the entire year and will only return home when the school closes for three consecutive days or longer. Weekday boarding means that the child will go home on Fridays after school, and they return to the boarding house on Sunday evenings.

### Other Services

Information on bus services, after school activities, reading intervention, and special education is available from the office.

### Fee Timetable

Fees can be paid annually or by term. Specific dates will also be indicated on the school calendar.

Registration fees and capital fees	Payable upon enrollment for new students
Tuition fees for Term 1	Due mid-August
Tuition fees for Term 2	Due 2 weeks before the term begins
Tuition fees for Term 3	Due 2 weeks before the term begins
Deposit for the following academic year	Due by June 1

Please note that GHA does not accept cash. Families are required to pay by bank transfer or by check. After paying by bank transfer it is necessary to provide proof of payment to the finance office so we can track your payment and issue you a recipet. Pleae note that bank transfrs do not contain enough information for the school to be able to know who made the transfer. Parents must provide proof of payment either by physically coming into the office or by emailing the finance office at [finance@greenhillsacademy.rw](mailto:finance@greenhillsacademy.rw). GHA uses the date parents provide proof of payment as the official

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date of acknowledgment, rather than the date paid at the bank. Not providing proof of payment in a timely manner can therefore result in late fees or loss of place.

### **Refund policy**

All fees, except tuition, are non-refundable.

Should parents withdraw their child before the first day of the term, tuition fees are refundable in full. The only exception to this is the annual booking deposit, which is not refundable.

If a child un-enrolls during the first half of the term 50% of the tuition fees will be reimbursed. If a child un-enrolls during the second half of the term no tuition fees will be reimbursed.

In cases where a parent has paid full year fees and withdraws their child in the middle of term one or term two, fees for the unused term(s) will be refunded in full. Fees for the partially used term may be refunded as above. Any parent who requests a refund of fees, then re-enrolls their child for the same year is required to pay full enrollment fees.

Parents who un-enroll their child but do not receive a refund may request that enrollment fees are waived when re-enrolling within 6 months of the same school year.

In cases where a parent enrolls their child, paying the enrollment fee, the Administration fee, and the Capital fee, but then changes their mind and un-enrolls their child for any reason before the School starts, there will be no refund of fees. At its discretion, the School may choose to send home any stationary or supplies which have already been purchased for this child, but the rest of the fees are forfeited.

### **Late-Payment of Tuition Fees**

Late payment of tuition fee is penalized at 10% per day. To avoid the late charge, parents are expected to contact the school before the due date to arrange late payment of fees and to fill out the late payment form, which requires authorization from the Head of School

After 12 school days of non-payment of fees, students will not be permitted to attend school until all outstanding fees have been paid. Should a parent wish to un-enroll their child at this time, leaving certificates, report cards, and letters of recommendation will be given out only on full payment of all outstanding fees.

On the first day of the school year, no student will be permitted to attend classes without full payment of all fees. Returning students who have not paid their annual fees, and not confirmed

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with the school regarding their intent to return are not guaranteed a place for the following academic year.

### **Late Collection of Student Fee**

All students are expected to be collected from school within 30 minutes of the end of the class or activity at the absolute latest. Any student collected after this time is considered late.

- For the 1<sup>st</sup> late pick up parents will be reminded to pick up their child within the allotted 30 minutes.
- For the 2<sup>nd</sup> late pick up parents will be charged 5,000 RWF per child.
- For the 3<sup>rd</sup> time and subsequent times per term, parents will be charged 10,000 RWF per child per-late pick-up.
- After 6 times, the principal will call the parent in for a meeting.
- Note: For chronic instances of late pick-up, the school may recommend that the student takes the school bus and may decide to not allow a child to participate in after-school activities.

### **Requests for Held Places**

Green Hills Academy will not hold a place for a child who will be absent for an extended period of time without full and prior payment of tuition fees covering the period of absence.

GHA does not discount, refund or credit fees for holidays, sick days, or any other reason which result in a student missing school.

Should a parent pay to hold their child's place through a period of absence, and at the end of that time decide not to attend GHA, the student's tuition fee for this period is non-refundable. Any other fees paid are subject to the school refund policy.

## **Staffing**

All teachers at GHA are carefully selected taking into consideration their qualifications, experience and dedication, as well as their love and respect for children. They undergo regular performance evaluations, training and professional development sessions throughout the year. They are encouraged to support each other and work together in planning and teaching, sharing ideas and strategies with the team. Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss any difficulties, questions, or issues that arise.

## Accreditation

GHA is seeking international accreditation with AdvancED. The essence of accreditation is to be on a continuous path of improvement by rigorously and thoroughly evaluating the school, setting new goals, working towards those goals and then re-evaluating progress. Please see the AdvancED website for more information at <http://www.advanc-ed.org/>. GHA will be having its engagement review in May 2019 to determine if we are granted full accreditation.

## GHA Curriculum

### Nursery Curriculum

Green Hills Academy Nursery offers quality care and education in a happy interactive environment that supports relationships among children, parents, and educators. Together we question, investigate, negotiate, and learn.

We follow the UK's Early Years Foundation Stage curriculum which sets the standards for learning, development and care for children from birth to 60 months + . The Early Learning Goals at the end of the curriculum overlap with expectations in N3. In N3 we begin to use the Cambridge International Curriculum together with the French Curriculum for 50/50 classes. However, our approach to teaching remains the same.

