

INTERNATIONAL SCHOOL OF OUAGADOUGOU

*Elementary Student Parent Handbook
2019 - 2020*



The International School of Ouagadougou strives to cultivate a student's intellect and character, in an English-speaking environment, by offering strong academic programs while promoting cultural understanding and community involvement.

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Director's Message

August 1st, 2019

Dear Parents and Students

Welcome to the 2019-2020 school year. The handbook you are about to read is intended to provide you with information about how our school runs and what the expectations are of staff, parents and students. Please feel free to contact me at jl.aupoix@iso.bf if you have any concerns or comments regarding the information included in this handbook.

ISO is proud to have a dedicated group of professionals taking charge of education in our community. Please take the time early in the year to get to know the teachers of your children. By working with us, you help ensure the success of your child and the success of our school.

I also hope that you will take the time to come by and talk to me about any questions and/or ideas you might have to help us improve ISO.

Have a great year,

Mr. Jean-Luc Aupoix,
ISO Director

ISO Faculty and Staff: 2018 – 2019

Educational Administration

AUPOIX, Jean-Luc	France	Director
Certificate in Financial Management, Cornell University, USA PGCE (Post Graduate Certificate of Education) Lancaster University, UK MA in Modern Foreign Languages, Grenoble University, France BA in French Literature, Brest University, France		
DOHERTY, Maeve	Canada	Elementary School Principal
B. Ed., University of Lethbridge, Canada		
KUPPERSTEIN,, Russ		Upper School Principal
Bachelor of Science in Biochemistry, Evergreen State College, Washington USA Teaching License Biology / Chemistry Grades 6-12, St. Martin's University, USA M.A.in Educational Administration, University of Nebraska, USA Administrative License: Principal, Massachusetts, USA		

Faculty and Teacher Aides

AIKENS, Linda	Ghana	Teacher Assistant (Grade 4)
AMARNA, Cheri	USA	HS Science
Bachelor of Science, Virginia Polytechnic Institute USA Master of Science, University of Maryland, USA		
BOTELHO Mark	USA	IT Manager
Certificate in Educational Technology (Pacific University) and Educational Administration (Johns Hopkins University) M.A. in Teaching from Pacific University B.S. in Geography from University of Oregon		
BOUDA, Oumoul	Burkina Faso	ES/US French Teacher
B.A., Literature, University of Ouagadougou M.A., International Education, Endicott University, Massachusetts		
CONGO, Fortunata	Tanzania	Teacher Assistant (Kindergarten)
DIALLO, Mariama	Niger	Teacher Assistant (Grade 1)
B.A., Communications, University of Ouagadougou		
DIARRA, Paulin	Burkina Faso	Teacher Assistant (Grade 3)
EVANS-RODHE, Sasha	USA	US Art
Bachelor of Science in Psychology, University of Phoenix, USA Master of Arts in Art Education, University of Nebraska, USA		
GALE, Allan	Australia	Grade 1 Teacher
Diploma of Primary Teaching, Bendigo Teachers College , Australia Graduate Diploma in Special Education, Deakin University, Australia Graduate Certificate in ESL, Deakin University, Australia		
GIFFIN, Kate	Canada	Grade 5 Teacher

M.Ed. Simon Fraser University, Canada
B.Ed. University of British Columbia, Canada
B. A. University of Windsor, Canada

GODFREY, Amber	Canada/USA	Social and Emotional Counselor
B.A. Theatre Studies, Acadia University MSEd. School Counseling, Hunter College, CUNY		
GOVENDER, Anno		US Mathematics
Advanced Certificate in Education - Mathematics from University of South Africa Diploma of Education in Science and English from Rand Afrikaans University South African Council of Educators Teaching License		
MBARGA, Esther	Burkina Faso	Teacher Assistant (Pre Kindergarten)
MCCREEDY, Sandra	England	US English and Social Studies
M.A. English University of Northumbria at Newcastle B.A. University of Northumbria at Newcastle PGCSE English at Open University		
MIXON, Jalisa	USA	Grade 2 Teacher
Masters of Arts in Education, Louisiana College, USA Bachelor of Science in Early Childhood Education, Central State University, Ohio, USA		
MOUTON, Patti	Canada	Grade 4 Teacher
Certificate Teaching English as a Second Language University of Saskatchewan, Canada Certificate Teaching English as a Foreign Language University of Saskatchewan, Canada		
OUEDRAOGO, Fatihah	USA	Grade 3 Teacher
B.Sc., Special Education, Slippery Rock University		
PASSERELLA, Chet	USA	ES Art, Music, Drama Teacher
BA (Music), Glassboro, New Jersey, USA Teacher Certification in Music Education K-12, New Jersey, USA		
PASSERELLA, Eman	USA	US Mathematics
BA (Architecture), Cairo, Egypt Masters Degree in Secondary Education (Mathematics), The College of New Jersey, USA		
PICHETTE, Marie-Helene	CANADA	US Music and Performing Arts
SAMBOU, Kimberly	USA	MS English and Social Studies
BA, Northeastern Illinois University, Chicago, USA MA in Teaching, Chicago, USA		
SLATTERY, Christopher	Canada	HS English and Social Studies
BA (honours), Queen's University, Kingston, Canada BEd, Queen's University, Kingston, Canada Master of International Studies, University of Otago, Dunedin, New Zealand		
SOME, Jules	USA	US PE, Health, Athletics Director
M.A., Education, University of California Davis M.A., French Literature and Linguistics, University of California Davis B.A. History and Archeology, University of Ouagadougou A.A. Fitness Instructor Training, Monterey Peninsula College		
SOUBEIGA, Kate	USA	US English and Social Studies
BA English, creative writing and Anthropology from Texas State University		

Certification English Language Arts 7-12 (2017)
 English as a second language (Supplemental) EC-12 (2017)
 Social Studies 7-12 (2018)

SOU-ABER, Jacqueline B.A. Business Studies, Uganda College of Commerce	Uganda	Teacher Assistant (Grade 5)
SOW, Petra B. A., Pre-K/K, Bertha-Bon Suttner Schule Ettlingen, Germany	Germany	Pre-Kindergarten Teacher
TRAORE, Laurence	Burkina Faso	Library
TRAORE, Pié Certified PE teacher, Ministry of education, Burkina Faso Certified Athletics coach International Association of Athletics Federations (IAAF) Certified Sports & Olympic Organization Manager, International Olympic Committee (IOC)	Burkina Faso	ES/MS PE Teacher
WALTERS, Meka B.A. Political Science & Communications, San Diego State University, California CELTA and CELTA-YL, Cambridge English Language Assessment, Cambridge UK Standard Teacher Credential, Early Childhood Education, OSSE, Washington, DC	USA	Kindergarten Teacher
WEIS-SANFO, Nancy ESL Teaching License Pre-K -6 Massachusetts Dept of Education TEFL Certificate University of Toronto	USA	SL Coordinator, Reading Support
YAMEOGO, Augustin	Burkina Faso	French Teacher/Translator

Office Administration

BALIMA, Fatimata	Burkina Faso	Upper School Admin. Assistant
BOUDA, Idrissa	Burkina Faso	Head of Security
BOUNDAONE Jonnathan	Burkina Faso	Reception/Community Relations Officer
FITZPATRICK, Dan	USA	Business Manager
DAYAMBA, Aime	Burkina Faso	Nurse
KIEMA, Dapore	Burkina Faso	IT Specialist
NACOUA, Joel	Burkina Faso	Driver
NANA, Arnold	Burkina Faso	IT Assistant
NIKIEMA, Ida	Burkina Faso	Book Keeper
OUANDAOGO, Elias	Burkina Faso	GSO
OUATTARA, Emily	Philippines	Purchasing Officer
OUEDRAOGO, Francois	Burkina Faso	GSO Assistant
OUEDRAOGO, Brice	Burkina Faso	IT Specialist
RICHARDSON, Jo	UK	Community Relations Officer
SIMPORE, Wati	Burkina Faso	Cashier
TIENDREBEOGO, Simeon	Burkina Faso	Driver/ Messenger

ISO Swimming Pool/Cafeteria

ADOUKONOU, Atsu	Assistant Cook
COMPAORE, Eugene	Food Services
COULIBALY, Daouda	Life Guard
DAO, Oumarou	Food Services
GAKPETO, Emmanuel	Head Chef
GOLOBA, Ousmane	Part Time Life Guard

ILBOUDO, Emmanuel
KABORE, Alfred
SOME, Dondib

Food Services
Head of Snack Shack
Assistant Cook

Guards

AMON, Norbert
ANIN, Assana
BAKOUAN, Daniel
COMPAORE, Alain
DEME, Daniel
KANTAGBA, Salif
KEITA, Sekou
NACOULMA, Issaka
KONKISRE, Ousmane
KONSIGUI, Arsene
KOUANDA, Boukary
MOYENGA, Jeremie
NAGRAOGO, Razougou
NIAMPA, Celestin
NIKIEMA, Assani,
NIKIEMA, Charles
NIKIEMA, Mahamadi
OUEDRAOGO, Assaami
SAWADOGO, Hamado
SIMPORE, Severin
TAGNABOU, Rodolphe
TAGNABOU, Daniel
TIENDREBEOGO, Monique
YAOUEBOU, Alain

Custodians/Gardeners

BATINA, Bougaoue
BONKOUNGOU, Dimitri
KABORE, Lambert
KIEMA, Jean Baptiste
MOYENGA, Boukary
NACOULMA, Madi

KONATE, Karim

1.0 ISO Mission, Vision and Values

1.1 Mission

The International School of Ouagadougou strives to cultivate a student's intellect and character, in an English-speaking environment, by offering strong academic programs while promoting cultural understanding and community involvement.

