

The American School of Kinshasa

Secondary School



Family Handbook

2021-2022



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TO TASOK SECONDARY SCHOOL

A MESSAGE FROM THE TASOK DIRECTOR

It is with great pleasure that I welcome you to The American School of Kinshasa (TASOK)!

For over fifty years TASOK has provided a quality academic and internationally recognized American education for students from preschool through grade 12. Founded in 1961, TASOK has been situated on our current 42 acres of jungle forest and garden since 1966. Our vision is visible in our commitment to excellence, integrity, and inclusivity, on campus and outside our perimeter, here in the heart of Africa. With just over 310 students, representing 40 different nationalities, we are a small school where every member of the community, students, families, faculty, support staff, makes a difference. Every voice counts. Our outreach into the greater Kinshasa community is permanent and robust.



Our current school wide goal of International Baccalaureate implementation has brought a new and exciting time for TASOK as we continue to promote academic excellence and international mindedness through the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). These programs not only provide additional opportunities for our students, but also promote the ideals that allow our students and teachers to be the empathetic global community leaders of tomorrow.

Our website concept at www.tasok.net is based on our conviction that to see us in action and in our setting through photos is the best way for you to understand our identity. Your initial exploration is mainly visual, photos of all aspects of our school. In depth text information is instantly available through links.

I invite you to explore teaching and learning at TASOK. Your questions are important. Don't hesitate to contact us at info@tasok.net if you have a particular need. You will always receive a response.

Daniel Mullen

TASOK Director

TO TASOK SECONDARY SCHOOL

A MESSAGE FROM THE SECONDARY PRINCIPAL



Bienvenue! Mbote! Welcome back to all our new and returning families. At TASOK students have the unique opportunity to learn more about themselves and the world around them, and to develop new skills and form lasting friendships. This is achieved through the provision of a challenging curriculum that develops critical thinking and emphasizes personal and academic excellence, within the framework of a culturally diverse school. We recognize that students require an education that acknowledges the uniqueness of each individual and promotes personal and academic excellence, tolerance and responsibility.

An important ingredient in achieving this goal is that students, teachers and parents work together as a team. For this to be successful, cooperation between the school and the family is essential and close communication is considered to be an important factor in providing a conducive, welcoming and supportive environment. In this respect, all parties should be aware of essential policies, procedures and general information about TASOK. Therefore, I ask you to read the Handbook carefully as important information is considered to be an important factor in providing a conducive, welcoming and supportive environment. In this respect, all parties should be aware of essential policies, procedures and general information about TASOK.

Should you require clarification of information presented in this handbook, please don't hesitate to contact me at lpeacock@tasok.net. In addition, I would like to wish everyone in the TASOK community an enjoyable and successful school year.

Lesley Peacock

Secondary School Principal

TASOK GUIDING STATEMENTS

At TASOK, we believe in:

Excellence, Integrity, and Inclusivity

Our Mission for Excellence: The American School of Kinshasa provides dynamic and individualized educational challenges and opportunities that promote diversity and empower each of its students to develop into independent global community leaders.

TASOK Learner Profile (based on the IB Learner Profile)

Our learners 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 analyze 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.

TASOK LEARNING PRINCIPLES

Learning at TASOK is both a personal and social activity.

Individuals have different starting points and different interests. They will follow different learning pathways and will learn at varying paces. Learners attain understanding through regular reflection, self-assessment, and self-adjustment. In addition, it is often social interaction and collaboration, which stimulates a new direction in thinking. Articulating one's own ideas clearly and allowing our ideas to be challenged leads us to deeper understanding.

Learning at TASOK engages and recognizes our emotions.

We commit to engaging students in a positive manner and to creating an emotionally safe learning environment where they are challenged. We provide purposeful and fun learning activities that add joy to the process.

Learning at TASOK happens through providing authentic and transferable learning experiences.

We strive for student learning that is authentic and contextual. All learning involves transfer from previous learning and placing students in new situations where they can apply their understanding. We strive to foster our students the ability to make use of their learning in unfamiliar contexts, so they learn to resolve issues independently. We aim to help our students make connections within and across disciplines, leveraging technology when appropriate as a tool to enhance learning, and engaging in the wider community both locally and globally.

Learning at TASOK requires regular, timely, and user-friendly feedback.

Clear and effective feedback focused on learning goals is necessary in order for individuals to demonstrate progress in learning and achieve high standards of excellence. Learners require opportunities to act on feedback in order to improve without penalty. Feedback focused on progress towards well-articulated standards and outcomes promotes learning.

Learning at TASOK happens with appropriate facilitation and modeling.

The facilitation of learning is promoted in a rigorous, fun, and motivating environment where skills, understands, and metacognitive practices are modeled frequently, inquiry-based opportunities are regularly implemented, and higher order thinking skills are developed through effective questioning. Modeling of who we are as thinkers and learners is important so that the process of our thinking is discussed, shared, and made visible.

THE SECONDARY SCHOOL PROGRAM ADDRESSING RESEARCH-BASED ADOLESCENT NEEDS

Our Secondary School Program's guiding principles, which shape the secondary school experience directly, include

- Knowing the physical, emotional, social, and intellectual needs of the students we teach is as important as knowing the content we teach.
- We learn best by actively constructing our own understanding and meaning
- The greatest cognitive growth occurs when learning is leveraged by social interaction. Goals are best achieved through the mastery of incrementally challenging tasks.
- Social learning in a supportive community is as important to success as academic learning.
- There is a set of personal and social skills that students need to learn and practice in order to be successful socially and academically: cooperation, communication, assertion, responsibility, engagement, empathy, and self-control.
- Trust among adults is a fundamental necessity for academic and social success in a learning community.

Health and Safety Protocols

Information regarding the reopening of school and changes to our academic and social and emotional programs can be found in the:

TASOK COVID-19: Parent Partnership Guide to Reopening www.tasok.net

COMMUNICATION

Beliefs About Communication

At TASOK, we believe that a strong home to school connection ultimately benefits the educational experience of our students. We value positive relationships and strive to be a friendly, close-knit and diverse community of learners. Good communication represents detailed information about what is happening at school and at home, ensuring that both sides take responsibility for the development of each student.

As a school, we commit to communicating:

- The academic curriculum and overall school program including teaching methods, concepts and skills to be learned, and resources used.
- Upcoming events, learning within the classroom, daily schedules, classroom routines, expectations, and assessment plans for students.
- Progress in learning for each student including learning habits, areas of strength, and areas of challenge.
- Strategies to help parents provide additional support for learning at home. This may include online websites and resources.
- Opportunities for parents to get involved with the PTC (Parent-Teacher Committee), Parent Workshops
- Safety procedures and routines

As a parent we ask you to commit to communicating:

- Updates on your child's life which may directly impact their learning or contribute to the learning that is happening in the classroom
- Contact details
- Absences and guardianship should both parents leave the country
- Questions or concerns that you may need assistant problem-solving
- Through setting up your Managebac account
- Notifying the school of your child's absences through ManageBac

Methods of Communication

Communication between the school and parents can take many forms:

- Teachers and administrators are available to meet by appointment. If parents have any questions, ideas, or suggestions regarding their child's progress or the learning program, they are encouraged to discuss them. We suggest that parents arrange the meeting by appointment to ensure that they receive undivided, personal attention. Emails, phone calls and Zooms are used for sharing information and setting up meetings between parents and teachers and/or administrators.
- The *TASOK Talk* is sent to all TASOK parents at the end of each month, which contains important information of upcoming school events, research-based articles and resources to support your child at home, and to provide school-wide information and updates about curriculum and developments.
- The school website (www.tasok.net) contains important information about the TASOK experience and important information regarding admissions, student life, school calendars, upcoming events, and more. This Handbook is also available on the school website.
- Parent/Teacher/Student Conferences are held during the first and second semester and can also be scheduled throughout the year on an as-needed basis.
- Parent Workshops are offered throughout the year and provide interactive learning experiences for parents to engage in the latest educational research and to connect with other parents in the TASOK community. These workshops are offered by the TASOK Leadership Team, Counselors, and Teachers.
- Transition meetings for grade 5 and grade 10 parents are held at the end of each academic to inform parents of important information specific to what their child will do and/or need to do during the forthcoming school year. This will

relate to topics such as the Diploma and Middle Years Programmes, assessment, standardized exams, course selections, and university application preparation.

- Secondary School teachers use ManageBac to communicate important deadlines, send messages, view major assessments/projects, receive reports and track student progress. Checking ManageBac regularly and consistently is necessary for success in the IB Programmes for grades 6-12.
- Progress Reports are generated on ManageBac and reported to parents and students half-way through each semester. Formal report cards are sent home twice a year after each semester.