The Early Years Foundation curriculum includes detailed guidance on 7 areas of learning and development and supporting children from birth through various stages of maturity and development.

In our planning, assessments and communications with parents, we will often use the 7 areas of learning rather than subjects names.

There are 3 prime areas which underpin children's learning:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

As children grow they will be supported to develop skills in 4 specific areas.

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive Arts and Design.

Our Approach to Teaching and Learning in Nursery

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## **Children's interests and projects**

Our approach is dependent on an understanding of how children learn and is supported by a developmentally appropriate curriculum. We develop projects with children based on their interests and motivations. This approach helps teachers to foster children's characteristics of effective learning which are:

- Playing and exploring
- Active learning
- Thinking critically.

### Play

Play is a central part of young children's learning and our early childhood program. We will offer opportunities for both pure play and playful learning experiences. Through play, children explore ideas, feelings and relationships. They take risks, make mistakes and try things without fear of failure. Play can push out the limits of what is possible and help children to be creative, flexible and imaginative for sustained periods.

Our approach is the same in English classes and 50/50 classes.

### Literacy

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

We have a progressive guide for teaching phonics and reading.

Early reading begins with developing language and hearing sounds in the environment. In our Toddler Centre and N1 Units teaching children lots of new words and developing their awareness of sounds is more important than teaching the alphabet. In Nursery 2 children will be taught phonemes (letter sounds) alongside the written grapheme (letter). They will also start to blend and read some key words.

Literacy in the 50 / 50 classes will be taught in French. This is to ensure a secure foundation for reading that will enable children to transfer the skills to read in English when they are ready.

### Positive Behaviour Policy

We take a positive approach to managing and encouraging positive behaviours. Whilst we use positive affirmations and celebrate achievements we do not routinely offer rewards in the early years.



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We understand that conflict amongst young children, whether it is over toys, space or friendship is an inevitable part of a child's life at nursery. Teachers will support children to resolve conflicts; this has a positive effect on children's behaviour, interaction and ability to resolve their own conflicts.

We will be following a six step process to support children when resolving conflicts:

- 1 Approach the situation calmly.
- 2 Acknowledge children's feelings.
- 3 Gather information- What is the problem?
- 4 Restate the problem.
- 5 Ask for solutions and choose one together.
- 6 Be prepared to give follow up support.

### **Primary curriculum**

Our curriculum is based on the vision of equipping students to be self-motivated, life-long learners. We want our students to solve problems through engaging learning experiences that require higher level thinking, creativity and open-mindedness. Green Hills students learn within the context of multiple languages including English, French and Kinyarwanda.

### English

The Cambridge Primary English Curriculum Framework promotes an enquiry-based approach to learning to develop learners' confidence, creativity and intellectual engagement. It is designed for learners who have English as a first language and can be used in any cultural context.

The curriculum framework provides a comprehensive set of progressive learning objectives for English. The learning objectives detail what a learner should know, understand and be able to do in each year of primary education. The Cambridge Primary English Curriculum Framework provides a solid foundation from which learners can work towards study at Cambridge Lower Secondary.

Divided into six stages, the curriculum framework covers knowledge, skills and understanding in the three strands, Reading, Writing and Speaking and listening.

### Maths

The Cambridge Primary Mathematics curriculum is presented in five content areas: Number,

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Geometry, Measure, Handling data and Problem solving. The first four content areas are all underpinned by Problem solving, which describes using techniques and skills and the application of understanding and strategies in solving problems. Mental strategies are also a key part of the Number content. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. The Cambridge Primary Mathematics curriculum framework provides a solid foundation upon which the later stages of education can be built.

### Science

The Cambridge Primary Science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. The Cambridge Primary Science curriculum framework provides a solid foundation upon which the later stages of education can be built.

### Global Perspectives

Cambridge Global Perspectives® is a unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research and collaboration. This innovative and stimulating skills-based programme places academic study in a practical, real-world context.

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, mathematics, science and ICT Starters.

### ActiveLearn - a digital learning space for students and teachers

ActiveLearn Digital Service is the technology used in all classrooms that engages students and facilitates exciting and interesting lessons which hooks the attention of the student. Effectively teachers are able to create customised lessons and homework that supports their student's learning style, enriches their subject matter and delivers against the class learning objectives.

ActiveLearn is the teacher/student tool that we use to meet the Cambridge curriculum

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objectives. Reading, Math's and Science have been carefully matched to meet the Cambridge curriculum. In Primary we use:

- Abacus for teaching and learning of math's
- Bug club for reading and comprehension
- Science bug for science topics
- Wordsmith for reading and writing of different genre

Students in the 50/50 program spend half of the day in French and half of the day in English. During their French class time, they do French Language Arts, Math and Social Studies. The standards for French and Math are based on the French National Curriculum.

### Additional curriculum areas

Other curriculum areas include French as an additional language, Music, Art and PE, and swimming, Health, Kinyarwanda, Traditional Dance, and ICT from Grade 2.

### **Middle School Curriculum**

The world-class Cambridge Lower Secondary Curriculum is based on international best practice in schools. The curriculum is dedicated to developing learners who are confident, responsible, reflective, innovative and engaged. Each curriculum framework is designed to engage learners in an active and creative learning journey.