1.2 Vision

ISO's vision is to establish itself among the first rank of international schools in Africa by enabling all its students to identify and achieve educational, personal, and career goals through an individual learning model embracing multiple learning environments both within and beyond the classroom, encouraging them to cultivate respect for self and others, and providing them with the tools for lifelong personal and social development.

1.3 Beliefs

We believe in the dignity and worth of each student; all individuals want and need to learn. As with any human accomplishment, successful learning is a lifelong commitment; it is best achieved through rigor and perseverance in an environment of mutual respect and honesty.

1.3.1 Curriculum

We believe that maintaining an English-language environment in the classroom is a vital component of our school's character. ISO therefore follows an American curriculum (AERO), but also draws on best practices from around the world, focusing on the acquisition of knowledge and the development of problem solving, critical thinking, and inquiry based skills. The result is a broad, research based, and culturally diverse curriculum delivered in English, emphasizing literacy (reading, writing and oral communication), the creative process of the arts and music, reasoning in the sciences and mathematics, the pursuit of a physically active and healthy lifestyle, and the use of current technology to enhance the learning and discovery process.

Students from PK onwards begin to develop the IB Learner Profile expected from our graduating students.

1.3.2 Environment

We believe that every aspect of school life is a context for learning. The ISO campus provides a secure environment in which learning is nurtured and stimulated by students' experiences in classrooms and laboratories, on the sports field and on stage, during art celebrations, community service projects and student council meetings – all in the context of a community of teachers, students and parents committed to the integrated development of its students as active, engaged and well-rounded individuals.

1.3.3 Community

We believe, as a strong community of students, parents and teachers, in celebrating culture and diversity while remaining united in our shared values. Our aim is to help our students develop as effective, fully contributing members of society who are tolerant and open minded, unfailingly respectful of others and fully engaged in their communities. We greatly value the constant interaction of our older and younger students in this context and strive to develop all students' self-confidence by encouraging them to make the most of our uniquely multicultural community.

1.3.4 Character

We believe a community is strengthened when individuals take social and moral responsibility for their own choices and actions. ISO strives to help each student develop strong personal values that will allow him/her to act with thoughtfulness, humanity, respect, honesty, compassion and concern for the welfare of others.

1.4 ISO Graduate Profile Graduates of ISO shall embrace learning as a lifelong process.

They shall:

Be proficient in English and have mastered the academic skills required for further education and a successful career; be capable of assessing the validity and integrity of information, identifying sources of bias, and independently obtaining and analyzing relevant data.

They shall:

Use logical reasoning in constructing arguments; consider all options and alternative viewpoints; propose and implement holistic solutions; and use current technologies as learning and research tools rather than as ends in themselves.

They shall:

Be able to make informed choices by connecting what they have learned at school with life experiences; be self-confident and have the ability to receive and provide constructive criticism; and have the ability to adapt to change and different environments.

And they shall:

Work well with others by providing positive leadership while encouraging mutual respect and consensus building; take responsibility for their actions; value and engage in local and global communities; and contribute positively to efforts to meet local and global challenges.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to

create a better and more peaceful world.

As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.¹

2.0 General Description

The International School of Ouagadougou (ISO) in Ouagadougou, Burkina Faso, is a non profit, independent, co-educational day school which offers an American-based, English language educational program to children between the ages of 4 and 19 in grades Pre-Kindergarten through 12.

The school was established in 1976 and is accredited by the Middle States Association of Colleges and Schools in the United States. A School Board, elected by an Association of parents and staff, governs the school.

2.1 Personnel

The school employs a director, an upper school principal, an elementary school principal and a head of Integrated Technology. In addition to the teaching staff, ISO also has seven teacher assistants and one science lab assistant. The school business office is run by a finance manager, who is assisted by a bookkeeper, a purchase manager, and a cashier. The rest of our administrative staff includes two community relations officers, an administrative assistant, a general services officer assisted by 13 custodians, a receptionist, and a head of security assisted by 26 guards. We have on staff one part-time doctor and one full time nurse.

¹ IB Learner Profile, IBO, 2017

2.2 Enrollment

Enrolment is approximately 160 students—representing host country nationals and families from numerous other countries.

2.3 Facilities

The school is housed and located on a seven acre, purpose-built campus located adjacent to the city's main residential section in Zogona, Secteur 13, Rue 13.22, and Porte 612. The facility is walled and secure. ISO has a large, grassed playing field, dressing rooms, a covered and lighted multi-sport court, a swimming pool, and a lighted tennis court. There are 11 major buildings housing 22 classrooms, administration, and resource areas, including a library of over 12,000 volumes, 2 IT classrooms, a Science Laboratory, US Student Center, Performing Arts Center and Snack Bar. The school has an ADSL for internet and is completely networked. There are 56 computers for student use in the Computer Labs and the Library in addition to 12 student laptops, 90 kindles and 40 ipads.

Some of the sports facilities are open to the children enrolled in the school at no charge, and to their parents. Each ISO Association member may bring one guest each onto the campus. All visitors must leave a photo ID at the gate and sign in to the visitors' register.

2.4 Finances

The majority of the school's income is derived from school fees. There is a one-time registration fee for new students. There is also a separate capital levy fee. The school also receives assistance from the United States Government in the form of services as well as financial grants.

2.5 Testing Program

The Measure of Academic Progress (MAP for Growth) is a standardized test designed to enable schools to track student's academic progress over a number of school years. Based on internationally recognized reading and mathematical benchmarks, it assesses reading and mathematical literacy for students in grades K-9 and science literacy for students in grades 6-9. In addition to the MAP, students in Grade 9 and 10 may take the Preliminary Scholastic Aptitude Test (PSAT), while students in Grades 11 and 12 take the Scholastic Aptitude Test (SAT) and/or the ACT for university entrance.

The TOEFL (Test of English as a Foreign Language) examination may be administered to

students whose first language is not English. For those students participating in Advanced Placement (AP) Classes, comprehensive AP Exams are taken each May. All students studying French take the yearly DELF examinations, offered at different levels, in liason with the French Cultural Center in Ouagadougou.

2.6 Accreditation

The school is fully accredited by the Middle States Association of Schools and Colleges (MSA). The school is recognized by College Board as an approved site for AP instruction and testing.

2.7 Professional Associations

The school is a member of the Association of International Schools in Africa (AISA), West Africa International Schools Athletic League (WAISAL), Association for the Advancement of International Education (AAIE), and Association for Supervision and Curriculum Development (ASCD).

3.0 Our School Day

3.1 ISO Daily Schedule

The ISO daily schedule is as follows:

Pre K:	08:00 AM – 13:30 PM
Kindergarten:	08:00 AM – 15:15 PM
Grades 1 – 12:	08:00 AM – 15:15 PM

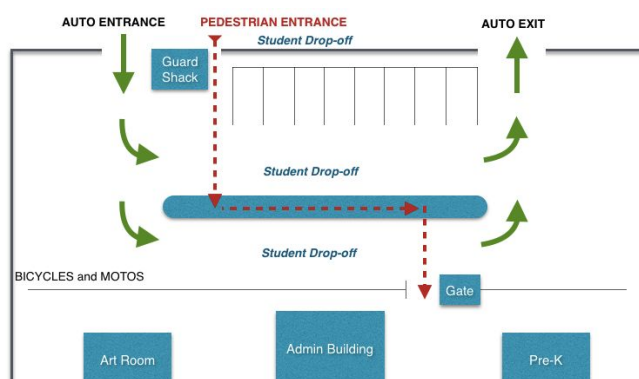
3.2 Drop Off/Pick Up

Families may drop their children off from 7:30 AM and pick-up their children at 15:15 PM (1:10 PM for those with children in Pre K).

To ensure student safety, students should be dropped off and picked up according to the following plan. All entries onto the campus must be made through the auto and pedestrian entrances, while exits are made through the pedestrian and auto exits. Please note that there is no parking at the entrance of the main office.

Students may be discharged at the pedestrian entrance, or at the entrance gate in front of the Pre-K building. Primary students, who are too young to reach their classes by themselves, should be escorted by a parent, another responsible adult, or by an older sibling.

The school cannot be responsible for supervision of students outside the regular school operating hours. All parents will be asked to sign a “waiver of responsibility” for their children being on campus outside regular school hours. If someone other



than a parent or your regular driver will be picking up a child, please notify the office.