Change of Contact Information

It is important that the Administration Office have the most up-to-date information regarding your phone numbers, email address, and emergency contacts. To change your information, please write registrar@tasok.net or call 0821767106.

Guardianship Agreements

The school must be notified when both parents/guardians travel at the same time. Emergency telephone numbers, local legal guardians and health information must be left at the school should an emergency arise. This information must be communicated via parents and not one's child.

THE SECONDARY SCHOOL EXPERIENCE

Overview

The Secondary School experience involves student choice, grade level and mixed-grade interactions, individualized learning opportunities tailored to student needs, and support through the Advisory program. In addition the secondary School offers Learning Support, Counseling, and English as an Additional Language services. The schedule is designed to maximize learning opportunities and to support students on their individual learning journeys.

Attendance Guidelines

TASOK Secondary School classes are based on active classroom learning and require a high degree of student participation. Regular daily attendance is necessary for all students to fully benefit from the educational opportunities provided in our Secondary School.

On those days when a student needs to be absent from school, we ask that a parent inform the Administration Office via email by contacting the TASOK administrative office at registrar@tasok.net or through their ManageBac account. Given the importance of your child attending classes and given the demands of their classroom duties, the administration does not obligate our teachers to prepare advanced assignments and/or lessons for a planned absence. It is the responsibility of the student to communicate with their teacher, both while they are away from school and when they return to school to make up for missed work as a result of any absences.

Important Attendance Policy Point

To receive credit for a class, students may miss that class no more than ten class periods each semester. If a student arrives to class more than halfway through the class, they will be considered absent. Absences beyond this number are subject to academic consequences. This does not include excused absences for school events, such as international sports trips. In practical terms, this means that absences in excess of eight class periods for any given class in any semester shall be considered excessive absences, and the student will not receive credit for the class, which could impact his/her ability to meet the TASOK graduation requirements.

In the extraordinary case requiring an extended absence, the parents of the student may apply to the Secondary Principal for special consideration. Such an exception must be applied for in advance of the absence.

When Students Are Tardy to School or Class

It is an expectation that students arrive on time for their classes. A student who arrives in class after the designated start time is considered late. If a student arrives to class more than halfway through the class, they will be considered absent. Students with five or more unexcused tardies in a specific class may be referred to the Secondary School Principal. All subsequent unexcused tardies will result in disciplinary consequences that involve making up lost time and contacting parents.

Student Visitors

At times throughout the school year, a student may have a friend or family member visiting them in the Democratic Republic of Congo. Permission can be obtained from the Secondary School Principal to allow the visitor to visit at lunchtime only. Requests need to be made to the Secondary School Principal at least two days ahead and the name of the visitor provided. The visitor is expected to check in at the front office and show ID.

Student Advisory Program

Grades 6-8 have a weekly lesson using a research-based program called Second Step. This program includes 4 units comprised of lessons in the following:

Unit 1 Mindsets and Goals

Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives.

Unit 2 Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment.

Unit 3 Thoughts, Emotions, & Decisions

Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress.

Unit 4 Managing Relationships & Social Conflict

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict.

Purposes of the program include:

- Establishing trust, student-to student and student-to-adult, that can extend into classes and become school-wide
- Teach social skills necessary for students to build positive relationships with peers and adults, so they can enjoy responsible independence
- Make school meaningful and pleasurable-relevant to life outside of school, connected to what is interesting and important to young adolescents-and fun
- Prepare students to learn-ease the passage from home to school, from purely social interactions to social and academic ones combined, from fear and self-doubt to efficacy and confidence

Grades 9-10- CounSEL is a Social Emotional Learning curriculum developed to teach students the skill necessary to effectively cope with the stressors and challenges they face on a daily basis

Student Agendas

Use of Agendas

TASOK students from Grades 6-9 are issued an agenda at the beginning of the year. Students are expected to bring their agenda to every class in Grades 6-9 and will also be expected to keep track of due dates for assessments and projects. Parents are encouraged to check their students' agendas daily.

School Supplies

Secondary School teachers each have a list of recommended and required supplies for their courses. A list of those supplies can be found at the following link: <https://tasok.net/secondary-school/>

Homework

At TASOK, homework is an integral part of the curriculum planned by teachers to closely correlate with classroom instruction. The following homework principles guide our program:

- The amount of time spent on homework is important. Times will vary according to the student's needs and skills.
- Homework assignments are purposeful and designed to reinforce classroom instruction, correlate with class work, and extend student learning beyond the classroom.
- Teachers will work together with parents and students upon request to answer questions and concerns regarding homework.
- If a student is continually overburdened with homework, the parent may request a meeting with teachers and the administration to determine the best course of action.
- Parental communication with students about their learning is strongly encouraged. However, completion and submission of homework is the responsibility of the student.

Approximate Homework Time Guidelines

Grade 6: Approximately 40 minutes per week for each subject.

Grades 7-8: Approximately 1 hour of homework per subject per week.

Grades 9-10: Approximately 30 minutes per subject per day

Grades 11-12: Varies depending on the nature of the DP course, and whether or not students are taking Standard Level or Higher Level courses, but students can expect up to an hour per subject per day.

In addition, it is highly recommended that students take the opportunity to read for pleasure each day in their first or second language, either independently or with an adult. A teacher may also choose to assign specific reading and/or writing tasks as part of homework. completion of graded tasks.

Homework/Assignment overload

To reduce the possibility of homework overload, due dates for summative assessments must be placed on the ManageBac calendar 5 days in advance of the deadline. Teachers will include all graded homework, projects, assignments and tests. In addition, no more than 2 summative assessments can be due on a day. It is therefore essential that students use ManageBac to full effect in planning and prioritizing completion of graded tasks. Non-negotiable deadlines are set for IB DP/Course assessments and the Personal Project. If these are not met, then students will receive an automatic in school suspension until work is completed.

Expectations (Grades 6-12)

	STUDENTS WILL (GRADES 6 -10):	TEACHERS WILL:	PARENTS WILL:
Agenda	Carry their agendas and use them to effectively record all homework, update their deadlines on ManageBac.	Give students time to write assignments in agendas / ManageBac during the lessons. Homeroom teachers will regularly check agendas / ManageBac	Show an interest in what is studied in school through conversations with their child. Regularly check agendas/ ManageBac and sign them when necessary.
Time management	Take responsibility for understanding what is required and the length of time it should take.	Give guidance as to the length of time that should be spent on a particular piece of work and how much time should be spent on the work each day.	Ensure their child has an adequate amount of time to complete assessments and assist in time management at home.
Internet Use	Take responsibility for understanding and following the guidelines for time on internet.	Give guidance as to the length of time to be spent on the internet for assignments at home.	Know the suggested internet time for an assessment and support their child in using the internet appropriately.
Major assessments	Inform their teacher if they have more than one major assessments or tests on one day.	Ensure students have no more than two marked assessments or tests on one day. Place all marked assessments deadlines and grades on ManageBac 5 days in advance. Allow more than one evening for longer pieces of work. Indicate if assessments have non-negotiable deadlines. If non-negotiable deadlines are not met an automatic internal suspension will be given until work is completed.	Support their child to advocate for themselves and communicate with their teachers. Be aware of long-term assessments and support their child in meeting deadlines.
Communication	Check with their subject teacher if an assessment is unclear or if they have a problem: they can do this at the end of the lesson, in a break or lunchtime, or via email.	Ensure directions and expectations for assessments are clear, giving both verbal and written instructions as needed.	Write a note or email to say why an assessment may be incomplete. Contact the subject teacher with concerns about the class or an assessment.

ManageBac	Maintain an active ManageBac account and check it regularly. Reflections for Service, CAS and Extended Essay need to be updated regularly.	Post major marked assessments/projects on the ManageBac calendar two weeks before the deadline,	Maintain an active ManageBac account and check it at least once a week.
Absence	Submit work due during an absence on the first day of return to school. Communicate with the teacher and check ManageBac to determine assessments missed.	Collect work due during an absence on the first day student returns to school Extend the deadline as appropriate for extended excused absences.	Support their child in meeting deadlines. Communicate with their child and teacher, if necessary, about assessments missed.
Long Holidays (E.g. October break, December break)	As lifelong learners, students are encouraged to read. Use ManageBac to check and complete assessments during unanticipated breaks from school.	Will use ManageBac to assign work during unanticipated breaks from school.	Will use ManageBac to check assessments during unanticipated breaks from school.