#### English

The Cambridge Lower Secondary English Curriculum Framework promotes an enquiry-based approach to learning to develop learners' confidence, creativity and intellectual engagement. It is designed for learners who have English as a first language and can be used in any cultural context. The curriculum framework provides a comprehensive set of progressive learning objectives for English. The learning objectives detail what a learner should know, understand and be able to do in each year of lower secondary education. The Cambridge Lower Secondary English Curriculum Framework builds on the Primary curriculum framework and provides a solid foundation from which learners can work towards study at Cambridge Upper Secondary.

Divided into three stages, the curriculum framework covers knowledge, skills and understanding in the three strands, Reading, Writing and Speaking and listening.

#### Maths

The Cambridge Lower Secondary mathematics curriculum is presented in six content areas:

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Number, Algebra, Geometry, Measure, Handling data and Problem solving. The first five content areas are all underpinned by Problem solving, which provides a structure for the application of mathematical skills. Mental strategies are also a key part of the Number content. Together, these two areas form a progressive step preparing students for entry onto IGCSE® level courses. This curriculum focuses on principles, patterns, systems, functions and relationships so that learners can apply their mathematical knowledge and develop a holistic understanding of the subject. The Cambridge Lower Secondary Mathematics curriculum framework continues the journey from the Cambridge Primary mathematics framework and provides a solid foundation upon which the later stages of education can be built.

### Science

The Cambridge Lower Secondary science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. The Cambridge Lower Secondary Science Curriculum Framework continues the journey from the Cambridge Primary science framework and provides a solid foundation upon which the later stages of education can be built.

### Global Perspectives

Cambridge Global Perspectives® is a unique, transformational programme that helps students at every stage of school education develop outstanding transferable skills, including critical thinking, research and collaboration. This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It gives students aged 5 to 19 the opportunity to develop transferable skills such as critical thinking, problem solving, research, communication and collaboration that they need to be successful at school and university as well as in their future careers.

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication and offers valuable opportunities to reinforce links with and skills learnt in English as a first or second language, mathematics, science and ICT Starters. Research says that the earlier students start to develop and practise their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to lower secondary students will develop and embed cross-curricular skills, supporting them in their studies as they progress to Cambridge Upper Secondary and beyond.

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Cambridge Global Perspectives taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view. Students study global topics that are relevant to them – for example, the environment, education and keeping healthy.

### High School Curriculum

Green Hills Academy believes in a balanced education that establishes a solid foundation for all students in literacy and numeracy while allowing students to explore specialist areas dependent on their interests, strengths, ability, and college aspirations.

To achieve this, the high school follows the IGCSE and IB programs which help ensure we maintain good standard of our students' academic aspirations.

#### Grades 9 and 10 – Cambridge IGCSE

In Grades 9 and 10 students study the International General Certificate of High Education (IGCSE) curriculum of Cambridge University. Courses are taken for two years, with an external examination in each subject at the end of that time. The assessment system is appropriate for students of all abilities.

The examination body is the CIE (Cambridge International Examinations). All examinations are set in the United Kingdom and the answer scripts are sent there for marking. The structure and content of the syllabi are validated by the UK Qualifications and Curriculum Authority, ensuring a strong education for our students. The progress of our students is carefully monitored throughout the course. They are taught to set their own goal targets and determine the actions necessary to achieve them.

Subject Choices: students choose one subject from each block.

- Block 1 First Language: English – French
- Block 2 Second Language: French – English – German
- Block 3 Optional English Literature, depending on ability
- Block 4 History – Physics
- Block 5 Biology
- Block 6 Chemistry – Geography
- Block 7 Mathematics
- Block 8 Art – Band - Business Studies – Physical Education – Information Technology

#### Additional Courses

GHA also offers the following non-IGCSE courses: Kinyarwanda, Physical Education

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### Grades 11 and 12 – International Baccalaureate (IB)

The International Baccalaureate (IB) is a two-year programme of study designed to lead to a Diploma or a Certificate, both of which are accepted as university entrance qualifications throughout the world. (Note: some restrictions apply.) While the IB is a challenging programme, it is open to students of a wide range of abilities. Green Hills Academy has been an IB World School since 2005, offering the IB to students in Grades 11 and 12, with English as the language of instruction.

For the IB Diploma, students are required to study six subjects, from six different groups, three at Higher Level and three at Standard Level, as well as a core programme. In all subjects, students are assessed through a combination of coursework throughout the two years and exams at the end, which are marked externally. The top grade in each course is 7, and up to 3 bonus points can be gained for the Extended Essay and Theory of Knowledge. A total score of 24 is required to be awarded the Diploma. Students for whom the full Diploma programme would be too challenging can opt to take the Certificate which allows a wider range of course choices. The Principal and the IB Coordinator will give advice on the most suitable academic programme for each student.

### Core Programme

CAS (creative, active, service)

There are a wide range of options, including visiting a local orphanage, raising funds for charity, publishing the school's yearbook and taking part in a variety of sports.

### Extended Essay

This is a piece of individual research in one of the student's subjects, with support from the subject teacher. About 4000 words.

### Theory of Knowledge (ToK)

This is a course in reasoning and critical thinking, focusing on different areas of knowledge. Two hours per week.

To learn more about the IGCSE or IB Programs please see the Handbooks located on the website.

## **Extracurricular Activities, Clubs and Sports Teams**

In addition to our daily curriculum, GHA offers a range of extra-curricular programs and activities in the after school hours. These vary depending on the expertise of our current teaching staff and the interests of our students. These include subjects such as Mandarin, Arts, Dance, Sports, Math or Science Clubs, Music and Swimming. At the beginning of each term parents will be informed of the extra-curricular activities available and can register in the office. Sessions usually run for ten weeks and there are additional charges for most activities. Clubs and participation in our sports teams are free of charge, but may be subject to try-outs.