3.3 Campus Hours

07:30 AM – 17:30 PM

Students generally arrive for school about five or ten minutes before their first class each morning but may not arrive earlier than 7:30 AM. They must be picked up by 15:15 PM each day. (1:10 PM for Pre K). Students should only be on campus if they are in a supervised activity sponsored or sanctioned by ISO. If they have guests, they must check in at the office for approval beforehand. **Campus will close at 17:30 PM each day.** Parents or drivers must collect their children by that time. Students are not allowed on campus after 5:30 PM unless they are attending a special event. ISO cannot accept the responsibility of supervising your children when they are not picked up. Parents will be contacted and the situation discussed if they are chronically late in picking up their children, or if students are left unsupervised on the school's campus.

4.0 Access to the ISO Campus

ISO is committed to the safety and welfare of our students, faculty and ISO Association members. In order to achieve this, and in an effort to ensure ease of access onto the ISO premises, the following guidelines have been set out.

4.1 Vehicle Entrance / Main Gate:

All vehicles entering the ISO campus require a current ISO sticker, clearly displayed on the vehicle windshield or dashboard. Vehicles without this sticker will remain outside the gate.

4.2 Campus Pedestrian Entrance:

This entrance is staffed during regular school hours. To enter campus, pedestrians must present an ISO Pass or a temporary Guest Pass (available from the guard).

4.3 Student Access:

All students must show their ISO Pass as they enter the school through the pedestrian entrance. They are not required to wear the Pass once on campus.

4.4 Parent Access:

Parents who wish to visit the school regularly should notify the school receptionist, and they will be issued an ISO Pass. This Pass is required to be worn when entering the school, and while on the school grounds. If the parent forgets their Pass, they must present a photo ID and a Temporary Visitor's Pass will be issued for that visit.

Parents who infrequently visit the school will be issued a Temporary Visitor's Pass for each visit, provided they leave a photo ID at the entrance and sign into the visitor's registry. This Pass must be worn visibly while on the school grounds.

4.5 Drivers and Nounous:

Drivers and *nounous* must remain in the parking lot area unless they need to drop off/pick up students at their classroom at the start or end of the school day, or supervise

students during after school hours. In order to enter campus, they must be issued an ISO Pass.

To acquire an ID Pass for drivers or *nounous*, the family (employers) must provide ISO with the following:

- A. Electronic passport photo of their employee,
- B. Original copy of Burkina Faso police check (*Casier Judiciaire*), updates needed annually.
- C. Signed agreement allowing ISO to list their children's names on the back of the Driver/*Nounou* Pass card, and
- D. €5 Processing Fee.

4.6 Visitors:

All visitors, accompanied or not, must leave a photo ID at the gate and sign in to the visitors' register. They will be issued a Temporary Visitor's Pass and are required to wear it visibly while at school.

Unaccompanied visitors, with or without an appointment, will be allowed to enter campus once the guard has phoned the office to confirm their arrival. They then must proceed to Reception where they will be redirected or met by the appropriate ISO staff member. Their IDs will be returned when they depart campus and return the Temporary Visitor's Pass.

4.7 Animals/Pets

No animals or pets are allowed on campus.

5.0 Admissions, Transfers, and Withdrawals

When new students are being considered for admission to ISO, the following procedures will be followed:

The Community Relations Office (CRO) will provide the parents with the application form, health form, and other information. The Elementary Principal may interview the student and/or the parents. If the parents are planning on enrolling the student, arrangements are made to test the student's level of learning to assist in the placement of the child. ESOL teachers may be consulted when necessary. These screening tests cannot be scheduled until the admission form and accompanying documentation is complete and a registration fee has been paid.

The student's age, previous schooling experience, social and developmental ability, grade or year reports, cumulative records, standardized test results and special evaluations, etc. – are examined to determine student needs and correct grade placement. Admission and grade placement decisions will be conditional until such time as the school records are submitted or forwarded to the school office.

All new and transfer students applying for grades 1 and up will be tested prior to admission. These tests will be conducted before school starts, if feasible. Families who are unable to be here during this time need to contact the school to make other testing

arrangements. These tests are used to determine proper instructional placement and to predict the ideal level of successful study for prospective students. Final decisions about admission and grade placement are made by the school's administration.

Variation in age and grade placement is to be expected, given the wide variety of school systems and backgrounds of ISO students. The goal is to find the instructional environment that will challenge while not frustrate the student by being too easy or too difficult. Efforts will be made to keep students in a reasonable age-peer cohort.

Arrangements for fee payment are to be made prior to the child's first day of school. Parents will be referred to the school's Business Manager to make these arrangements.

6.0 Retention and Acceleration

Ultimately, the Director shall decide on the admission, placement, promotion, retention and graduation of students in accordance with the policies established by the Board (section IV).

In keeping with the Mission, Vision and Beliefs of the International School of Ouagadougou, it is policy to allow students to progress from grade to grade in accordance with their individual performance. Students will generally be placed in classes with their age appropriate peers. The placement of students must be based on all the factors influencing the student's progress including academic, social, emotional and physical growth considerations.

When a request is made to accelerate or retain a student, the final decision is the responsibility of the school Director, who will consult with the parent(s)/guardian, classroom teachers, appropriate Student Support Services personnel and the appropriate Principal.

7.0 Age Requirements: Age and Grade Comparisons from System to System

7.1 Pre-Kindergarten, Kindergarten, and Grade 1

A child who will be four years of age on or before October 1st of the school year for which he or she is enrolling will be eligible for enrollment in the four year old Pre-Kindergarten Class. A child who will be five years of age on or before October 1st of the school year for which he or she is enrolling will be eligible for enrollment in the five year old Kindergarten Class. A child who will be six years of age on or before October 1st of the school year for which he or she is enrolling will be eligible for enrollment in the first grade class. Students are first placed with their age peers. However, all new students are monitored closely during the first month of school to evaluate placement. If there is any question about correct placement, the classroom teacher along with the Elementary principal will review, on a case-by-case basis, the child's age, social, emotional, and academic maturity and experiences for possible grade placement adjustment, using a variety of different data-gathering techniques, including readiness tests, classroom observations, and possible trial placements. A parent conference may be held to discuss the findings and recommendation. Ultimately the school's Director will make the final decision.

7.2 Age Requirements: Grades 2-5

For students transferring into grades 2-5, admission and grade placement are based on achievement in reading and mathematics, social and emotional maturity, successful completion of academic requirements at previous schools, and teacher observation. In the absence of compelling evidence to the contrary, the starting point for placement is the same sequence as above, using age-peer cohorts based on October 1st birthday guidelines. An interview with the elementary principal before commencing school may also be required.

7.3 Students Dismissed From Other Schools

International School of Ouagadougou reserves the right not to grant enrollment to students who were dismissed from other schools for academic, disciplinary or other reasons. Students failing to reveal such a record at the time of enrollment will be subject to expulsion if school officials learn of the record.

8.0 End of the School Year

The following procedures shall be followed when students transfer out of ISO at the end of the school year:

- A) Parents are required to provide the school with a minimum of two weeks' notice. Parents should request a withdrawal form from the school office.
- B) Parents will be given their withdrawal packet in early June for completion by the last day of the student's enrollment.
- C) Transcripts and report cards will not be issued if there are outstanding accounts for the student.

For student withdrawals in the middle of the school year, these procedures shall be followed:

- A) The school must be notified in writing of the student's last day of school at least two weeks in advance.
- B) The Business Officer shall determine the amount of tuition refund, if any, and issue a cheque.
- C) All teachers will fill out a report card. It is understood that students may occasionally transfer between the established grading periods. It is important that the homeroom teacher indicate on the report card the date of transfer and the number of days completed in the semester of the school year that the student leaves.
- D) The Community Relations Office will complete a transfer form and assemble the materials that are to be given to the parent on the last day of the student's enrollment.

8.1 Transcripts

All semester grades that a student earns at the International School of Ouagadougou will be recorded on his/her official transcript. These records will be maintained in the school's file. Once grades are entered onto a student's transcript, they are final. Change

of grades cannot take place after the completion of the semester without the consent of the Director and/or Elementary principal.

9.0 Attendance at ISO

9.1 Philosophy and General Regulations

The foundation for learning at ISO is based upon the interaction between students and teachers and students and students in the classroom. For this reason, we believe that this interaction is essential and irreplaceable for successful learning at ISO. We know all students occasionally miss school due to illness, cultural holidays, co-curricular participation, or family emergency, but absences due to these incidents should be kept to a minimum. There is no replacement for time spent in class. The current schedule makes a good attendance record even more crucial for success.

At the Elementary school level, students who accumulate excessive absences may be requested to repeat the current grade. The final decision rests with the Director /or the elementary school principal after consultation with parents and teachers.

Students who are absent or late to school must have a written excuse from parents or must phone the office. This excuse must include the date of absence, the reason for the absence, and the parent's signature. Parents should call the school office before 8:00 AM if their child will be absent that day. If a student is reported absent by the first period teacher, and no call is received from the parent, the office will call home. Students who arrive after 8:00am must report to the front office to be signed in and receive a late slip.