EVENT	ACTION BY TEACHER AND STUDENT
Problems meeting deadlines	<i>Students will</i> take into account variables and unknowns (such as electricity and internet access) that might arise and act accordingly to ensure timely completion of assignments. <i>Students will not rely on printing work in school on the day it is due.</i> For <i>genuine problems meeting deadlines</i> , <i>parents will</i> email the teacher 48 hours before the deadline to discuss and negotiate an extension of the deadline with the teacher. For <i>unforeseen and genuine problems</i> , <i>students will</i> bring a note from a parent. The teacher will determine if the problem is genuine, in which case a deadline will be negotiated.
Assignments and homework deadlines are not met	<ul style="list-style-type: none"> If the student fails to meet deadlines, they will be placed in 'Get it Done' Club', or work during lunchtimes until the work is completed. Non-negotiable deadlines must be met. If not, the student will be internally suspended until the work is submitted and parents will be informed. This includes the Grade 10 Personal Project.
Student misses GID	The student will be placed on continuous GID Club and parents will be contacted. Possible consequences might be: exclusion from after-school activities and participation in sports and overseas trips. (Depend on present Health and Safety protocols)
Repeated non-submission of work	Will be discussed by subject teachers at Student Review Meetings. Action will be determined by teachers, MYP Coordinator, Counsellor and Principal. Parents will be informed.

After School Activities

In the past TASOK has offered a variety of after school activities for interested Secondary School students. However, at this stage due to health and safety practices ASA's are on hold.

Secondary School Student Leadership

Student leadership is important for any school, and we encourage it through a number of different opportunities. Students have the opportunity to sign up for the Student Leadership positions and working collaboratively towards the common goal of improving the school community as a whole. Some examples of activities and student led initiatives include Prom, the Halloween Carnival, Congo week, and the Homeroom.

Secondary School Events

The Secondary School holds several events throughout the school year as socializing with others and a school spirit are highly prioritized. A variety of activities take place throughout the school year, some include:

- Congo Week Activities
- Spirit weeks
- Guest Speakers
- Diploma Retreats
- Service Learning Opportunities
- Celebration of the Arts
- TASOK drama productions
- Dances and Prom
- End of the Year Awards Celebration

Secondary School students who attend these events must arrange for pick-up by parents or drivers within ten minutes following the end time of the event. *If students are picked up after this time, their attendance to future events may be revoked by the Secondary School Principal until written parental consent has been given stating the student will be picked up on time at future events.* **Many of these events continue to be assessed this academic year due to limitations on social gatherings and social distancing.**

Service Learning at TASOK

The service learning program at TASOK aims to build and nurture partnerships with local and global organizations that empower communities by engaging the TASOK community in contextual, authentic, and hands-on service learning experiences and projects. The Service Learning curriculum is integrated into the core curriculum using the five stages of Service Learning: investigation, preparation/planning, action, reflection, and demonstration. There are opportunities for teachers and students to participate in and lead Service Learning experiences and workshops throughout the school year.

Students in the MYP follow the guidelines of Action as Service (A and S) to support their service learning activities, while DP students follow the guidelines of Creativity, Activity, and Service (CAS).

THE ACADEMIC PROGRAM

Recognizing the unique needs and challenges of Secondary School students, TASOK provides a supportive learning environment, while also building the strong academic foundation needed to be successful for when students leave TASOK. An emphasis is placed on inquiry-based and project-based learning throughout each subject area. TASOK teachers strive to empower their students to become independent and self-directed learners while maintaining high expectations of excellence. Students in grades 6 through 10, follow the IB Middle Years Programme, while students in grades 11 and 12 follow the IB Diploma/Course Programme. Each of these programs align with and support the school's beliefs on teaching and learning, offering a rich academic and holistic experience for all students.

holistic experience for all students.

MIDDLE YEARS PROGRAMME (MYP)

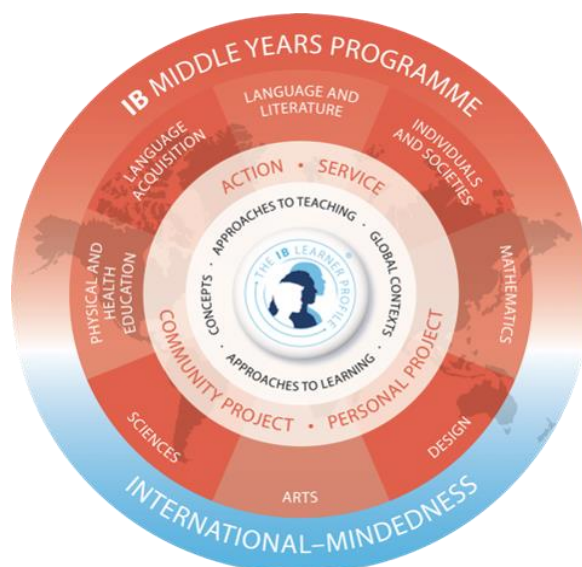
At TASOK, students in grades 6-10 are enrolled in the International Baccalaureate Middle Years Programme (MYP). The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) at TASOK in grades 11-12. The MYP is open to all students, and is inclusive by design. Students of all interests and academic abilities benefit from their participation.

Curriculum

The MYP curriculum framework comprises eight subject groups, providing a broad and balanced education for students.

Subjects

Language and Literature
Language Acquisition
Individuals and Societies
Sciences
Mathematics
Arts
Design
Physical Health and Education



Key Concepts and Global Contexts

Students learn best when their learning experiences have context and are connected to their lives and their experience of the world that they have experienced. Guiding all eight subjects are shared key concepts and global contexts that help students make connections between their classes, as well as with the outside world. This provides students with an authentic, concept-based education.

Aesthetics
 Change
 Communication
 Communities
 Connections
 Creativity
 Culture
 Development
 Form
 Global interaction
 Identity
 Logic

Identities and relationships
Who am I? Who are we?
 Orientation in space and time
What is the meaning of “where” and “when”?
 Personal and cultural expression
What is the nature and purpose of creative expression?
 Scientific and technical innovation
How do we understand the world in which we live?
 Globalization and sustainability
How is everything connected?

Teaching and Learning in the MYP

Teaching and learning within the MYP emphasizes the importance of independent inquiry. A unifying thread throughout all MYP subject groups, approaches to learning (ATL) provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these social, thinking, research, communication and self management skills helps students learn how to learn.

DIPLOMA PROGRAMME (DP)

TASOK students in grades 11-12 enroll in the International Baccalaureate Diploma Programme (DP). The DP is a two-year assessed program that is respected by leading universities around the world. The programme aims to develop students who:

- have excellent breadth and depth of knowledge
- students who flourish physically, intellectually, emotionally and ethically.
- study at least two languages
- excel in traditional academic subjects
- explore the nature of knowledge

Curriculum

The Diploma curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (ToK), creativity, activity service (CAS) and the extended essay.



Subject groups at TASOK

Group 1: Language and Literature 1. English language and literature 2. French literature	Group 2: Language Acquisition 1. English B 2. French B 3. French ab initio	Group3: Individuals and Societies 1. Business management 2. History
Group 4: Sciences 1. Biology 2. Physics 3. Environmental systems and societies	Group 5: Mathematics 1. Analysis and approaches 2. Applications and interpretations	Group 6: Arts 1. Visual arts 2. Theatre

TASOK Graduation Requirements

Course	Required Credits (1 credit is granted for passing 1 year of study in the course)
English	4 credits
Mathematics	3 credits
Science	3 credits
Social Studies	3 credits
World Languages	3 credits
Arts	2 credits
Physical & Health Education	2 credits
Additional credits	5 credits
Total	25 credits

Daily Schedule

A Day		B Day		A Day		B Day		A Day	
8:00 - 8:05	Homeroom	8:00 - 8:05	Homeroom	8:00 - 8:05	Homeroom	8:00 - 8:05	Homeroom	8:00 - 8:05	Homeroom
8:10 - 9:40	1	8:10 - 9:40	5	8:10 - 9:05	1	8:10 - 9:40	5	8:10 - 9:40	1
9:40 - 9:50	Break	9:40 - 9:50	Break	9:10 - 10:05	2	9:40 - 9:50	Break	9:40 - 9:50	Break
9:50 - 11:20	2	9:50 - 11:20	6	10:10 - 11:05	3	9:50 - 11:20	6	9:50 - 11:20	2
11:25 - 11:55	Lunch	11:25 - 11:55	Lunch	11:10 - 11:40	Lunch	11:25 - 11:55	Lunch	11:25 - 11:55	Lunch
12:00 - 1:30	3	12:00 - 1:30	7	11:45 - 12:40	4	12:00 - 1:30	7	12:00 - 1:30	3
1:30 - 1:40	Break	1:30 - 1:40	Break	12:45 - 1:25	Advisory	1:30 - 1:40	Break	1:30 - 1:40	Break
1:40 - 3:10	4	1:40 - 3:10	8	1:45 - 4:00	Meetings	1:40 - 3:10	8	1:40 - 3:10	4
Monday		Tuesday		Wednesday		Thursday		Friday	
B Day		A Day		B Day		A Day		B Day	
8:00 - 8:05	Homeroom	8:00 - 8:05	Homeroom	8:00 - 8:05	Homeroom	8:00 - 8:05	Homeroom	8:00 - 8:05	Homeroom
8:10 - 9:40	5	8:10 - 9:40	1	8:10 - 9:05	5	8:10 - 9:40	1	8:10 - 9:40	5
9:40 - 9:50	Break	9:40 - 9:50	Break	9:10 - 10:05	6	9:40 - 9:50	Break	9:40 - 9:50	Break
9:50 - 11:20	6	9:50 - 11:20	2	10:10 - 11:05	7	9:50 - 11:20	2	9:50 - 11:20	6
11:25 - 11:55	Lunch	11:25 - 11:55	Lunch	11:10 - 11:40	Lunch	11:25 - 11:55	Lunch	11:25 - 11:55	Lunch
12:00 - 1:30	7	12:00 - 1:30	3	11:45 - 12:40	8	12:00 - 1:30	3	12:00 - 1:30	7
1:30 - 1:40	Break	1:30 - 1:40	Break	12:45 - 1:25	Advisory	1:30 - 1:40	Break	1:30 - 1:40	Break
1:40 - 3:10	8	1:40 - 3:10	4	1:45 - 4:00	Meetings	1:40 - 3:10	4	1:40 - 3:10	8