## **Boarding Program**

We provide a full-time program balanced in all areas, concentrating on providing learning opportunities for our students. Our program caters to the holistic approach of a child's development and focuses on:

Academics- 6 days a week supervised study program by qualified teaching staff, full wireless internet, access to computers and online study tools. Students have access to extra study material, continual guidance by staff and peers. Staff take on the role of parent in checking completion of homework for all full boarders and week boarders Monday to Friday.

Living skills- Students learn to follow routines, manage their time and discuss issues within our boarding community. Students learn to manage conflict with each other and within their own behaviours. The program is student focused and led. Older students learn responsibility within the house and leadership amongst their peers. Extracurricular activities, opportunities for cooking, regular chores, access to a laundry and other programs allow our students to learn the skills for living independently in the future.

Behaviour a high level of personal responsibility is expected from Boarding students. The environment is geared to students understanding the need to follow routine and boundaries and take on opportunities of leadership. Students are given the opportunities to discuss rules and boundaries, they learn to make smart choices and attempt to modify concerning behaviours. This environment allows students to safely practice making decisions, gain advice and experience in areas relevant to their age and maturity. Students in a Boarding environment are allowed a form

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of independence that allows them to see how their behavior affects others and their environment. Giving themselves a strong foundation for the future and a knowledge on why their decisions will be important.

Medical, Health and fitness- The boarding program has use of qualified nurses and its own sickbay. Students are taken to medical practitioners as needed. Through sport, games and an activity program the students are participating in physical activity no less than 3 times a week. Students are also part of food committees and discuss issues of nutrition and menu planning. Student's health and fitness is tested, recorded and evaluated regularly to allow for staff to discuss any concerns.

Responsibility and service- Students are expected to be part of the boarding community, responsible for themselves and their actions, responsible for community property and belongings and the creation of an appropriate atmosphere based on joint values and goals. During the program students are responsible for chores, duties and each other. Each month students participate in service to align with the IB and Round Square IDEALS of the school including community projects, school projects and service amongst the boarding house that instils a sense of pride, generosity and kindness in our students. Service not only allows our students to help others but allows our students to understand the intrinsic value in putting others first.

Fun- Within our program we hope to provide opportunity in the above areas always with an emphasis on fun and happiness. With passion and the willingness to support each other we are establishing an atmosphere of joy, where students are expected to learn and help in a way they enjoy. A house that allows silliness and expects laughter whilst we work hard and responsibly.

### **Types of Boarding within the Program**

#### Full Boarding

Students reside in the boarding house, school days, weekends, public holidays and teacher working days.

A Full Boarder has complete participation in all areas. Weekends involve activities to facilitate all the above areas and allow students the time to build community and rapport. Majority of our leadership students are full boarders. It is within full boarding that students can achieve a strong balance between academics, sport, activities, service, living skills and socialisation. Full boarders



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are expected to participate fully in the boarding and school environment and adhere to the rights and responsibilities laid out in The Green Hills Academy Boarding Program.

### Weekly Boarding

Students attend boarding for school days only. Students return home on Fridays and return to boarding by Sunday (or the opening of boarding) between 5pm and 7pm. Whilst residing in the boarding house students have the rights and responsibilities of full time boarders. Weekday boarding is a good option for parents who are available to supervise and care for their child on the weekend. Weekday boarders have the opportunity of staying for certain weekends and joining set activities. A weekday boarder participates in the program to a large extent but misses out on majority of the activity program and weekend activities. It is important that the families of weekday boarders and boarding staff communicate effectively to maintain routines and homework completion for students.

### Short term Boarding

Students join as a full or weekday boarder for a set period of time. As a short term boarder you will participate fully in the program and have all the rights and responsibilities of full boarder for that set period.

It is our belief that the overall benefit of Boarding at GHA above being a day student is that the learning continues after the bell. Amongst their peers and supportive staff, students can grow into young adults with a strong foundation. To allow them to reach their full potential and go after their personal goals. GHA Boarding can be used as a learning path for university, careers and travel in an environment where students are safe and protected, however also free to try new things, learn, make mistakes and become the best version of themselves.

## **Inclusion**

GHA will not discriminate in any manner. No person should be disadvantaged or receive less favorable treatment than any other on grounds of age, gender, sexual orientation, class, employment status, race or religion, or any other status. GHA considers all discriminatory behaviors and remarks to be unacceptable. School staff members will always strive to maintain a respectful school climate and to be sensitive to the feelings of others. We do not allow physical or verbal harassment of any individual or group by another individual or group.

### Children with Special Needs

Green Hills Academy is an inclusive school. When a student that has been diagnosed with having special educational needs/disabilities enrolls, we do our best to accommodate them. Green Hills Academy believes that having an integrated/inclusive school community, where students with special educational needs learn with their typically developing peers is the best approach to Special Education. Research has proven that inclusion creates one of the best learning environments not only for students with special educational needs, but the whole school community.

Green Hills Academy works hard to create a program that does it's best to meet the students' needs within the structure of the school. Students with special educational needs attend classes with their typically developing peers to the extent that they can. The rest of the time is spent working on skills that might not be explicitly taught in class. Some of those skills include, fine motor skills, gross motor skills, specific communication skills, social skills, and behavior management skills.