Absences for reasons other than illness or family emergency must be reported in advance to the homeroom teacher and the Elementary principal. School holidays are provided in our school calendar.

Students with unexcused absences may be asked to complete long-term projects and homework. Other work may be made up at the discretion of each teacher.

9.2 School Sponsored Absences

Students participating in school-sponsored activities must have written permission and must obtain this permission in compliance with the procedures indicated by the Director, teacher, or sponsor of the group involved. All students will use transportation provided by the school.

Students who miss classes as a result of participation in school-sponsored activities are not considered absent for that day or part of the day. They are, however, still expected to complete make up work for classes missed. (See Make Up Work below).

9.3 Make Up Work

When students miss school due to illness or their participation in school-sponsored activities, the following make up work procedures apply:

- A) Make-up work will be required to be completed within a reasonable timeframe agreed upon between the teacher, the student and the parents. Work that is due on the day of departure should be turned in prior to the activity.
- B) Students with extended absences will work together with the teachers to make up all tests, or quizzes at the earliest date.

- C) Students are strongly urged to complete as many assignments, tests, or quizzes as possible prior to an extended planned absence. It will be the responsibility of students to plan a makeup strategy with teachers.

9.4 Permission to Leave School

Students who must leave campus early may be excused by a written note, email or phone call from parents/guardian. The note must be presented to the homeroom teacher and school receptionist before students are given permission to leave the school campus.

9.5 Illness at School

Students who become ill at school should report to the school medical professional or administrative assistant accompanied by a note from their teacher or from the office. When the student is ready to return to class, the nurse will accompany the student back to class. In the event the student is not well enough to continue with their school day, then the school nurse will make arrangements to have the student collected and sent home.

9.6 School Office Phone

Use of office phone by students should be limited to emergencies or school-related issues. Where possible the adult will speak to the parent to ensure the message is clear and concise.

10.0 ISO Program of Studies

10.1 Academics

We believe that maintaining an English-language environment in the classroom is a vital component of our school's character. The school follows AERO standards for Elementary and Secondary curriculum, but draws also on best practices from around the world, focusing on the acquisition of knowledge and the development of problem solving, critical thinking, and inquiry based skills. The result is a broad, research based and culturally diverse curriculum delivered in English, emphasizing literacy (reading, writing and oral communication), the creative process of the arts and music, reasoning in the sciences and mathematics, the pursuit of a physically active and healthy lifestyle and the use of current technology to enhance the learning and discovery process.

The elementary school provides specialist teachers for French, Art, Music, Library and Physical Education. The curriculum of the school is dynamic, with constant attention to revision and fine-tuning.

The staff and administration, through in-service training, consultants from abroad, and attendance at the annual conferences of the Association of International Schools in Africa and other Professional Development workshops, strive to keep abreast of the latest developments in education worldwide. Moreover, individualization of instruction to meet the needs of every child is a broad goal of the school's instructional program. Thus,

students in the same class may be using a diversity of materials and may be learning essential skills through a variety of methods and techniques.

ISO conducts a regular classroom program for Pre-Kindergarten (age 4) through grade twelve. The best way to understand your child's program, of course, is to visit the school and to speak with your child's teachers. We always appreciate parental interest and involvement.

10.2 French Instruction

The French curriculum for Elementary students follows a program based on the CEFR (Common European Framework for languages) and aligned with the AERO World Language standards for Non-Francophone students and the AERO standards for ELA (English Language Arts) for Francophone students.

For Non-Francophone students, a textbook has been chosen for each level and the progression of the year is built around the linguistic and cultural contents of the textbook. Activities will be designed to develop students' proficiency in the 4 communicative skills (reading, listening, writing and speaking) through an action-oriented approach.

In a Francophone class, we do not follow a textbook but the curriculum documentation includes textbook extracts, novels, authentic documents, etc...; the progression of the year is built around the socio-cultural contents that a student in a specific age-group needs to get familiar with. Activities will be designed to encourage students to understand and appreciate language.

10.3 English for Speakers of Other Languages (ESOL)

Many elementary students arrive to ISO from non-English speaking backgrounds. Therefore ESOL lessons are required for those deemed necessary through testing upon arrival. Based on research regarding best practices and language learning, our ESOL program begins at Grade 2. Extra tuition is charged for this program. Students without English are given intensive ESOL lessons as a substitute for French lessons until such time as exiting the ESOL program.

11.0 Computers and Digital Technology

The International School of Ouagadougou has a PC Lab and a MAC Lab. Other computers may be accessed in the Library along with class sets of iPads that are shared among the elementary school. Computer instruction is integrated into the ISO program in Grades Pre K through 5. In the early years, basic computer literacy and computer-assisted instruction are introduced. ISO has a dedicated service line and is networked campus wide for Internet services. Some areas of the campus also support wireless Internet connections. All users must subscribe to ISO's 'Student Use Guidelines' before using the Internet.

12.0 Field Trips

Where meaningful and possible, field trips are part of the educational program at ISO. Parents will be notified of the time, place, and purpose of the trip. For each trip, parents must sign a permission slip for the student to participate. Students who are not participating in the field trip will be expected to remain behind at school, attending the classes of another grade level.

13.0 Student Support Services

Some Student Support Services have been established to facilitate academic, social, and emotional growth in students. Classroom teachers, teaching assistants, ESOL teachers and Reading Support Teachers support students with academic difficulties. The school wide Social Emotional Counselor is available for individual counseling related to self-esteem, problem solving, social skills, and other social and emotional concerns.

The administration team works with teachers to help both students and parents understand students' abilities, aptitudes, and interests. Assistance is also given to help students choose and apply to colleges and universities through the Upper School College Guidance Counsellor.

ISO welcomes all applicants, but parents should note that ISO is not-equipped to handle students needing special educational programs. Students with mild academic difficulties are accommodated in the normal stream of classes, but students with neurological disorders, severe speech impediments, or other challenges, which ordinarily would require the services of special education classes, are not accepted at the school.

14.0 Transition Program: "Move to the Middle"

In recognition of the transition from the self-contained elementary classroom to the departmentalized secondary school classroom, ISO has developed a program for "rising" sixth-graders. This program, called "Move to the Middle", is held in June in the last week of school of the student's fifth grade year. Fifth grade students are assigned a Middle School "buddy," whom they accompany to Middle School classes. Discussion sessions are scheduled to give fifth graders and their parents an opportunity to ask the Middle School faculty and administration questions pertaining to their expectations, workloads, schedules, activities, and any other concerns.

Younger grades also spend a short time in their next years class in June, to provide for a smoother transition come August.

15.0 Class Rank

In Elementary, ISO does not subscribe to the policy of ranking students in order of academic achievement.

16.0 Educational Materials

The teaching materials at ISO are current, with some originating abroad and others purchased locally. All Elementary students are issued most, if not all, the educational materials required for their learning program. All students are responsible for the proper care of their materials, textbooks or library books and materials must be returned, in good condition, to the school at the end of the school year or at the time of withdrawal. In case of loss or damage, replacement costs will be charged to parents. Students will be expected to return the specific item assigned to them throughout the year.

17.0 Especially for Parents

17.1 The ISO Association

All parents of full-time ISO students are automatically members of the ISO Association. The Association holds two formal meetings, one on the second Tuesday of November and one on the second Tuesday of May.

At these Association meetings, School Board members are elected and matters of concern to the membership are raised and discussed.

17.2 The School Board of Trustees

ISO is governed by a Board of Trustees comprising of nine voting members, six of them elected by the Association at its May general meeting, and two appointed by the outgoing Board. The Board also has two non-voting members: a representative of the Faculty, and the Director. The Board does not intervene directly in the day-to-day administration or educational program of the school; it holds the mission and values of the ISO community in trust, and adopts policy and strategic decisions to that end. For more information about our board of trustees, please refer to our school website.

17.3 Parent-Teacher Association: "ISOuagadoers"

The ISOuagadoers was formed in April, 2003, by parents and teachers who wanted to support ISO on all fronts: students, teachers, parents, and staff. Its mission is simple: to help facilitate partnerships between home and school so parents, administration, and faculty can work together to complement the education of all ISO students. The group is open to all parents or legal guardians of ISO students and all teaching staff at ISO. The ISOuagadoers meet monthly. At these meetings, various topics are discussed and events/projects outlined. ISOuagadoers may support events throughout the year, which might include: Welcome Back BBQ, Holiday Fair, Africa Week, Staff Appreciation Activities...

17.4 Parent Responsibilities

The school must be informed when both parents/guardians are away from Ouagadougou at the same time. In such events, someone must be designated as your child's guardian, and this person must have the authority to make medical and other decisions related to your child's well-being.

It is very important that the school office has the name, physical address, telephone, and email contacts for someone who will serve as an emergency contact. This person should be someone whom your child knows and who has agreed to make medical decisions on your behalf if the school cannot contact you and your child needs medical intervention. More than one emergency contact person is preferred. Emergency telephone numbers, local legal guardians, and health information must be left at the school should an emergency arise.