During COVID-19

HYBRID LEARNING. TASOK offers conventional on-campus (face-to-face) delivery of teaching and instruction four days a week, with one day of online learning.

This will allow for a staged approach for students to return to campus based learning in conjunction with the comfort level of parents. The model of instruction will be reviewed regularly to support a future transition into a conventional delivery model when it is safe and appropriate to do so.

Hybrid Learning

Monday	Face-to-face learning on campus
Tuesday	Face-to-face learning on campus
Wednesday	Online learning at home Deep cleaning of classrooms
Thursday	Face-to-face learning on campus
Friday	Face-to-face learning on campus

This schedule is based on the current distribution of *confirmed students* and their current location (assuming all safety protocols are met - and there are no other governmental restrictions in place to impede this plan).

Secondary students in the adapted model would be assigned curriculum-linked independent work on remote learning days and, where possible, would participate in synchronous learning with their teacher and classmates for a period of each school day.

Cohorting

The secondary timetabling methods will emphasize cohorting as much as possible, to limit the number of direct and indirect student-to-student contacts.

Cohorting refers to the practice of keeping students together in a small group throughout their school day, with limited exposure to multiple teachers or a wide variety of classmates.

This practice limits the number of other students that a single student is in contact with. This practice will also facilitate contact tracing should that be necessary.

Secondary School Counselor

TASOK's mission for excellence includes promoting personal development amongst its students. In educating the whole child, TASOK also offers services to help support students' social and emotional wellbeing from Kindergarten to Grade 12. The Secondary School Counselor helps students succeed academically, personally and socially through education and exploration in the following ways:

Classroom Guidance: The Secondary School Counselor provides guidance lessons for students and collaborates with teachers to present lessons and discussions on various topics and themes.

Individual Counseling: The Secondary School Counselor meets with individual students to talk about problems, situations, how to make choices, provide support, and to problem-solve.

Group Counseling: The Secondary School Counselor sets up groups of students to work on social skills, dealing with feelings of anger or fear, problem solving, transitions from or to a school, conflict resolution, friendship and relational skills, and related topics.

Parent Support: Parents are seen as important partners in helping children feel and be successful. Part of that approach is to ensure our parents also feel supported in ways that allow them to reach out for support from the counselor.

Referral for Outside Resources: The Secondary School Counselor maintains a list of professionals for students, families and faculty in an event of a concern beyond the school counseling services.

Child Protection: Protecting children and ensuring that they are safe emotionally and physically is an utmost concern for our school. The Secondary School Counselor and the School Director are the point people to receive and process any reports in these areas of child protection.

University Counseling: The Secondary School Counselor meets with students and parents to help them better understand and prepare for their university applications.

Learning Support Services

The mission of The American School of Kinshasa (TASOK) is to provide dynamic and individualized educational challenges and opportunities that promote diversity and empower each of its students to develop into independent global community leaders. With the TASOK mission in mind our Learning Support Program provides structures and systems to allow all students to be successful and to access an education that is customized to meet their learning needs. Our inclusive education enriches our entire school community. Understanding and embracing students' learning differences, we firmly believe that all of our students can learn and be successful here at TASOK. We serve a range of students' mild to moderate learning needs through individualized education plans (IEP's). We understand the complexity of providing support for students with varying observed or identified learning needs.

We accept students with learning differences and mild to moderate learning disabilities as long as we are confident in our ability to meet their needs. It is important to understand the context of Kinshasa and the limitations of availability of additional services that a student may need in English and/or that meet international

standards. This includes lack of educational psychologist services, some medical services, speech and language therapy, psychiatric counseling services and occupational therapy.

Our focus on student learning occurs through a collaborative approach. A preschool - grade 12 school on one school campus, provides a fertile environment for teachers to share best practices, and support one another to meet students' learning needs. The isolation from external resources, given our geographic location, further lends to a community of trust and sharing amongst our faculty. Students accepted into the Learning Support Program will have their needs addressed and documented in an Individual Education Plan. Learning Support services are delivered within the regular classroom setting to the greatest extent possible with co-teaching, and resource room support as needed. In some cases, a support teacher assists the classroom teacher in the delivery of services. Currently we have two qualified Learning Support teachers (one who supports students in the Elementary School, and one who supports students in Secondary School). There is a supplementary charge for Learning Support Services for students identified by the Student Services Team, in collaboration with parents and teachers, as needing support.

Parents of students with identified learning needs are invited to submit an application form and any relevant assessment reports or evaluations that clarify their child's educational needs. Learning support plans (such as an IEP) from the previous school must also be included. The school may request further assessment information, may need to interview the parent and/or the student, and may contact the previous school. The school uses all available information to decide whether the needs of the student can be accommodated within the current program. Students currently enrolled at TASOK can be referred to the Support Team by their classroom teacher at any time. Once the referral is reviewed, the Student Services Team will make a recommendation that can include formal Learning Support services. For additional information regarding our Learning Support Program, please consult the Learning Support Guidelines, Procedures, and Policies on the school website.

English as an Additional Language Services

English as an Additional Language (EAL) is a support program designed to address the individual learning needs of TASOK's English Language Learners. English is the language of instruction at TASOK and mainstream classes provide a meaningful context for English Language Learners' language acquisition.

The English as an Additional Language course focuses on developing the four domains of English skills (listening, speaking, reading, and writing). The EAL teacher supports grade-level content with push-in and pull-out support blocks. It does not have a curriculum of its' own, and therefore is not a graded course beyond receiving a "Pass/Fail" grade. Student progress is tracked and assessed throughout the school year by the EAL teacher in conjunction with core-content teachers.

Students are assessed on their ability to meet grade-level standards. Together, core-content teachers and the EAL teacher use differentiation techniques and scaffolding to help EAL students access grade-level content. Students exiting EAL will have a mean score of 5 across all four language domains on the WIDA MODEL assessment, and recommendations from core-content and EAL teachers. There is a supplemental charge for the EAL program.

TASOK ASSESSMENT POLICY

TASOK views assessment and reporting as a systematic collection, review, and use of information undertaken for the purpose of improving student learning. It allows us to identify what students know, understand, value, and can do at various stages of the learning process.

TASOK encourages all teachers to use assessment practices that are student-centered and consistent with curricular learning goals. The school expects that these assessment tasks help our diverse student population make judgments about their learning, incorporate varying learning styles, accommodate specific student learning needs, and provide students with feedback on their learning on a regular and consistent basis.

Assessments are aligned with the MYP and DP standards and grading practices.

Purposes of Assessment

For students

- Gives the opportunity to demonstrate learning.
- Gives the opportunity to understand their own progress and plan the next stages of their own learning.
- Gives the opportunity to understand, set, and achieve learning goals.

For teachers

- To determine degrees of prior knowledge before connecting new learning.
- To identify and support learning differences and learning styles.
- To plan, monitor, and adapt our curriculum, our teaching, and our assessment practices.

For parents

- Provides the opportunity to be partners in the learning process.
- Provides accurate information on their children's progress.
- Provides accurate information on their children's strengths and areas in need of support.

Principles of Assessment

At TASOK, we ground our thinking in the following principles of effective assessment.