Rwanda not having a lot of Special Education trained specialists, the program has taken on hiring assistants (usually college students) to shadow the students. The assistants get ongoing training on the skills that they need to be able to support the students with their learning. There are a lot of countries around the world that use the same system to foster inclusion. The assistants work closely with the Special Education teacher, and the Special Education Coordinator to make sure that the students are getting the best instruction possible. The Special Education Coordinator is the one to create an Individualized Education Plan (IEP) for the child, considering the child's individual needs.

Green Hills Academy places students with special educational needs according to their age, as opposed to their academic performance. This gives the students in the program a chance to interact with their same aged peers. Interaction with their same-aged-typically-developing peers allows the students to be in an environment that fosters their language development, as well as behavior modification. Having students on the program in a regular classroom gives them more opportunities to imitate age-appropriate behaviors than any other setting.

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We believe that students with special educational needs deserve an education like any other student, and we strive to provide it to the best of the school's ability, with the resources available. Having students with special educational needs here at Green Hills Academy makes our school a more wholesome community, that is representative of the real world, and we work hard to prepare these students to be functional members of the community after their time at Green Hills Academy.

### **Counseling Services Offered**

GHA offers counseling to students to help promote general well being and mental health. All children are welcome to visit the counselor, regardless of their personal situation. We maintain the confidentiality of the child unless we believe the someone is in harm, either the student or another. We offer one-on-one counseling, small group counseling and conflict resolution. Children can be referred to the counselor by a parent or staff member. The counselors also have an open door policy, where any student is welcome to visit.

### **Behavioral Expectations for students**

Children and adults flourish best in an orderly environment in which they know what is expected of them, and in which they feel safe, secure and protected. We strive to provide a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Students at GHA are expected to manage their behavior in an age appropriate way, and to treat one another with respect and care, to express their feelings and needs through appropriate words and not through unwelcome, unkind, threatening, or dangerous actions. Any behavior which makes another child feel unsafe, put down, or contravenes the school or classroom behavioral codes is unacceptable and is dealt with promptly by the nearest staff member. Generally, infringements of school rules (both written and understood) are handled by the teachers involved according to the GHA's Positive Behavior Policy.

Teachers are encouraged to confer with the School Principal whenever they deem necessary. Continuing misbehavior or serious first-time breaches of our Positive Behavior Policy may result in a discussion with parents, and consequent action taken. For those students with serious behavioral problems a behavioral contract will be made with the teacher, student, Principal and with the child's

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parents. GHA reserves the right to expel a student from school if their behavior is repeatedly destructive and damaging to themselves and the others around them.

Our behavioral expectations apply to students on school property, in attendance at school, and at any school-sponsored activities. These are the behavioral codes we expect at GHA:

- Consider other people's feelings, respecting all opinions, beliefs and cultures
- Be honest in all situations
- Listen to others when they speak
- Respect people and property
- Be just and fair to each other and try to understand why others act as they do

## Behavioral expectations of parents/guardians

GHA expects parents/guardians to also exhibit appropriate behavior while on school grounds. At no time will parents be allowed to physically punish any child, their own kin included. Also, parents are expected to not raise their voices at staff, students or their own children while on the school grounds. If upset, parents are invited to meet with the Principal to find an appropriate means of recourse. If a parent repeatedly demonstrates inappropriate behavior while on school grounds, they will not be allowed on GHA property and will have to pick up their child at the gate. We strive as a school to teach students conflict resolution and tolerance and require parents to act accordingly to that belief while on Green Hills Academy's property.

## Behavioral Management

We approach behavior management in a positive way, protecting and caring for all students involved in any infractions. Through the teacher's use of consistent, logical and age appropriate consequences, students are encouraged to take responsibility for their actions and behavior, and to learn from mistakes and misbehavior. Vindictive, belittling, or shameful "punishment" is not part of GHA, and behavioral management is never physical in its nature. Classroom expectations and rules are made clear and are posted in classrooms, and teachers are expected to lead by example, showing respect and care for their students, other teachers, and the facilities of GHA. Staff members receive training on our Child Protection Policy, Positive Behavior Policy and classroom management at the beginning of the academic year to help assist them in their behavior management.

## Attendance Expectations

Children are expected to attend class and all mandatory school functions during school hours. We understand that families have unpredictable schedules, but we stress the importance of regular attendance as a pathway to steady growth, and we recommend that family vacations be scheduled when school is on leave. However, should this be deemed not possible and a leave of 3 school days or more is required, the child's parents must inform the school at least three days in advance of the intended vacation. This will allow the teacher time to prepare work for the student while they are away. Students are expected to make all missed work when they are absent for medical or personal reasons. Please note that there are attendance requirements for students to receive their GHA diploma, and attendance is marked on report cards.

## Tardiness

Any students who arrive at school after 7:30am are considered late. Students who are late miss valuable class time and disrupt the class when they enter late. Students who are tardy will be sent home after two unexcused tardiness's per term. Students are expected to be in their homeroom for the beginning of the National Anthem, which starts promptly at 7:30am. The gates are closed at 7:28am.

The nursery offers a 20 minute welcome period from 7.30am to 7.50am to allow parents time to talk to teachers and alleviate traffic.