- Parents must notify the school of a change of address, email, or telephone, including mobile phone numbers.
- Parents should inform the school medical professional of any significant change in the health status of a child.

17.5 Responsible Parental Participation in Our School

All parents have an interest in the smooth and efficient operation of the school. This interest can most effectively be expressed through regular communication with teachers and the administration, through service on the Board and its committees; through attendance at school meetings and participation in the PTA. Moreover, parents are encouraged to volunteer to sponsor after-school club activities. Most importantly, parents can support their children's learning through encouragement and interest in their studies. We too, appreciate parental interest and assistance.

17.6 Donations / Gifts

It is prohibited for an individual teacher/staff member to accept cash gifts. Gifts with a value of up to 100 euro can be accepted by an individual teacher/staff member. In cases where a particular family offers gifts on a frequent basis (for example, at times other than holidays, year-end, or other special occasions), staff members should use their best judgement to avoid the appearance of impropriety. If in doubt, staff members should discuss the situation with their supervisor. Any gift over the value of 100 euro will be seen as a gift to the school and should be reported to the Director. A potential gift with a value of over 5,000 euro will be raised by the Director with the Board for discussion.

18.0 Communication

Communication between the school and parents is a high priority at ISO.

A formal bi-monthly Newsletter (Turtle Talk) keeps you informed of school news and activities. It is sent out via email. On alternate Fridays to the Turtle Talk, the elementary principal will provide a one-page newsletter about life in the elementary school. Homeroom teachers provide bi-monthly newsletters which inform parents of the current teaching and learning in their child's classroom.

In addition, the homework folders contain a range of information including: corrected

assignments, letters, tests, quizzes, newsletters, permission slips, etc. Parents are asked to look through their child's folders to keep updated with all that's happening and sign letters/homework and permission slips where necessary.

All ISO students keep an Agenda, which is updated through the week and checked daily by Elementary Teachers or Teaching Assistants. Important events are noted here and teachers may write individual notes specific to particular children in the Agendas. Parents may also communicate in writing with teachers using these Agendas.

ISO uses a school wide information system called EduPage. This provides an additional tool for parents to access information about school programming and student reports. It also provides another way of sharing information, as does the website and regular emails from our Community Relations Office.

18.1 Parent Information Night

A Parent Information Night is held for all parents at the start of the year. This program is intended to give parents: a general overview of the school year; an introduction to the instructional staff and administration; and an opportunity to allow teachers to explain the organization and academic plan for their classes. Questions of a general nature pertaining to the total school program or to an individual class may be asked during the evening. Questions dealing with individual student progress should be left for Student Parent Teacher Conferences and/or appointments with teachers or the administration may be made throughout the year. The date and times for this evening will be communicated to parents via newsletters, emails and Agendas.

18.2 Report Cards/Student-Parent-Teacher Conferences

The academic year is divided into quarters. You will receive a report card at the end of the second and fourth quarters, along with a progress report in September. In addition, days will be set aside for Student-Parent-Teacher Conferences – dates of which can be located on the school's website (www.iso.bf). The purpose of the conferences is to enable parents to receive first-hand accounts of their child's progress from his/her teachers and for the child to be involved in reflecting on and setting goals about their own learning. Conferences are held in the fall and spring.

We also encourage parents to arrange additional conferences with teachers throughout the year should you feel inclined. We will keep you up-to-date on your child's progress; however, if you have any questions, please do not hesitate to contact the school to arrange a meeting.

18.3 Tutoring

NB: Tutoring implies paid support, as opposed to 'extra help' from teachers which is unpaid.

At times, parents may feel it is in a student's academic interests to have tutoring after school or during the summer. When requested, the teacher will work with the parent to recommend a suitable person that could be available for tutoring. It is then the parent's responsibility to contact a tutor to make arrangements. We ask that the parents inform the teacher of their decision so that the teacher can advise the tutor if necessary. Please note that ISO staff are not allowed to tutor their own students. Teachers should be mindful of security and professional ethics, and not work with students in a one-on-one situation without other people present, or behind closed doors.

19.0 School Liability

ISO assumes full responsibility for the supervision of ISO students during the regular instruction day (08:00 AM – 15:15 PM) and during all school sponsored events including after school activities. ISO is not responsible for the supervision of students on campus outside these times. Each year, parents are asked to complete a waiver absolving ISO from any liability when children are on campus outside regular instruction hours and not in a school sponsored activity.

20.0 Health Services

It is important, for your child's safety and health, that along with Edupage, we have an Emergency Form on file with pertinent medical information concerning each child, such as medication being taken, serious health conditions, and your family doctor's name and phone number. A form to collect this information is sent out, by our school medical professional, at the beginning of the school year. The school staff is equipped with first-aid kits for small emergencies. We will notify you when a serious health condition occurs so you can refer it to proper medical authorities. If your child is ill, please do not send him/her to school. If ill, children do not profit from their school experiences, and there is a risk of infecting other children and adults.

21.0 Hot Weather Guidelines

The hot season in Ouagadougou is from March to May with April being the hottest of the months. During this time the heat is a “dry” heat rather than an elevated heat with high humidity. Burkina Faso is a sub-Saharan country with higher annual temperatures, thus there is a need to find ways to adapt to the heat or follow basic principles when working and playing outdoors. Students are reminded on a regular basis throughout the school year to bring water bottles to school. Students are also taught the appropriate steps to recognize and prevent heat stress.

During the hot season, greater attention will be made to prevent extended periods of activity during the hottest part of the day, as well as giving increased number of water and rest breaks.

As Burkina is a sunny and hot country, it is important for families to remember to have their children wear appropriate clothing, apply sunscreen, and to drink plenty of water. ISO provides drinking fountains on campus, but it is important for students to bring water bottles as well, especially for PE classes, after school activities, and for athletic practices.

22.0 Attendance Policy for Illness

Please keep your child at home if any of the following symptoms or signs are present:

- Elevated temperature (greater than 100 F or 38 C,)
- Diagnosed with a strep infection-your child should be on antibiotics for at least 24 hours before returning to school,

- Acute cold with discolored nasal discharge, sore throat, or persistent productive cough
- Vomiting, nausea, or severe abdominal pain during the night or in the morning
- Repeated diarrhea during the night or in the morning
- Pus-like discharge from eyes, with redness and itching, and
- Suspected and /or untreated communicable disease (some examples include: chicken pox, impetigo, scabies, hepatitis, conjunctivitis, ringworm, etc).

23.0 Medication Policy

- No medication, including over-the-counter medication (Tylenol, Motrim, and Panadol) is given without parental consent.
- All medicine is brought to school by parents and kept in the Health Office to be administered by the school medical professional or her/his delegate. Parents may request that a child carry and self-administer their medication. This may especially be desired in the case of an asthma inhaler. Information and request forms are available at the health office.

23.1 Health Information Forms and Exams

Parents are asked to update student health forms yearly. Physical exams are required on entrance and every two years thereafter. The school offers a basic physical exam to any students needing to complete their physical health forms.

23.2 Vaccinations

Required vaccinations include:

- Diphtheria, Tetanus (Td) (seven years at 7-12 years, then every ten years)
- Diphtheria, Tetanus, Pertussis (DPT) (seven years)
- Measles (MMR)
- Meningococcal – ACW35Y
- Polio
- Yellow Fever

Other recommended vaccinations:

- Haemophilus B Influenza (Hib) (age four or under)
- Hepatitis A
- Hepatitis B
- Influenza (annually)
- Typhoid (every three to five years)
- Varicella

23.3 Insurance

The school carries insurance to cover minor injuries that may occur on the school grounds as well as liability coverage to insure against any accident while on a field trip away from the school. All parents should carry their own medical insurance to cover

all major medical problems and emergencies for their children. Enrollment of your child at the school waives the school's liability beyond the aforementioned minor injuries and liability limits.

24.0 Emergency Procedures

Each family must provide ISO with updated emergency information, emergency contact numbers, email addresses and phone tree numbers. This information will be kept up to date using Edupage.

The office will establish an Emergency Phone Tree shortly after the beginning of the school year. This document will consist of the names of all parents with home and work phones listed. That said, our campus is situated in a safe area and consists of a closed campus with its own security wall and guards. A comprehensive Emergency Procedure Manual outlining precautions and procedures for potential crises or trauma-inducing events has been developed. You may rest assured that we are prepared, and we will use our best judgment in dealing with any eventuality that may arise to ensure the safety and welfare of your children.

ISO conducts emergency preparedness drills with students throughout the school year for fire, lockdown, and safe havens. At the beginning of the school year students are forewarned of the drill, but as the year progresses the drills are conducted without warning.

25.0 Grievances

If you have any grievances, you should first contact your child's teacher, especially to resolve problems in the class. The elementary principal should be contacted if classroom situations do not get resolved. If the elementary principal does not satisfactorily resolve the situation, parents should appeal in writing to the Director. If the decision then is not satisfactory, parents may then contact the Board in writing through the Director.