- Improves student learning. Assessments at our school set out to measure intended learning outcomes. Assessments are implemented as tools of learning and for learning.
- Recognizes learning differences. Understanding that students vary greatly in interests, aptitudes, and development, our assessment tasks offer opportunities for all students to demonstrate their skills and understanding.
- Is valid, reliable, and consistent. Our teachers aim for assessments to directly and regularly measure what they are intended to measure.
- Is fair and ethical. Our assessments measure what students have learned. They are presented in a manner that takes into account sociocultural differences among students, does not infringe on student's individual rights and freedom of expression, takes into account all students learning needs, considers the environment students are learning in, and holds all students equally accountable.
- Is administered in a variety of ways. A single assessment instrument does not give all of the information that we seek regarding student learning. For this reason, our teachers use a variety of assessment tools aligned to the specific information they seek and differentiate according to students' needs.
- Is authentic and contextual. Our assessments emphasize the importance of understanding and applying the acquired knowledge and skills in real world situations.
- Involves feedback and reflection. Our assessment tools allow students to get detailed feedback on their performance. Students are given time to reflect on the learning while teachers consistently use assessment results to reflect on their practice.
- Is ongoing. Student learning is best fostered when assessment involves a linked series of activities and opportunities over time. Our teachers monitor student progress regularly as students strive to meet the intended learning outcomes of each unit.

Recording Learning

The final grade a student receives in each course is determined using the level achieved in relation to each criterion, valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over the reporting period. Those levels are then added up and the following score boundaries are used to award the final grade and descriptor of achievement in that course.

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produce generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Learning Skills for Grades 6-12

Organization - time management, preparation, strategies for learning, goal setting

- On time for class and ready to learn
- Follows up thoroughly after absence
- Prepared with all materials
- Hands in complete assignments and homework
- Hands in assignments and homework on time

Engagement - participation and involvement in learning, reflection

- Attentive and actively engaged in learning activities and discussions
- Listens carefully to instructions and feedback
- Prioritizes responsibilities and uses class time wisely
- Collaborates well with others
- Participates positively and makes valuable contributions
- Is respectful to individuals, the class, and guidelines

Initiative- working cooperatively, respecting others, shared decision making, taking action

- Sets goals and strives to achieve them
- Displays confidence to positively take on new challenges
- Demonstrates honesty and integrity in learning
- Pursues inquiry and curiosity within learning
- Asks for assistance when challenged with work
- Reflects on learning and takes action to improve

EE	Exceeding Expectations
ME	Meeting Expectations
AE	Approaching Expectations
NI	Needs Improvement

Late Submission of Assessments

Dealing with non-submitted and late work will be considered consistently across all subjects and grade levels in the MYP. Teachers should insist that all work is submitted on time and is representative of the student's best ability. If students do not submit work on time the students should be strongly encouraged to do the work within a reasonable time frame. Non-submission of work will be reflected in reports and may result in no credit being received for the course for the semester, which could have a negative impact on the student meeting the TASOK graduation requirements.

If students do not submit the work by the original deadline in the MYP then the following guidelines should be used:

- The teacher should meet with the student and devise a reasonable timeline or corrective plan for when the work will be submitted.
- The teacher should submit the student's name and the student will attend 'Get it Done Club' until the assessment is completed and submitted to the teacher.
- Late work or non-submission of work is reflected in report comments. In addition, for repeated behavior, parents must be notified.
- A teacher should consult with administration when a student does not submit the work after this level of support has been provided. At this stage a determination will be made in regards to the implications for this assessment and the final grade for the student.

Diploma students are expected to submit work on time and meet all non-negotiable deadlines.

Reassessment

Reassessment should focus on those achievement categories where students do not demonstrate proficiency. If a student has not demonstrated sufficient understanding on an assessment task, where possible, the student should be given an opportunity to demonstrate their understanding within a reasonable time frame without penalty. This will also depend on the attendance classification of excused or not excused to allow the opportunity to reassess

when classes are missed. The teacher should conference with the student, give initial feedback, and create a plan for reassessment. A reassessment does not have to be a duplication of the original assessment, but should be similar in nature and task. There are some external and summative assessments that cannot be reassessed but students must be made aware before the assessments that there is no reassessment possible. All summative assessments will be posted on ManageBac at least one week in advance to allow students to prepare for success.

Academic Probation

If a student fails the first semester in any two subjects, he/she may be placed on academic probation. In circumstances where the situation does not improve, the student may not be invited to return to TASOK. The final decision will rest with the Secondary School Principal and School Director. Parents will be informed in writing during the second semester as to their child's status for the following year.

GENERAL SECONDARY SCHOOL INFORMATION

The Secondary Library

The library is an extension of the classroom: a place of learning, study, research, collaboration, exploration, and reading. The library offers students 4 desktops, plus several laptops, a paper cutter and other supplies. Both a black/white and a color printer are available, and multiple computer workstations, a laser printer, photocopier, and paper cutter. The circulating collection includes books (both print and online), magazines, databases, and teacher resources. We also have a collection of eBooks at all levels. Browse for available titles at:

www.mackinvia.com (User ID: tasok Password: tasok)

Rules and behavior expectations in the library are similar to those in the classroom. Students are asked to respect others, the facilities, and the materials.

Library Hours

Monday, Tuesday, Thursday, Friday: 7:30 a.m.-4:00 p.m.

Wednesday: 7:30 a.m.-1:30 p.m.

Borrowing Policy

Secondary students may borrow up to five items at a time. Overdue notices are sent automatically by our software system each Wednesday.

Lost/Damaged Items

Any item that is torn, water-damaged, or otherwise damaged beyond repair will be billed. Any invoices for lost/damaged items are payable directly to the Business office. TASOK charges a flat fee for lost items as follows:

- \$30 for paperback books
- \$50 for hardcover books
- \$10 for magazines

Please note that TASOK holds student records, progress reports, and report cards for students with overdue accounts, and this includes library materials.

Electronic Equipment

Technology is a valuable tool in the classroom that enhances learning and engages students. Students are encouraged to use laptops and/or iPads to aid in their learning experience, but are only permitted when the teacher gives explicit approval. Please note that cell phones must be turned off or on silent mode during class time and must be put away. Abuse of technology without permission from the teacher will require parents to

come to school and retrieve the device. TASOK is not liable for student's lost or stolen electronic equipment. TASOK is not liable for student's lost or stolen electronic equipment.

Health and Safety

All TASOK students must submit a completed TASOK Student Health Record form for each school year. Proof of Yellow Fever vaccination is required for admission to TASOK. With regards to illness, parents are expected to inform the office if their **child is ill and will be absent from school**. Students must be fever-free (<100.4F or 38C) for 24 hours, without the use of medication (Tylenol/Paracetamol) before returning to school. In addition, if a student has a contagious illness (such as chicken pox, meningitis, pink eye, strep throat, ect.), it is essential to inform the school nurse so that other parents can be alerted to watch for symptoms.

The school nurse may administer appropriate over-the-counter medications as needed if parental permission has been granted on the Health Record form. If an accident or sudden illness or emergency occurs at school, TASOK will make every effort to make family contact. For this reason, it is essential that parents keep the office informed of any and all changes to home, business, or emergency contact numbers. Parents are expected to pick up their phone during the day.

Changes due to COVID-19- TASOK COVID-19: Parent Guide to Reopening

TASOK COVID-19: Parent Partnership Guide to Reopening www.tasok.net

Safety and Security

TASOK has a comprehensive safety and security plan in place with established guidelines and policies for students and staff to follow in preparing for, or in the event of an emergency. The primary objective of the safety and security plan is to provide for the safety, protection, and welfare of the students, staff, and property of The American School of Kinshasa.

TASOK uses a system for the different emergency response procedures (evacuation of buildings, get indoors, go to safe room, return to homeroom). These drills are practiced with students at different times in the year. Each teacher has a crisis response folder with the procedures and practices clearly articulated.

Communication is important, and it is vital that TASOK has the most up to date parent contact information. We use a system for sending out emails and SMS messages and have phone trees in place should the need arise.

To access campus by vehicles, you need a current year car sticker and a TASOK Identification card for all adults accessing campus (parents, and family employees). These can be obtained from the main administration building.

Lunch and the school cafeteria

TASOK provides a designated lunch period. Students eat with their Cohort group and rotate their location every 2 weeks. These areas are supervised by duty teachers.

Lockers

Due to social distancing lockers are temporarily out of use, except for grade 6 and grade 12 students. Students are responsible for providing their own locks and ensuring their lockers are properly locked.

Personal Property, Lost and Found

"Lost property" means any unattended, abandoned, misplaced, or forgotten items-including, but not limited to, electronic equipment, cash, jewelry, books, clothing, or personal identification items. TASOK assumes no responsibility whatsoever for the care and/or protection of any personal belongings left unattended on TASOK property or for loss, under any circumstances. Members of the TASOK community are expected to turn in "lost" items and materials may be claimed from the Lost and Found box located in the Administration Office.

Food and Drinks

TASOK Secondary School students are expected to carry a non-breakable water bottle to every class. All other food and drinks are only permitted in class at teacher discretion.