## Illness and Absence

For reasons of safety, it is important to notify the office when your child will be absent. A note of absenteeism, or an explanation, either by phone or in person, by the parent is requested to explain the absence. If an instance arises when we do not receive a call, we will attempt to confirm the whereabouts of the student by contacting a parent. Students who are absent from school with no explanation from parents will be unable to make up work or tests. Continuing unexplained absences from school will result in a conference with the Principal/Director. After 10 unexplained absences in one term, the situation will be presented to the School Board for consideration. If a child misses more than 20 days per year, explained or otherwise, the child may be required to repeat the school

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year. The School Board has the option of terminating a child's enrollment at GHA, or requiring the student to repeat the year.

When students are absent due to illness, arrangements can be made by the family to collect homework and any notices/letters. Ill students will also be able to make up any missed tests once they are healthy enough to return to school.

GHA has the duty to protect the wellbeing of all students and therefore students with any contagious illnesses will not be permitted to stay in school.

Students need to stay at home when they are ill, even if they want to come to school, particularly if they are coughing or have diarrhea or a fever. Parents/guardians are asked not to bring into school any child who has been vomiting or had diarrhea until at least 24 hours has elapsed since the last attack.

Children with contagious infections such as Conjunctivitis and Chickenpox are not permitted to attend school. Parents/guardians are asked to keep their children at home if they have any infection, and to inform the school as to the nature of the infection. This will allow the school to alert other parents as necessary and to make careful observations of any other children who seem unwell. If a child comes to school and appears to be feeling well but are still contagious they will be sent home.

Students who have not been vaccinated, or who have no record of vaccinations, can be sent home at the discretion of the school management if there is an outbreak of a disease which is contagious, but can be vaccinated against. Examples of such diseases are Measles, Mumps, Polio, TB, Diphtheria and Rubella. GHA also reserves the right to close school in case of an outbreak of a contagious disease where there is no vaccination. School closing will only take place in extreme circumstances and must be Board mandated. GHA strongly recommends that parents vaccinate their children for Measles, Mumps and Rubella (known as MMR) and chicken pox.

Any child with lice or lice eggs will be sent home as lice is highly contagious. Head lice must be treated before a child can return to school.

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Students taking antibiotics should stay at home until the treatment is completed, unless a note from the doctor gives them permission to attend school. Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing. Any child who has sustained a serious injury should be kept at home, until their safety at school can be assured. If a child is deemed too sick to attend school by GHA staff, then parents will be notified, and arrangements will be made for the child to return home promptly.

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Please see the chart below for information as to how long children need to stay home with contagious illnesses. If you have any questions, please feel free to contact our helpful nurses who can help guide you on whether your child should come to school.

Name	Symptoms	How long contagious
Pink eye (conjunctivitis)	eyes are red; child can feel that their eyes are painful, itchy, watery, irritated and possibly sensitive to light	until eyes are clear
Measles	cold like symptoms, cough, high fever, red rash on head, hands and feet	4 days after rash appears
Mumps	swollen glands in neck, headache, fever, breathing problems, stiff neck	3 days before swelling in neck, and 4 days after
Rubella (also called German Measles or 3-day Measles)	swollen glands, fever, rash (spreads from head to trunk to feet and hands)	5 days after rash appears
Chicken pox	fever, fatigue, lesions on skins (blisters that eventually scab)	blisters need to be dry and scabbed over (usually takes 5-6 days after the rash appears)
Hand, foot and mouth disease	Fever, blisters and sores in mouth, rash and blisters on hands and feet	Until symptoms are gone

Source: World Health Organization

## Parents Away

In some circumstances, it is necessary for parents to travel while leaving their children in the care of other family members or friends. To keep all children safe, we require parents to inform our office in advance if this is the situation. We also ask parents to provide contact details and photographs of the people who will be responsible for caring for the student.

For younger students, it is especially helpful if teachers are aware of parental absences as this may affect the child's behavior, and teachers are better equipped to reassure and support the student if they are informed.



## **Accidents, Injuries, & Health Problems**

GHA staff are attentive and attempt to keep all students safe from harm, but some injuries are unavoidable. GHA staff, including the school nurses, will let you know if your child has been hurt or unwell while at school via Quickschool.

In an emergency, GHA will first attempt to contact parents, then will try the emergency contacts given at enrollment, and finally, the school will take any medical action necessary, including taking a student to a nearby clinic if deemed necessary. In cases of extreme and critical urgency, GHA retains the right to seek the closest medical attention without contacting the parents. GHA is not financially responsible for medical costs.

## **Emergency Contact**

In case of an emergency, GHA will make every effort to contact parents first. However, if we cannot contact a child's parents, we will telephone the emergency contacts listed on the enrollment form. Parents are required to provide this information upon registration. If there are any changes to the information parents must inform office staff so that parents and emergency persons can be contacted when necessary.

## **Medication**

We believe that children who are sick should be at home until they are well enough to return to school. However, we recognize that sometimes children will need medication to help maintain their health and well-being or to assist when they are recovering from an illness. In these circumstances, GHA will administer medication. All medication must be brought to the nurse's office. Class teachers do not administer medication to their students. Students cannot self-administer medicine.

GHA reserves the right to not give any medication which has not been identified. In case of a medical emergency or an allergic reaction by a child, GHA must be able to inform a doctor of any medicine given. We also request that medicine which is known to cause drowsiness, e.g., antihistamines or cough/cold medicine not be given to a child during school hours, as this will interfere with their schooling. However, should this be necessary we will arrange with parents a suitable way to give the medicine to not cause discomfort for the child. This may include providing an area for the child to sleep if necessary. GHA will not administer vitamins or supplements, and we reserve the right to request that a parent come in to the school to administer medication if we deem this necessary.