26.0 Especially for Students

26.1 Drinking Water

Due to the limitations of our facility, it is impossible for us to provide boiled/filtered drinking water for our students. The well water at ISO is healthy and is regularly checked. Even though ISO provides drinking fountains on campus, please see that your child brings a good supply of drinking water each day. The climate is hot, and it is important for your child's health to have enough to drink. Be sure that names are clearly marked on water jugs with indelible ink.

26.2 Sports

ISO students have the opportunity to engage in a variety of sporting activities during and after school hours. Softball, tennis, swimming, dodgeball, karate, touch rugby,

soccer, badminton and basketball are some of the organized sports that are offered regularly. Information on times and age limits will be published in the Turtle Talk and via special announcements sent home during the school year.

26.3 Homework Expectations

To reinforce classroom learning, students will be responsible for homework on a regular basis. The amount given varies, of course, with the age and grade of the individual student. The length of time that homework takes to complete depends upon the student's concentration and study habits, and understanding of the material. However, students need to realize that homework is a vital part of their school responsibilities.

Parents can contribute to the success of their children's academic experience by providing a supportive atmosphere for the completion of homework exercises. This includes a quiet, attractive workspace within the home, a set homework schedule during the day, and reinforcing the teachers' and school's expectation that the homework assignments will be completed. Should you have questions regarding homework, please contact your child's teacher.

26.4 Extra Help

Students may request extra help from teachers when needed. Teachers may also request that students come back for extra help. This effort will generally occur after school at mutual convenience and is not intended to be full time tutorials. Any desire for tutors is the sole responsibility of parents. ISO teachers are not allowed to provide paid tutorials to their students, as it is a conflict of interest. All financial arrangements for tutorials are solely between the families receiving such services and those individuals providing the tutorial service.

26.5 Discipline

Discipline is not a great problem at ISO. However, there are instances when students step beyond the bounds of acceptable behavior. Teachers will make the school's expectations for student behavior clear in the first weeks of school. In general, the ISO Code of Conduct is based on respect: respect for yourself, others and the world around us.

27.0 ISO's Code of Conduct

- A) Show respect for each other's personal property by:
 - i) Asking permission before touching someone else's belongings;
 - ii) Avoiding loss or damage to borrowed items.
- B) Show respect for school property by:
 - i) Taking proper care of playground equipment, library materials, and all other ISO property;
 - ii) Returning used or borrowed items to their proper places;
 - iii) Obtaining permission before entering other classrooms.
- C) Show respect for each individuals:
 - i) *Physical well-being* by refraining from hitting, kicking, pushing, hurting (etc.) each other;
 - ii) *Emotional well-being* by refraining from name calling, insults, being impolite,

discouraging others, or using bad language;

iii) *Academic well-being* by allowing each other to concentrate on his/her work and being considerate of each others learning styles; and

iv) *Socio-cultural well-being* by respecting cultural uniqueness, including each individuals race, religion, nationality, language background, and social situation.

D) Show respect for all staff and personnel.

E) Show respect for the school's time schedule and rules by:

i) Arriving promptly to all class sessions;

ii) Remaining in your class until the teacher gives you permission to leave for your next class, for break, etc.

iii) Eating snacks at snack time in appropriate areas.

F) Show respect for the school's environment by placing all trash in the trash bins placed around the campus.

The consequences for violating the Code of Conduct will include a verbal or written warning and may include any of the following: restriction from school activities, including break-time, lunch-time or after-school detention; in-school or out-of-school suspension; ineligibility from after school activities or athletics; and, in rare cases, expulsion. The degree of discipline will depend on the severity of the infraction as well as the student's history of disciplinary incidents. In many cases, action will be taken without parent notification; however, repeated incidents and/or significant violations of the Code of Conduct will warrant a phone call, email, or letter home to a parent as well as, in some cases, a meeting between the principal, counselor, parent, and student.

In more serious cases, a Disciplinary Hearing may be required. This will involve the classroom teacher, the Elementary Principal and the Director, plus any other staff members necessary. Very serious infractions may result in in-school suspension, out-of-school suspension or expulsion.

28.0 Appropriate School Attire

When dressing for school and selected school sponsored activities, ISO students are asked to consider ISO's context as an educational institution in an environment which includes diverse belief systems and cultural practices.

Students should always dress appropriately for school. This includes clothing and jewelry that does not contain statements or insignias of questionable taste or advertises, promotes or contains references to drugs or alcoholic beverages. It also includes wearing clothing that does not prevent you from taking place in regular school activities. Clothing should be selected to avoid showing undergarments and bare midriffs. Shoes must be worn at all times. P.E. t-shirts can be purchased at the reception desk.

28.1 Harassment

If anyone is bothered by another student, they should ask them to please stop. If they do not stop, the student should then move away. If the harassment continues, the student should then report the problem to a teacher.

28.2 Tobacco, Alcohol and Drugs

ISO is a smoke, alcohol, and illicit drug-free campus. It is strictly forbidden for students to use, to possess, or to be under the influence of alcoholic beverages or illicit drugs or to smoke on the campus or at any ISO-sponsored activity off the campus. Students failing to comply with this policy may be suspended from school for a period not to exceed five school days. Subsequent violation of this policy may result in expulsion from the school. Visitors and guests are expected to follow these same guidelines.

28.3 Musical Devices and Cell Phones

Elementary students are discouraged from bringing personal devices to school at any time. School wide, students may use electronic listening devices and games as well as cellular phones before 08:00 AM and after 15:15 PM. All electronic devices must be turned off and stored out of sight during the school day. Music devices and cell phones may be confiscated and returned at the end of the school day from students who violate this privilege. No listening devices are permitted during class time unless the student requires it for learning.

28.4 Homework and Projects

All assignments are to be completed individually by the student unless explicitly stated otherwise by his/her teacher.

28.5 Quizzes, Tests, and In Class Writing Assignments

A “no cheating” rule exists. If students are caught cheating on tests or exams parents and administration will be involved.

28.6 Plagiarism

No idea, which either misrepresents the author’s opinions or is not fully cited, may be borrowed. This prohibition includes the entire spectrum of potential abuses from directly copying another’s work to using a particular phrase without crediting the author from whom it is borrowed. Ultimately, the power of this code lies solely in the willingness of each member of ISO to monitor his/her own behavior and demand the highest possible ethical standards from himself/herself, his/her fellow classmates, and his/her teachers. Any conscious bending of these standards weakens the community of trust and respect that we value so highly. Usually questions of ethics are the outward signs that an individual’s conscience believe the action to be undertaken is improper. If a student has any questions regarding the choice he/she may be contemplating, he/she should ask a teacher for an assessment of the behavior BEFORE engaging in it.

28.7 Suspension

Students may be suspended from participating in activities for repeated or serious infractions of the ISO Code of Conduct or the school's guidelines on weapons, tobacco, alcohol, and illicit drug use. Incurability in class may result in up to a five-day suspension from attending classes and any school functions and activities during the suspension.

28.8 Expulsion

Students may be expelled from ISO by the Board if student behavior is not modified to no longer be a threat to the safety, health, or welfare of the student or the school community.

29.0 The Use of Computers and The Internet

29.1 Responsible Use Agreement

All members of the ISO community: students, teachers, administrators, and staff, are expected to abide by the terms of this Agreement. The behaviors outlined in this policy apply to all technologies used in the ISO environment, regardless of ownership or method of connectivity.

Digital Citizenship: All users of technology are expected to maintain high standards of digital citizenship. This includes the following:

Legality: Users will neither introduce nor make use of illegal content within our environment. This includes downloading pirated software, accessing banned or blocked sites, using software or apps that are prohibited, and using our resources for any illegal activity.

Copyright: Users will respect all relevant copyright laws. This includes citing works and images appropriately, and avoiding plagiarism.

Security: Users are expected to take necessary steps to protect their own and others' digital security. This means users should not post personal information, photos, last names, addresses or any other identifying information without explicit permission. They should also never share their passwords inappropriately, nor should they attempt to access someone else's account. All of our data and records are in accordance with the General Data Protection Regulations as laid out by the EU.

Harassment and cyberbullying: These are serious offenses and will be dealt with at the highest levels. If anyone feels that they are the victim of harassment or cyberbullying, they should notify a teacher immediately. Incidents that involve ISO students, even if they occur off-campus and outside of our network, still reflect on ISO and therefore school behavior guidelines apply.

Preservation of Resources: Digital resources at ISO are intended for educational use by all members of our community. We expect all users to take steps to preserve and protect these resources for communal use. Recreational use (Facebook, YouTube, gaming, etc.) should never displace educational use, either when making use of computer workstations, or when occupying bandwidth. While not expressly prohibited, staff may prohibit students from using technologies at any time when they feel that student behaviors may be distracting to themselves or others, or resources are not being shared appropriately.

Bandwidth: This is perhaps our most valuable shared resource. To protect bandwidth for all users, students and teachers are prohibited from downloading or streaming large

media files during school hours.