STUDENT RIGHTS, RESPONSIBILITIES, AND EXPECTATIONS

Student Behavior Code

Every student has the right to be educated in a safe, respectful, and nurturing environment that promotes academic progress, and every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. Together, students and teachers, with the support of parents, administrators, counselors, and school staff, are responsible for creating an atmosphere that is safe, inclusive, and adhering to the school expectations outlined in the handbook.

In the Secondary School, we know that in order to manage behavior effectively, educators need to consider not just the behavior itself, but also, the underlying causes of the behavior. We also recognize that a progressive discipline approach promotes positive student behavior through strategies that include using prevention programs, early and ongoing interventions and supports, reporting serious student incidents, and responding to incidents of inappropriate and disrespectful behavior when they occur. When educators focus only on what the student is doing and try to eliminate the behavior, they often find that another inappropriate behavior arises in its place, because the underlying need has not been met.

In order to maintain a safe, respectful, and nurturing environment that promotes academic progress, we pledge to provide students with clear consequences for their actions while also working collaboratively with them to improve their behavior by using a range of interventions strategies that are developmentally and socio-emotionally appropriate. We aim to include learning opportunities for reinforcing positive behavior while helping students to make better choices.

THE 5 P's for Secondary School Students

All Secondary School students are encouraged to:

- Be **P**olite-respectful of others and their property.
- Be **P**repared-bring supplies to class every day, ready to learn
- Be **P**rompt-on time to school and to class.
- Be **P**roductive-work productively, following directions, and remaining on task.
- Be **P**atient-work collaboratively and positively in groups.

Dress Expectations-Students are responsible for being neat, clean and dressed appropriately. Although there is no school uniform, standards of dress should always reflect well on the school. We ask that dress and grooming respects the values and standards of our host country as well as the international community represented on our campus. Dress should be modest and not offensive to teachers and students.

Secondary School Bullying Procedures

Rational

Every member of our community deserves to have their talents and differences celebrated. We are all responsible for supporting the dignity of others. Our school environment must be safe and inclusive of all and depends on open and respectful communication.

Bullying is not acceptable. We do not tolerate aggressive behavior or demeaning words. Derisive, discriminatory and mean-spirited comments, made in person or by proxy, will not be tolerated. Those who engage in abusive behavior will be held accountable.

Definition of Bullying

Unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated over time.

Types of Bullying

Cyberbullying: The use of the Internet to torment an individual/group, including social media, texts, websites, and other platforms. This method is used so bullies can harass others online rather than facing them face to face. This can be done by: creating photoshopped images, posting hurtful images or videos, or emailing unkind messages, starting gossip or rumors, and impersonating other individuals.

Physical: Physical bullying includes: hitting, spitting, kicking, pushing, or tampering with another individual's/group's property. This can be seen by others, or be more discrete. It could be purposely hurting someone while making it seem like an accident, such as in a Physical, Health Education class.

Social: Purposely damaging someone's social reputation/social acceptance. Which can be done by: lying and spreading rumors, menacing looks or gestures, encouraging others to exclude/isolate an individual, jokes created with the intent to embarrass or humiliate and unkind mimicking.

Verbal: Verbal bullying includes name calling, insults, teasing, intimidation, or discriminatory remarks. Name calling may start and sound harmless, however as this becomes worse, it can cause long-term damage.

Intimidation: Any form of aggressive body language, verbal, or expressions to scare, or intimidate another person.

Rights and Responsibilities

Rights

All members of the TASOK community have the right to:

- Interact in a safe learning environment that is respectful and creates a feeling of inclusivity and appreciation of diversity.
- Be treated with dignity and fairness.
- Receive constructive and confidential feedback.

Responsibilities

Joint responsibilities for Parents, Students and Faculty to:

- Serve as a positive role model promoting mutual respect, tolerance and courtesy.
- Ensure that language is not used in a vulgar, offensive, discriminatory, demeaning or aggressive manner.
- Keep evidence of any cyberbullying that has taken place, don't delete evidence and take screenshots.
- Intervene and report any bullying behavior they witness.
- Be familiar with TASOK's anti-bullying policy and procedures.

Students have a responsibility to:

- Tell the bully that it is unacceptable if they witness a bullying situation.
- Tell a trusted adult that a bullying situation happened, as soon as possible after the incident took place.
- Cooperate with the school if they are involved in a bullying investigation.

Teachers have a responsibility to:

- Supervise and monitor students' activities with emphasis on early intervention and prevention of bullying.
- Investigate all reports of bullying and approach them in a calm, unemotional, problem-solving manner while ensuring the privacy of all involved.
- Ensure that the victim is not continuing to be harmed.
- Take particular care to monitor the situation of "at risk" students (new, Learning Support, students with disabilities, etc.) and ensure that they are not being targeted.
- Explicitly teach students about the appropriate use of social media, within MYP Design classes.
- Engage with the individual or group who is bullying to understand and diffuse the factors that are contributing to the bullying behavior.

Administration (Principals, Director of School) have a responsibility to:

- Train all teachers and staff on what bullying is and how to appropriately prevent it and respond to it.
- Periodically include bullying as an agenda item on the Grade Level and Student Support Team meeting agendas so the policy or concerns about any particular students can be discussed.
- Schedule bullying prevention activities for students and ones that celebrate and promote respect for diversity and inclusion.
- Encourage students to make the right choices and promote positive attitudes.
- Openly address bullying and support activities (student posters, discussion groups, etc.) that encourage the bullied and bystanders to go to a trusted adult.
- Appropriately respond to incidents of bullying so that the perpetrator and the victim is satisfied with the outcome. Ensure that they are fair, clear and consistent in their response.
- Ensure that the victim is not continuing to be harmed. Follow up with the bully to positively reinforce improvements on their part.

Parents have a responsibility to:

- Equip their child with the life skills (resilience, independence, self-respect, moral compass, etc.) necessary to respond to a bully - both as a bystander and as a victim.
- Encourage their child to make the right choices and promote positive attitudes.
- Explicitly teach their child about the appropriate use of social media and monitor their online behavior.
- Be aware of their child's relationships with other students and get involved if they see negative patterns.
- Support their child if they are bullied.
- If their child is found to be guilty of bullying, accept that they have a responsibility to address their child's behavior, take positive steps to remedy the situation (by being responsive to school communication and treat scheduled meetings with the urgency they deserve.)
- Report to the Principals/Counselors if their child is being bullied or if they know of a bullying situation.

Bullying Procedures-Strategies

Preventative:

We promote a positive school environment of mutual respect, which is inclusive, supportive and encourages students to disclose and discuss bullying behavior. Preventive methods may include:

- Ensuring that school policies, practices and procedures that are relevant to bullying are shared with the community.
- Providing Staff (including the Counselor) Professional Development on awareness of bullying and bullying procedures.
- Building empathy, respect and resilience in students through Homerooms, International Baccalaureate Core, Advisory, Life Skills and reinforcing this through the curriculum.
- Providing effective supervision of 'hotspots' around the school.
- Ensuring the Librarian displays, offers and orders a range of books in the library collection relating to bullying issues.
- Offering parent information forums as part of a School/Parent partnership.
- Creating anonymous reporting systems e.g. A drop box.

- Promoting the active role of students in an anti-bullying campaign, through the Student Councils- posters, videos, movies.
- Promoting peer mentoring with older students volunteering to talk to younger students condemning bullying and establishing positive ethical behavior.
- Providing support to students with specific disabilities and more vulnerable students.
- Acknowledging, praising and promoting desired respectful behavior and cultivating the attributes of the IB Learner Profile.

Response:

We proactively and promptly react to any situation, event or occurrence of bullying, aiming at its control and containment through:

- Investigating all allegations of bullying.
- Determining whether bullying has occurred and informing parents, guardians and teachers as appropriate.
- Calling meetings and determining those present.
- Providing opportunities for parents/guardians to find ways in which they can reinforce and support actions taken by the school.
- The Counselor in consultation with the Secondary Principal determines counseling needs, which could involve ongoing or mandated sessions and individual/group counseling sessions.
- Students responding in a constructive and positive manner.

Continuing Action:

TASOK is committed to an inclusive and safe school environment. We will do all we can to protect and prevent bullying through:

- Ongoing development and evaluation of Bullying Procedures.
- Ongoing review in consideration of whether the bullying behavior has ceased, if the issues between parties have been resolved and if relationships have been restored.
- Providing follow up meetings with relevant parties to continue to build relationships.
- Continued monitoring of the bullied student in protecting them from further harm.
- Continued recording and tracking of students who are bullied, or display bullying behavior.