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If specialist knowledge is required, parents must supply adequate training from a qualified health professional to any staff involved in administering medication.

### Library

Library resources can be signed out by students. Willfully taking library resources out of the library without permission and/or without signing them out will be regarded as stealing and the student will be spoken to and parents will be informed.

Students with overdue library resources are sent reminders through their classroom teachers; students having overdue library resources at the end of any term will not receive their report card until the resources are returned or replacement cost is paid for.

1. Students can check out two books at a time
2. Library books must be kept in the bag provided by the School (primary)
3. Maximum check out is 7 days
4. If a student wants to keep a book for more than 7 days, they must bring the book back to school and sign it out again
5. If a student loses or damages a book he/she will have to buy a new book or pay for its replacement
6. Replacement fees are 10,000 RWF

### Quickschools

Green Hills Academy uses an online student management system, called QuickSchools. QuickSchools is where we store our student assessment results (formative and summative, as well as report cards), and how we communicate with families. Teachers, administration and parents can easily message each other using QuickSchools. If you are an existing GHA parent, please find the link below to login. Username and password information is sent directly to parents using the email address they put on their child's enrollment form.

- For Nursery: <https://ghanursery.quickschools.com/>
- For Primary: <https://ghaprimary.quickschools.com/>
- For Middle and High School: <https://ghasecondary.quickschools.com/>

### Stay informed

In addition to checking QuickSchool regularly, we ask that parents read our school newsletters, principal newsletters, and follow us on social media. GHA has a Facebook page you can like and a Youtube page you can subscribe to. All school newsletters are also posted on the website in case you'd like to review any.

### Homework

Homework can be assigned for Grades 1 and above. All homework will be noted on Quickschools, so parents can help monitor from home.

### Prohibited Items

To provide a high-quality learning environment, it is necessary to prohibit some items from school. Items which are extremely distracting, at high risk of theft, or potentially dangerous to the students and their environment are strictly prohibited. This list includes but is not limited to:

- valuable or important items of jewelry
- money
- cellular phones, smartwatches, music players, or any other electronic devices (note: electronics are allowed in High School)
- toys
- toy (or real) guns, knives, pocket knives
- cigarettes, matches, lighters
- alcohol
- chewing gum or candy
- fireworks or any other dangerous products
- drugs – medicine or otherwise

If found at school, these items will be confiscated. Items which are deemed dangerous will require a parent to collect them from the office. Possession of alcohol or drugs results in immediate expulsion from GHA.

### Dress Code

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GHA has two kinds of uniforms, a formal dress uniform and a sports uniform. Students are expected to have both, and to wear them on designated days. Uniforms are expected to be kept in good condition with ties on straight and shirts tucked in. Socks can be white or black, and sneakers can be worn with the sports uniform. Black leather shoes are expected to be worn with the formal uniform in High School. Students in Primary and Middle School can wear sneakers with their formal uniform since they have outdoor play time every day and good footwear is important for safety. Students are not permitted to attend school without wearing one of the two uniforms. Non-uniform days will be clearly designated with information sent to parents via Quickschool.

Children in the nursery sometimes have toileting accidents and they also spend lots of time outdoors so it is helpful if you can send an extra change of clothes.

Uniforms in the Toddler Centre are optional. If you prefer your child to wear a uniform we recommend the sports uniform as it is more practical and comfortable for active young children.

## **Lost and Found Items**

All personal articles left about the school are placed into the lost and found box near the office. At the end of each term the articles will be displayed for students and parents to reclaim. Any articles that are unclaimed will be cleaned and donated to local charities. The school does not take responsibility for lost property. Please do not send valuable items to school.

Please label all your child's belongings, i.e., water bottle, lunch boxes, clothing, supplies etc. It is much easier to identify things that have been misplaced when they are labeled.

Any valuable items which have been lost or stolen should be reported immediately to the teacher or other staff. GHA will do its best to assist in the recovery of lost items but takes no financial responsibility for the loss or theft of prohibited items.

## **Transportation**

GHA offers a bus service to many parts of Kigali. Each bus is staffed with a bus monitor to help students off and on the bus, and to deal with any behavior that may be distracting to the driver. Student with repeated disruptive behaviors will be reported to the school and parents. If their

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behavior does not improve and is a threat to the safety of others on the bus the student will be removed from the bus and parents will have to arrange their own transport. In this case bus fees are non-refundable. Parents, bus monitors and administrative staff will discuss each case on an individual basis.

To get children to school on time all parents must have their children ready before the bus arrives. The bus will not wait for children longer than **1 minute**. Parents will be responsible for bringing their child to school if they are not ready when the bus comes.

Please contact the school office to register for the bus service, or for more information. GHA attempts to serve all parents if they require bus, but in some cases, we may not be able to accommodate families that live far from the school.

## Visitor Policy

We are always glad to welcome volunteers and visitors to the school. For us to avoid classroom interruptions and to keep track of who is in the building for safety reasons, visitors must follow the procedures listed below.

- Upon arrival at school **all visitors** must sign in with our guard and receive a visitor's badge.
- During class time, all visitors must proceed to the office first – they should not go directly into classrooms.
- Office staff will inform the teacher of their visitor(s) and escort them to the appropriate classroom.
- At the end of the visit, the visitor will return the badge and sign out at the gate.