Care of resources: Users are required to be diligent in protecting physical resources. This includes keeping equipment clean (not eating or drinking when using computers), ensuring they do not damage cables, devices or furniture, being cautious with headsets and other peripherals, not losing devices, and reporting any damages immediately. If such damage is the result of student negligence, they may be required to pay replacement costs.

Data: While ISO takes steps to provide backups of certain files, ultimately the preservation of data is the responsibility of the user.

Unauthorized Use: Students and staff should not provide access to ISO digital resources to any unauthorized persons. This includes wifi passwords, as well as access to physical devices.

Agreement to Follow Protocols: All users agree to follow all protocols and guidelines concerning the use of digital resources at ISO, and accept all responsibility to remain aware of any changes or updates in guidelines.

Communication: ISO makes use of each user's ISO domain gmail account as the primary means of electronic communication. All students are expected to check their email regularly to stay abreast of information communicated by their teachers, the CRO, and other Administrators.

29.2 Digital and Social Media Policy

Definition:

For the purpose of this policy, 'digital and social media' includes web-based publishing sites and communication tools, and all print and digital artifacts used both within the ISO environment and in the global Internet space.

Purpose:

Internet technologies and the growing use of mobile devices provide new and increasingly effective means to learn, communicate, share, and collaborate with students and parents. In addition to websites, blogs and other collaborative tools, social media such as Facebook, WhatsApp, YouTube, SnapChat, Instagram and Twitter are also being used more frequently for educational and marketing purposes. Therefore, ISO has established the following set of guidelines to ensure the safety and privacy of our students and community, while still allowing for academic freedom, celebrating our school, and necessary marketing and corporate representation on a global and local scale.

Digital Behavior Guidelines for all users:

Regardless of whether you are a student, teacher, administrator or staff member, posting about ISO on social media means you are representing the school in an official capacity, whether you intend to or not. Therefore, you must always keep the following guidelines

in mind to protect the security and privacy of all members of our community.

1) *Don't Tell Secrets.* While it is perfectly acceptable to have an online dialogue about your work or learning at ISO, it is not acceptable to publish confidential information. This includes things like:

- Enough information that someone can deduce a student's full name. Family names should be avoided as a priority
- Grades, either summative or cumulative
- Addresses or phone numbers of other community members
- Employers or email addresses of parents
- Any other information that the student or community member has explicitly asked not to be public.

2) *Protect Your Own Privacy.* Privacy settings on social media platforms should be set deliberately so that you are mindful of what information you are allowing the public to see. It is advised that you never share your home address, home phone number, and that you not use your professional email address with a personal social account.

3) *Be Honest and Inoffensive.* Do not blog anonymously, using pseudonyms or false screen names. Use your real name, being mindful to protect your own privacy. There is no security behind anonymity, and everything posted online stays online forever; if you make offensive posts or troll online, and your identity is later discovered, it discredits ISO as well as yourself. Online behavior should mimic face-to-face behavior.

4) *Be Legal.* It is critical that you show proper respect for the laws governing copyright and fair use or fair dealing of copyrighted material owned by others. You should never quote more than short excerpts of someone else's work, and always attribute such work to the original author/source. It is good general practice to link to others' work rather than reproduce it. Additionally, many sites have user age requirements; all ISO members must be mindful of these restrictions and take precautions to be in compliance.

5) *Think About Consequences.* It's about judgment: be aware of how others might view your online work and always protect yourself. Using a personal blog to vent frustrations at ISO or a community member, using media outlets to embarrass the school or a staff member, or having conversations on online friendships with students (or teachers) that may have the appearance of impropriety to anyone is dangerous and ill-advised. Such actions could lead to disciplinary action or even termination.

6) *Quality Matters!* We are an educational institution, and everything you do in the public sphere reflects on our mission. Use a spellchecker, ensure your photographs are in focus and appropriately resized, if you are not design-oriented, ask someone who is to look over the layout of your blog, if a post does not feel right then wait and review it before publishing it. At all times, protect and reflect your professionalism and that of ISO.

29.3 Digital and Social Media Policy Information for Parents:

Among students and adults alike, social media use is ubiquitous and growing, and presents unrivaled opportunities to share, collaborate, communicate and celebrate student work and achievement. ISO respects and honors the need for privacy and security, and also recognizes the importance of being able to leverage digital artifacts for educational and marketing purposes. Therefore, we provide these guidelines for social media use among our students and teachers:

Within school-controlled digital spaces, where access is limited and passwords are controlled by ISO (such as Moodle and Google Classroom), student work may be published with full acknowledgement of the author.

In public digital spaces, where non-ISO members can see posts and which may or may not be password-controlled (such as Facebook or Twitter), the following guidelines apply:

- If students are identified, names will only be used in a manner that does not fully identify them (no first and last names, or first names when there is a photo that shows their last name on a sports jersey, for example).
- Family information, such as addresses, email addresses phone numbers or employer will not be shared (unless requested)
- Achievement results, such as grades, college acceptances or class standing will not be provided in a manner that may be directly traced to an individual student.

As images are powerful tools and are used extensively in promotional materials and other places, ISO reserves the right to use photographs and other visual media containing the images of past and present students in its online and print resources. If a family or student objects to this photo policy, please communicate with ISO and the school and teacher will take reasonable care to avoid gathering an identifiable image. Parents can assist by communicating to their children to avoid having their image captured in individual or small group photographs. ISO takes no responsibility for images captured in a non-official capacity, such as by classmates, other parents, visiting teams, etc.

30.0 Our Special Activities

30.1 After School Activities (ASAs)

ISO students participate in a variety of club activities, which change from year to year according to the resources in the community. During the week there is an ASA Program. Several sports are frequently offered as well as various clubs which have ranged from Ballet, Soccer, Touch Rugby, Karate, Djembe, African Dance, Swimming, Pottery, Beadwork and Doll Making. Parents are encouraged to share their talents as sponsors of activities for students at the school. An after-school activity schedule (including costs) will be sent home with your child before each sign up session throughout the year.

30.2 Burkinabé Field Trips:

Pre-K through 5th Grade plan field trips throughout the year that relate to curriculum. The teacher plans the trip, arranges for transportation and has each student fill out a permission form which is to be signed by the parents allowing the student to participate in the field trip. Parents and individuals with expertise will be invited to join the students on these outings. A code of conduct has been established to be read and signed by the student and parents. A permission slip must be signed by the parents in order for the student to participate in the trip.

30.3 Service Learning Programs

All ISO students are required to participate in the school's Service Learning Programs. These activities and programs vary depending on student input and connections within the community and are intended to be equally beneficial to all participants.

30.4 Student Council

Elementary students organize a Student Council each year. Student Council provides channels through which ideas for activities and concerns from students can be expressed. The Student Council plans activities for the benefit and enjoyment of the ISO students and community. Some activities have included Spirit Week, talent shows, movie nights, special fundraising, annual dances, tournaments, and game nights.

30.5 Classroom Parties

Rationale: A party implies the bringing and sharing of food with a group; *it may involve music, dance and general fun*. Parties should be held in special circumstances and not be a regular feature throughout ISO. They are a privilege and not a right.

- Parties to celebrate the end of the year should be coordinated between homeroom teachers and specialists to eliminate multiple parties being held throughout the day. The teachers involved will share the party information with the principal in advance of the party.
- For Elementary School, birthday parties can be held on the student's birthday but only during the last 20 minutes of the day. Invitations to parties may be handed out at school only if all students from the class are invited.
- In Elementary, food and water can be consumed throughout the day at the teacher's discretion.
- Healthy eating should be promoted by all teachers.
- Lollipops are banned in the school (for safety reasons)
- Sodas are banned on regular school days (for health reasons)

31.0 Doing Business with Us

31.1 Office Hours

The school office is open from 07:30 AM until 17:30 AM. The Director, the receptionist,

and the administrative assistant are available during these office hours to assist you. All visitors, including parents, must check into the school office upon arriving on campus. Working parents who are not able to schedule a meeting during office hours, should call to make an appointment at another time.

31.2 Administrative Roles

For matters concerning the Elementary School, please contact Ms. Maeve Doherty, Elementary Principal.

For matters concerning the Upper School, please contact Mr. Russ Kupperstein, Upper School Principal.

For matters concerning digital tools, including the school website, email or FAM, contact the IT Manager, Mr. Mark Botelho.

For any financial matters, please contact Mr. Dan Fitzpatrick, Business Manager.

For any inquiries regarding the general operations of the school, please contact the Community Relations Officers, Ms. Jo Richardson or the receptionist, Mr. Jonnathan Boudaone.

All cash transactions, including the paying of ASA's and the purchasing of lunch tickets for the snack shack can be handled by our cashier Ms. Wati Simpire.