Consequences of Bullying Behavior

A range of activities may be used to reduce the damage, consequences of a bullying incident as well as stopping a repeat of the bullying. (*Bullying: What Educators Can Do About It Daniel Francis Perkins*)

Mediation process: The two parties in a bullying situation agree that a third person, who may be either an adult or another young person, helps to negotiate a solution and guarantee non-repetition.

Peer counseling: Using older students as peer counselors. Volunteer peer counselors gain training and continuing support in helping victims of bullying

No blame approach: A step-by-step technique that allows early intervention because it does not require that anyone is proved to be at fault. A group of young people, which includes bystanders as well as possible bullies, is made aware of a victim's distress and is asked to suggest solutions. This approach is particularly useful in dealing with group bullying and name-calling.

Behavior and Sanctions

While punitive measures are at times unavoidable our response to abusive behavior must be rooted in a relational approach. Exclusion from school is a last resort reserved for extreme cases of indiscipline or individuals who are unresponsive to restorative interventions. Our six principles of restorative practice are:

Safety: Processes, and practice aim to ensure the safety of all participants and create a safe space for the expression of feelings and views about harm that has been caused.

Restoration: The primary aim of restorative practice is to address and repair harm.

Voluntarism – Participation in restorative processes is voluntary and based on informed choice.

Neutrality: Restorative processes are fair and unbiased towards participants.

Accessibility: Restorative processes are non-discriminatory and available to all those affected by conflict and harm

Respect: Restorative processes are respectful of the dignity of all participants and those affected by the harm caused.

When responding to a case of bullying a face-to-face meeting between the accused and the accuser should be arranged when progress has been made and an equitable solution is likely. Consequences, next-steps, and follow-up should flow organically from the consensus reached during this meeting. If no consensus is reached then the representative of the school reserves the right to make a unilateral decision on what comes next for all those involved. This could include additional meetings, support in the form of counseling, or sanctions.

Possible sanctions include:

- Restricted movement on campus
- Mandatory parent meetings
- Internal suspension
- External suspension
- Restricted use of technology
- Behavior Modification Contract
- Suspension from ASAs and/or other school hosted events
- Expulsion

-

References

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<https://www.tts.edu.sg/welcome/policies-> (Tanglin School Singapore)

<https://www.common sense media.org/#>

<http://catherinesteineradair.com/>

<https://www.education.ie/en/Publications/Policy-Reports/Anti-Bullying-Procedures-for-Primary-and-Post-Primary-Schools.pdf>

<https://cyberbullying.org/resources/educators>

<http://www.montgomeryschoolsmd.org/info/cybersafety/>

<http://www.opheliaproject.org/facts/CyberbullyingAdultInfo.pdf>

<https://www.we.org/we-schools/program/campaigns/we-rise-above/>

<https://www.stopbullying.gov/>

The document Senior School Bullying Procedures will be reviewed every two years (February 2022)

Academic Honesty

The purpose of the Academic Honesty Policy is to inform our community about how TASOK approaches academic honesty and academic misconduct and why we feel it essential to the learning of our students. Our Mission for Excellence guides this policy: *The American School of Kinshasa strives to empower students to become reflective, culturally aware, and independent thinkers who will go on to enrich the global community.*

For the full Academic Honesty Policy document, please consult the school website <http://www.tasok.net>

Academic Honesty is defined as:

*Honoring the work of others

*Honoring your own work

*Honoring your own academic development by using your own words, ideas and work. If you use the words, ideas and work of others to guide your learning, you will acknowledge that you have used them.

Academic Misconduct is defined as:

*Taking the work or words of others and passing them off as your own.

*Taking an unfair advantage during an assessment.

Developing academic honesty skills takes time and all teachers are expected to spend the time teaching students about academic honesty. Academic honesty is encouraged and taught through the TASOK curriculum. Students are guided to think creatively, question and inquire, which should result in their own solutions to further incorporate knowledge and understanding. IB students across the Programme should learn Approaches to Learning (ATL) skills to suit their level of understanding. These skills include: self-management, social, communication, thinking and research. Students are given opportunities to make mistakes and learn from them, so that they are well prepared for further studies.

Definition of malpractice

The IB defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following.

- **Cheating:** defined as using dishonest methods to gain an advantage. *Cheating* occurs when a student misrepresents that he/she has mastered the information on a piece of schoolwork, quiz or exam when in fact it has not been mastered.
- **Plagiarism:** this is defined as the representation of the ideas or work of another person as the candidate's own.
- **Collusion:** this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another. "Collaboration may be loosely defined as working together on a common aim with shared information, which is an open and cooperative behaviour and does not result in allowing one's work to be copied or submitted for assessment by another. *Collusion* occurs when a student uses fellow learners as an unattributed source" (*MYP: From Principles to Practice 76*).
- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.
- **Any other behaviour** that gains an unfair advantage for a candidate or that affects the results of another candidate (for example taking unauthorized material into an examination, misconduct during an examination. (*IB Principles to Practice*))

TASOK will follow the referencing guidelines set out by MLA (Modern Language Association). All teachers are expected to know and understand MLA guidelines, and are expected to teach these guidelines to students throughout the year.

Prior to any assessment or activity, it is the responsibility of teachers to go over expectations, procedures, and applicable definitions.

Procedures for Reporting, Recording, and Monitoring Academic Dishonesty

NOTE for Grades 11-12: If any incident of misconduct is for an IB DP assessment, then the teacher, Principal and DP Coordinator must follow procedures set out by the IBO. The Diploma Coordinator is responsible for the authentication of student's work

First incident:

1. The teacher informs the principal and MYP/DP Coordinator.
2. The principal will record the incident and the evidence into the student's file.
3. The teacher discusses the incident with the student in a private meeting.
 - a. The student is shown the evidence.
 - b. It is discussed how misconduct could have been avoided and this policy is reviewed.
 - c. From this meeting a plan is created to help the student develop skills to avoid misconduct and promote academic honesty.
 - d. The student is told that their parents will be contacted.
4. The parents are informed after the meeting with the student.
 - a. The teacher must contact parents within 12 hours of discussing the academic misconduct with the student.
 - i. This can be done through an email or a phone call.
 - ii. If by email, the teacher must ensure that the parents have received the email.
 - b. When informing the parents, the teacher must present and explain the evidence of misconduct.
 - c. The parents must also be informed of the consequences of the misconduct and the plan that the teacher and student came up with to prevent further misconduct and promote academic honesty.

Second incident:

1. The teacher informs the principal and MYP/DP Coordinator.
2. Once the principal notes that this is a second incident, the principal informs the teacher and takes charge of the incident. The principal will gather the evidence from the teacher.
3. The principal will contact the student and the parents to arrange a face to face meeting to discuss the misconduct.
 - a. The evidence of the most recent incident is shown; it is discussed how misconduct could have been avoided; and this policy is reviewed.
 - b. The previous incident is discussed.
 - c. The parents and student are made aware of the seriousness and consequences of a second incident and the consequences of a third.
 - d. In the MYP a plan is created to help the student develop skills to avoid misconduct and promote academic honesty.
4. The principal will note the incident in the student's file.

Third incident:

1. The teacher informs the principal and MYP/DP Coordinator.
2. Once the principal notes that this is a third incident, the principal informs the teacher and takes charge of the incident. The principal will gather the evidence from the teacher.
3. The principal will contact the student and the parents to arrange a face to face meeting to discuss the misconduct.
 - a. The evidence of the most recent incident is shown, it is discussed how misconduct could be avoided and this policy is reviewed.
 - b. The previous two incidents are discussed.
 - c. Parents and student are made aware of the seriousness and possible consequences of a third incident.
4. After all three incidents of misconduct are reviewed by the principal and considered, the student may face suspension and possible expulsion.
5. The principal will note the incident in the student's file.

Academic Honesty and University/College Applications

For most university/college applications to be accepted, the counselor has to sign the application or acknowledge that it is being submitted. With these applications, the counselor has to give full disclosure about any academic misconduct that has led to a suspension or any involving IB DP assessments. Thus, before applications are sent, the counselor will check student files.

In addition, many universities/colleges require a letter from both the counselor and at least one teacher who knows the student well. It may be difficult for a teacher to write this letter if there are multiple incidents of misconduct within their class. As well, the counselor will disclose misconduct involving suspension or on IB DP assessments in their letter.

Technology Acceptable Use Policy

The American School of Kinshasa (TASOK) supports the rights of students to have reasonable access, in school, to the internet and technology-based resources for educational purposes. Students are expected to use the Internet and technology resources in a responsible and acceptable manner. TASOK has the right to take disciplinary action in any case of unacceptable use.