Parents are welcome to meet and speak with teachers, but to help ensure the smooth running of classes, please make an appointment with the teacher in advance. If parents wish to drop things off for a child, they can do so at the office.

## PTA

At Green Hills Academy we encourage parents to be partners with us. To further this, we consider all parents to be part of GHAPTAC, our PTA. Parents that want to take a more active role are encourage to sign up to be class representatives, grade level representatives or one of the four leadership positions - Chairman/woman, Vice Chairman/woman, Treasurer and Secretary at the beginning of each academic year. Parent are offered opportunities to volunteer at the school throughout the year, and GHAPTAC often organizes these activities. To learn more about GHAPTAC

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please read the Constitution, which can be found on our website here: <http://www.greenhillsacademy.rw/ghaptac.html>. To get involved please contact the principal of your child's program, and they will put you in touch with the GHAPTAC leadership. Parents are informed of GHAPTAC meetings in advance by the school leadership.

### **Confidentiality Policy**

Confidentiality is important to protect students, teachers and parents of GHA. In accordance with Rwandan laws, GHA will keep all personal information (staff, student, family of staff and students) private and confidential. Any matters relating to attendance, non-payment of fees, and student behavior will be dealt with directly with the parents or primary caregivers named on students' registration forms. Under no circumstances will teachers give out names or contact details of children, teachers or families attending GHA without prior written consent.

We also ask that parents who visit the school do not discuss things they have seen regarding other children and direct any concerns or worries to either the office or directly to their child's teacher.

Finally, we ask parents do not take photos of students who are not their child. Please exercise caution when posting photos of your own child on social networking sites, such as Facebook, to make sure that no other students are visible in the background of your photos.

### **Photography Policy**

GHA uses photographs and videos of students for sharing children's learning achievements. Your child's image or images of your child's work may be posted on school displays, bulletin boards, newsletters, our Facebook page or our website. If any photo of your child is used in a manner you deem inappropriate, please feel free to contact the office and the photo will be removed immediately.

### **Conflict Resolution**

Ideally, any concerns and conflicts should be first discussed and resolved by simple verbal communication with the child's teacher. However, in instances where this is not possible, or the

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outcome was unacceptable, parents should use the guidelines below to assist in resolving the problem.

### Step 1

The parent should submit to his or her child's teacher in writing what the complaint/problem is (the nature of the problem, the facts on which it is based) and what action the parent requests. This should be done within five working days of the incident/problem that prompted the complaint.

The teacher will investigate the grievance, will make a determination about the grievance, and will reply to the parent in writing within five working days of receiving the written grievance.

### Step 2

If the parent wishes to appeal the teacher's response, the parent shall do so in writing to the Principal within five working days of the teacher's response. This written appeal should include a copy of the original grievance, a copy of the teacher's response, and a letter explaining why the parent does not find the answer to be satisfactory and what action is requested.

If the subject of the parent's grievance is the child's teacher, the parent may start the process at Step 2 of the grievance procedure.

The Principal will meet with the parent and appropriate persons to discuss the grievance, will make a determination, and will inform the parent in writing within five working days from the receipt of the appeal.

### Step 3

If the parent is not satisfied with the response of the Principal, (s)he may appeal in writing within five days to the Head of School, giving reasons for dissatisfaction.

A copy of all the correspondence should be attached.

The Head of School will conduct an investigation and issue a written answer within fifteen working days of receipt of the appeal. The decision of the Head of School shall be final and binding.

## Ways to Assist Your Child at Home

As a parent, it is vital that you are part of your child's education. We encourage parents to be involved in all aspects of their child's learning. There are ways you can assist at home that would greatly benefit your child. First, please check Quickschool and the regular school newsletters to see what your child is learning. Talk to them about what they have been studying. Explaining what you have learnt is one of the best ways to retain knowledge, so let them be the teacher and teach you some things! At the younger levels review and reinforcement are necessary to create a solid foundation of the alphabet. If you are ever unsure of what your child is studying, there are several things you can do. First, you can check Quickschool where teachers regularly update parents about what they are studying or any upcoming tests. Parents can make an appointment with the office to see your child's teacher.

Much of a student's learning potential is determined before they even get to school. Hungry, sleepy children find it difficult to focus and learn.

It is important for children to eat a healthy diet and get plenty of sleep. Please see the chart below to find the recommended amount of sleep your child should be getting each night.

Age	Hours of Sleep
1 – 3 years	12 – 14 hours
3 – 5 years	11 – 13 hours
5 – 14 years	10 – 11 hours

Additionally, we ask that parents foster a love of learning in their household. Educational toys and websites are a great way for children to expand their knowledge in a technology friendly medium. Family reading is also a great way to spend time. By working together, we can create safe, learning environments at both school and home.

## Suggestions for Improvement

We aim to provide the highest quality education and care for all our children. Our intention is to work in partnership with parents and the general community and we welcome suggestions on how to improve our school at any time. You can make suggestions by making an appointment with the principal or writing the school at [info@greenhillsacademy.rw](mailto:info@greenhillsacademy.rw).



## **Final Words**

GHA reserves the right to interpret the information provided in this Handbook and to modify our expectations or policies at any time. Annually, we will review all our policies and make any revisions accordingly. If you have any suggestions which you think would make this book more useful or for any part of our school or services, please call, e-mail, or come by the school office any time. We welcome and appreciate your ideas.