In addition to the above, the director of ISO, Mr. Jean-Luc Aupoix welcomes any contact with parents especially matters of:

- Overall school operations
- Whole school issues such as implications of school policies and security
- Recruitment and allocation of teachers
- Community / school communication

32.0 Tuition

ISO is supported almost entirely by the money received from the tuition paid by the students it serves. Although we do everything in our power to keep our fees as low as possible, rising costs for personnel, educational materials, and supplies make it necessary to raise the fees from time to time. For the 2019-2020 school year, the annual tuition fees are as follows:

School Fees Application Fee: (K-12) € 288

one-time fee (non-refundable)

Facility Use Fee: (PK-12) € 64

annual fee (non-refundable)

Elementary Kit: (PreK-5) € 40

Tuition Fees: Pre-Kindergarten € 5,202

Grades K – 5 € 15,706

Grades 6 – 8 € 17,213

Grades 9 – 12 € 17,766

Capital Levy Fee: (Board Policy 501.3) The capital levy is a contribution paid by all students to maintain and improve the school's facilities and infrastructure. The amount and modalities of the capital levy contribution shall be determined annually in advance by the Board. The capital levy contribution is not pro-ratable or refundable. The capital levy must be paid in full with the first installment. The annual capital levy fee is payable at a rate of 2,500 Euros (per student) for the first year and 1,000 Euros per student each year thereafter. For students starting in PreK, the initial capital levy fee is 500 Euros and 1000 Euros per student each year thereafter.

Possible Additional Fees: ESOL: Grades 2 – 12 € 2,431

Transportation: € 630

PE Uniform € 20

If the Director deems that a student requires an in-class tutor, an additional fee reflecting the cost of the professional or paraprofessional employed and the type of assistance needed shall be charged. Should the Director deem that a student requires extra tutorials outside the classroom, he/she shall determine that student's needs with the teacher concerned and establish an ad hoc contract as appropriate. Families shall be invoiced by the school on a monthly basis for payments made to tutors assigned in this way.

Payment Installment Plan (Tuition only)

The following options are available to ISO families:

Installment plans for 100% sponsored families (Board Policy 501.7)

Families with 100% employer sponsorship for school fees must pay in full by June 30th of each calendar year. Exceptions must be arranged with the Director.

Installment plans for others (Board Policy 501.8)

Families without 100% employer sponsorship who pay out of pocket may choose to pay in one, two, or four installments after being approved by the Business Manager. This request must be made in writing, by email or in person, by April 30th of each calendar year. The following are the installment plans:

1. One payment method: no later than June 30th of each calendar year
2. Two payment method (capital levy paid in full with first payment):
 - a. First no later than June 30th of each calendar year
 - b. Second no later than the end of the first semester
3. Four payment method (capital levy paid in full with first payment):
 - a. First no later than June 30th of each calendar year
 - b. Second no later than the end of the first quarter
 - c. Third no later than the end of the second quarter
 - d. Fourth no later than the end of the third quarter

Late payment penalties shall be levied as follows:

1. 2.5% of fees due if payment is received on or before two months after the due date.
2. 5.0% of fees due if payment is received more than two months after the due date.
3. Student records and reports shall be withheld until all payments are brought up to date.
4. If fees fall a full quarter behind, families may be told to withdraw their child from the school until payments are brought up to date.
5. Late payment penalties specific to the fourth payment (due at the end of third quarter) of the Four Payment Method.
 - a. 2.5% of fees due if payment is received on or before one week after the due date.
 - b. 5.0% of fees due if payment is received more than two weeks after the due date.
 - c. If fees fall a full month behind families may be told to withdraw their children from school until payments are brought up to date.

Student records and reports shall be withheld until all payments are brought up to date. If fees fall a full quarter behind, families may be asked to withdraw their child from the school. In any event, students for whom payments are outstanding from the previous school year(s) shall not be admitted at the start of the new school year until the arrears are paid in full.

Bank Charges. As per Board Policy all bank charges incurred to ISO's account including charges for receiving wire transfers or foreign checks from foreign banks will be billed to the payee.

Late enrollment:

- 1) Families enrolling students between August 1st and the first day of the school year shall pay all fees due by the first day of school in August and may apply for an adjusted plan per Board Policy 501.8. Late payment penalties shall apply as per Board Policy 501.9.
- 2) Families enrolling students during the first quarter shall be charged the full fees for the year, and shall settle all fees due before commencing class
- 3) Families enrolling students after the end of the first quarter may, subject

to the Director's agreement, be charged pro-rated school fees for the remainder of the year; they shall settle all fees due before commencing class: late payment penalties shall apply as per Board Policy 501.8. Application and capital levy contributions are always payable in full and cannot be waived or pro-rated. (Board Policy 501.11)

Early withdrawal:

1. Families who will be leaving the country before the end of the school year and who inform the school of their date of departure before August 8th shall be invoiced on a pro rata basis, and shall settle the invoice in full before the start of the school year
2. Students withdrawn at any time in the school year as a result of political turmoil or civil unrest shall not be entitled to any refund of fees paid or any waiver of any fees outstanding under an installment plan.
3. In the event of students being withdrawn before the end of the first semester for reasons *other* than political turmoil and civil unrest, and providing notification is received on or before December 1st by the Director, ISO shall (a) Waive payment of the second semester installments for families on an installment plan; (b) reimburse second semester tuition fees for those that have paid in full.

Cancellation:

In the event of a student being unable to take up his/her place at the start of the school year for any reason other than political turmoil and civil unrest, and providing notification is received on or before August 1st by the Director, ISO shall refund second semester tuition fees to families that have settled tuition fees in full. No refund shall be paid to families in this circumstance who have paid one semester's fees under an installment plan. (Board Policy 501.13)

Temporary withdrawal:

Families temporarily withdrawing students from school but wishing to secure a place for their return later in the same school year shall be required to pay fees for the full year. (Board Policy 501.14)

Assisted Places (Financial Aid):

Application procedure

Applications for assisted places must be submitted using the appropriate form, available from the school administration and on the ISO website, together with the supporting documentation specified on the form, at the same time as the regular enrollment requests to which they are linked. By way of derogation to the schedule for the regular admissions and enrollment procedure (Section IV), applications for

assisted places for the school year starting in August shall be submitted by March 31st at the latest. For returning families, any application received after this date will not be reviewed. Applications shall be submitted in a sealed envelope, marked "Confidential: Article 502 Application"; a receipt shall be issued by the school administration. Applications for new families received from April 1st to the end of the first semester may be, at the Board's discretion, assessed on a first come, first served basis. Fee waivers shall under no circumstances be granted retro-actively; any waiver granted pursuant to Article 502 applications received after the start of the new school year shall apply only to the second semester, the fees for the first semester being payable in full.

From the end of the first semester, no applications will be accepted

Assessment process:

An anonymous committee will meet to process the applications in a systematic and impartial manner in April of every year. This committee will provide their results to the Board in April or May. The committee may direct the administration to request further information from applicants, or to conduct further enquiries and verifications as it deems necessary. If families are missing information or have incomplete applications, they will have only one opportunity to submit the proper documentation.

Decision and notification:

The Board, meeting in executive session, shall decide on each application on the basis of the committee's recommendations, together with total enrollment demand for the grade concerned and the budget provision available, and direct the administration to notify applicants accordingly. Applicants shall be notified in late May, after the final Board meeting. Only the Board shall approve or reject applications for assisted places. Although applicants can request further information to better understand the criteria upon which the decision was made, the Board's decision is final, and is not subject to appeal.

Applications for assisted places must be submitted using the appropriate form, available from the school administration and on the ISO website, together with the supporting documentation specified on the form.

For further information please contact either the Business Manager or the Director.

For Returning Families (Board Policy 501.5) Guarantee your child's spot by paying a € 500 deposit by April 30th. The deposit will be applied to your tuition fees. The deposit is non-refundable and non-transferable.

*Provided there are remaining funds available

33.0 Acronyms

Each organization has a set of acronyms they tend to use with the assumption that

everyone knows what they stand for. To help clarify these, here is a list of the commonly used acronyms.

33.1 School Related

AD – Athletic Director
AISA – Association of International Schools in Africa
ASA – After School Activities
ES – Elementary School (grades Pre-K – 5)
ESOL – English for Speakers of Other Languages
HS – High School (grades 9 – 12)
ISO – International School of Ouagadougou
ISOTTA – International School of Ouagadougou Teachers and Teacher Assistants
ISOuagadoers – Parent-Teacher Organization
IT – Information Technology
MS – Middle School (grades 6 – 8)
MSA – Middle States Association of Colleges and Schools (our accreditation body)
NUTS – Niamey Universal Tournament of Softball
PD – Professional Development
Pre-K – Pre-Kindergarten (age 4)
SOFANWET – Softball Fanatics Weekend Tournament
US – Upper School (grades 6 – 12)
WAISAL – West Africa International Schools Athletic League

33.2 External Tests

ACT – Originally American College Testing (grades 11 and 12) –
ACT AP – Advanced Placement Tests (grades 11 and 12)
DELFB – Diplôme d'Etudes en Langue Française (grades 2-12)
MAP for Growth – Measure of Academic Progress (grades 2 – 9)
PSAT/NMSQT – Preliminary Scholastic Achievement Test /National Merit Scholar Qualifying Test (grades 10 and 11)
SAT – Scholastic Achievement Test (grades 11 and 12)
TOEFL – Test of English as a Foreign Language

M. Doherty – August 1st, 2019