By using technology at TASOK, users will be held accountable to the following policy:

Conditions:

- The viewing or distribution of information or material that is obscene, pornographic, or derogatory to others will not be tolerated.
- All forms of cyber-bullying (harassing, teasing, intimidating, threatening, sending/posting inappropriate or hurtful messages through e-mail, chat, SMS, image, or Websites) are unacceptable. Violations of cyber bullying will be treated as bullying in accordance with the TASOK student handbooks.
- Streaming or downloading media files for non-instructional use during school hours on the school network is forbidden.
- TASOK reserves the right to monitor and investigate any data on the TASOK network to ensure maximum educational availability of network resources.
- Issues of plagiarism will be addressed in accordance with the TASOK academic honesty policy.
- Students are expected to report to the teacher if they have obtained accidental access to other people's information, are sent inappropriate websites or materials that make them feel uncomfortable, suspect someone has access to their passwords, or notice a damaged computer or hardware device.

In addition, TASOK network users who feel that they have been victims of misuse of technology should not erase the offensive materials and immediately report the incident to a teacher or school principal. Refer to the discipline process outlined previously.

Failure to adhere to the above conditions will result in the loss of technology privileges and/or disciplinary action in correlation to the middle school and high school student handbooks.

All students must read, sign, and submit the Acceptable Use Policy which will be placed on their files.

Alcohol, Tobacco, and Drug Use Policy

TASOK students on school campus or involved in any TASOK activity or travel are expected to never possess, use, or distribute any illegal drug substance, alcohol, or tobacco. This expectation includes misuse of legal pharmaceuticals. TASOK is committed to a safe learning environment for all students. Any student found in violation of this expectation will be immediately reported to the Secondary Principal. In all cases, a parent or guardian will be notified immediately. Consequences will be immediate and also potentially long-term and will

vary according to the severity of the case. They may include suspension from school, behavior probation, and/or recommendation for expulsion.

Possession of Weapons

Every TASOK student is expected to maintain a safe school environment. Students may not bring weapons, toy weapons, or any potentially dangerous items to school. These include, but are not restricted to: fireworks/explosives, pellet/BB guns, knives, slingshots, and real guns. The consequences for possession or use of these will be immediate confiscation of the item and immediate suspension. Further consequences will vary according to severity of the case and may include: in-school suspension, out of school suspension, behavior probation, and/or recommendation for expulsion.

Consequences for Unacceptable Behaviors

Depending on the nature and the gravity of the choice and the age of the student, any or all of the following may result:

- Warning to the student (including where appropriate the consequences of a second or subsequent violation)
- Lunch detention or after-school detention
- Loss of privileges
- Meeting with the student's parents or legal guardians
- Counseling of the student involved

When student conduct is seriously misaligned to expectations, or when violations persist in spite of counseling and/or warning of the student and parents concerned, the Principal may place the student on disciplinary probation.

In all cases where a student is given disciplinary probation, the student and parents must be informed in writing both of the reason for the probation and the terms of that probation. When the Principal thinks it is necessary and appropriate, the student will be recommended for counseling. Disciplinary probation may include restrictions on participation in extra-curricular activities and/or the requirement that some class time be spent in a supervised study hall to strengthen the students' internalization of the rule(s) violated. All instances of disciplinary probation must include reference to the consequences of any further violation of the rules of student conduct, and this must be shared in writing with the student and parents concerned.

The student is responsible, during the period of suspension, for obtaining and completing the assignments given during the period of absence from class. Decisions regarding probation and suspension are made by the Principal.

In cases where the violation is of sufficient magnitude and/or if the offense takes place in the context of a history of violations of other school policies and rules, the Director may expel the student.

Assignments and Homework

GRADE 11-12 Academic Work Guidelines

The American School of Kinshasa values productive work habits and students taking responsibility for their work. In order to hold students more responsible and to have more consistent practices across the Grades and classes from Grades 11 to 12, academic work guidelines were developed to outline the expectations for teachers, students and parents. Students will get two (2) or three (3) study periods in Grades 11 and 12 and are expected to use them for study.

Expectations

	STUDENTS WILL:	TEACHERS WILL:	PARENTS WILL:
Time management	Take responsibility for understanding what is required and the length of time it should take.	Give guidance as to the length of time that should be spent on a particular piece of work.	Ensure their child has an adequate amount of time to complete assignments and assist in time management at home.
Major assignments	<p>Inform teachers at least one week in advance if they have more than two major assignments on one day.</p> <p>Meet non-negotiable deadlines.</p> <p>Work on an assignment over multiple days following suggested guidelines.</p>	<p>Ensure students have no more than two tests or major assignments on one day.</p> <p>Indicate if assessments have non-negotiable deadlines.</p> <p>If non-negotiable deadlines are not met an automatic internal suspension will be given until work is completed</p> <p>Allow more than one evening for longer pieces of work.</p>	<p>Support their child to advocate for themselves and communicate with their teachers.</p> <p>Check ManageBac for non-negotiable deadlines.</p> <p>Be aware of long-term assignments and support their child in meeting deadlines.</p>
ManageBac	Maintain an active ManageBac account and check it regularly. Reflections for CAS and Extended Essay need to be updated regularly.	Post major marked assignments/projects on the ManageBac calendar at least two weeks before the deadline, including non-negotiable deadlines	Maintain an active ManageBac account and check it at least once a week.
Communication	Check with their subject teacher if an assignment is unclear or if they have a problem: they can do this at the end of the lesson, in a break or lunchtime, or via email.	Ensure directions and expectations for assignments are clear, giving both verbal and written instructions as needed.	<p>Write a note or email to say why an assignment may be incomplete.</p> <p>Contact the subject teacher with concerns about the class or an assignment.</p>

Absence	Students are responsible for submitting work due during an absence on the first day of returning to school.	Collect work due during an absence on the first day student returns to school	Support their child in meeting deadlines Communicate with their child and teacher, if necessary, about assignments missed.
	Students are responsible for communication with the teacher during their absence and for checking ManageBac to determine assignments missed.	Extend the deadline as appropriate for extended excused absences.	

EVENT	ACTION BY TEACHER AND STUDENT
Problems meeting deadlines	<p><i>Students will</i> take into account variables and unknowns (such as electricity and internet access) that might arise and act accordingly to ensure timely completion of assignments. <i>Students will not rely on printing work in school on the day it is due.</i></p> <p>For <i>genuine problems meeting deadlines</i>, <i>parents will</i> email the teacher 48 hours before the deadline to discuss and negotiate an extension of the deadline with the teacher.</p> <p>For <i>unforeseen and genuine problems</i>, <i>students will</i> bring a note from a parent. The teacher will determine if the problem is genuine, in which case a deadline will be negotiated.</p>
Assignments and homework deadlines are not met (ISU Work only)	<p>Non-negotiable deadlines must be met. If not, the student will be internally suspended until the work is submitted and parents will be informed.</p> <p>If the student fails to meet the deadlines, following three (3) days after the deadlines they will receive a Zero '0' unless the work applies to a non-negotiable deadline. Parents will be informed about the late submission after day one (1).</p>
Student misses supervised study	<i>The Dean of Students will</i> contact parents. Possible consequences might be: exclusion from after-school activities and participation in sports and overseas trips until work is completed.
Repeated non-submission of work	Will be discussed by subject teachers at Student Review Meetings. Action will be determined by teachers, homeroom teacher, counsellors and Principal. Parents will be informed.

End of Year Awards

At the end of each school year students have the opportunity to receive awards for a variety of areas. The following awards are available for students:

Valedictorian Award

Awarded to the graduating senior who has the highest overall academic performance during his or her time in the High School division of TASOK. This could include the student's cumulative GPA, predicted IB Diploma scores, or other assessment data. The student must have been enrolled in the High School division of TASOK for at least 3 years. The student should also not have any major disciplinary problems during his or her time in TASOK.

Okapi Student of the Year Award

Awarded to the student in each grade level that has the highest overall academic performance during the school year. This is determined by Grade Descriptor scores from each class the student completed, which is presented on the 1st and 2nd semester report cards.

Condor Award

Awarded to “the High School student who most positively contributes to his/her improvement of TASOK through: Leadership (both inside & outside of class), Service Learning, Exemplifying the Learner Profile, and Maintaining an impeccable disciplinary record.”

Principal’s Academic Award

Awarded to students who receive overall scores of 5 or above in every subject the entire school year.

Director’s Academic Award

Awarded to students who receive overall scores of 6 or above in every subject the entire school year.

Most Academic Growth Award

Awarded to the student whose combined overall grades improved the most from the 1st semester to the 2nd semester in each grade level.

Madame Mwilambwe Award

Awarded to the 12th grade student who has been enrolled in TASOK the longest.

Athletic Awards

Students have the opportunity to receive a variety of awards for their participation in the TASOK Athletic Program. These can be sport specific (i.e. MVP of the Girls’ Basketball Team) or for their overall contribution to the TASOK Athletic Program (i.e. the Male and Female Athletes of the Year).

CONTACT INFORMATION

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