

**MIKISA GROUP OF SCHOOLS**  
**PARENT / STUDENT HANDBOOK**

Mikisa Group of Schools

Mukinduri Close - Karen

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## Introduction

Dear Students and Parents,

At MGS, we believe that education is a collective responsibility and that the successful function of a school depends on the cooperation of everyone involved: students, parents, teachers and staff. All of our policies are intended to provide a secure and inspiring environment that will contribute to learning. We encourage you to get to know our school, its schedules, and activities.

This handbook is an overview of our school's aims, expectations, services, and rules. It is an important reference book describing school policies, procedures and general information about the school. Please read and discuss the Handbook with your child. It has been written to provide you with the information that will make your child's year purposeful and rewarding in every aspect. This handbook is useful for reference throughout the school year. Please sign the School-Home Partnership Agreement on the last page of this handbook, and **return it to the Home Tutor at the start of the term** to confirm that you have read and understood this information.

Sincerely,

MGS MANAGEMENT

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## About MGS

Mikisa Group of Schools is a private educational establishment. It is recognized by and subject to Kenya Education act 2013. The school is managed by a Board of Management consisting of eight members, at least two being parents of students from the school.

The school is located in Mukinduri close - Karen, a community near Bomas of Kenya and is easily accessible.

Mikisa Group of Schools is a school where the individual comes first. Our primary aim is to develop character and excellence, appreciate the unique potential of each Learner, and develop them fully in a caring, comfortable and happy environment.

Learners receive an excellent, well-rounded education from dedicated and qualified teachers, developing qualities which will equip them to face life's challenges with self-belief and optimism. In addition to our broad curricula, Learners can enjoy a range of activities that engage, stimulate and inspire them. It is a source of pride to us that our Learners emerge as confident individuals, successful learners, responsible citizens and adaptable human beings. Mikisa Group of Schools' ascribes to the philosophy of Bible-based instruction, phonics, mastery-based learning, and individualization.' The school's values and activities are not just about academic achievement, but include students' welfare and their contributions to society. A student-centred learning environment is seen as a key contributor to preparing Learners for adulthood and life beyond school.

## Our Vision

An oasis where young lives are transformed through a wholesome education to positively influence society.

## Our Mission

To train youth of every ability in the highest principles of Christian Leadership, Individual Responsibility, Self-Discipline, Personal Integrity, and Citizenship.

## Our Values

- ***Excellence*** - We offer quality education that helps students develop various attributes and skills.
- ***Character*** - As a Christian School, we are determined to model students' behaviours which promote Christ-like character and influence them to make the right decisions in all areas of life.
- ***Integrity*** - We have created a culture that allows teachers to train students on integrity moral behaviour. This highly influences the way they treat each other at home and in school.
- ***Accountability*** - We train our students to understand and accept responsibility for their actions in learning and overall academic performance.
- ***Individuality***- At Mikisa School, we offer education based on individual needs and abilities which helps our teachers to understand students' differences and give appropriate help.
- ***Community*** - At Mikisa, we have laid a foundation that encourages a Christian way of living by showing love care and kindness to each person.

## Statement of Faith

At Mikisa Schools we believe in:

1. The inspiration of the Bible, equally in all parts and without error in its origin;
2. The one God, as manifested in the Father, Son, and Holy Spirit, Who created man by a direct act;
3. The pre-existence, incarnation, virgin birth, sinless life, miracles, substitutionary death, bodily resurrection, ascension to heaven, and the second coming of the Lord Jesus Christ;
4. The fall of man, the need of regeneration by the operation of the Holy Spirit on the basis of grace, and the resurrection of all to life or damnation;
5. Fallen man's only hope of redemption is through the shed blood of Jesus Christ the Son of God. Salvation is received through repentance toward God and faith toward the Lord Jesus Christ and is evidenced inwardly by the Holy Spirit (Romans 8:16) and outwardly through a life of righteousness and true holiness.
6. The spiritual relationship of believers in Christ, living a life of righteous works, separated from the world, and witnessing of His saving grace; and
7. The infilling of the Holy Spirit for all believers, with the evidence of speaking with other tongues, and the manifestation of the gifts of the Spirit with signs following them that believe.
8. Marriage is a God ordained institution between a man and a woman and is legitimate only as such.

## **Responsibility**

We are responsible in all our actions;

We are reliable;

Staff members are dedicated and professional.

## **Caring**

Students are considerate and kind;

Staff members are respectful and considerate;

All are supportive of each other.

## **Excellence**

All students strive to do their best;

The teaching staff offers a high quality education;

Our school community supports the staff members and the students.

## **Our Aims**

- Maintain a school culture of excellence in teaching, achievement, innovation and self-improvement
- Maintain a supportive, healthy and secure environment for learning, teaching and character growth
- Deliver a balanced and holistic international education program centered on the Accelerated Christian Education and International Certificate of Secondary Education.
- Integrate technology as a meaningful and effective part of the educational process
- Deliver enriching co/extra-curricular opportunities for students
- Provide outstanding facilities and resources

- Attract and retain excellent faculty and staff
- Heighten student awareness and engagement through social, environmental and intercultural activities
- Ensure wise and effective school governance
- Engage parents, alumni and the local and global communities in the support of the school
- Ensure a financially sound and operationally efficient organization

## **Staff**

Teachers and staff at MGS are fully committed to serving the needs of students and parents in our community. All teachers have professional education and experience. One of the most frequently heard comments about MGS staff is that they are both “personable and professional.” At MGS you will find the faculty and staff enthusiastic about their work and very supportive of the school’s mission. We are delighted about our diverse staff that represent many cultural backgrounds. In the same way that we expect our students to work together and support each other, the staff at MGS work together in our Professional Learning Community, sharing ideas to improve our teaching practice and nurturing of the students. MGS staff enjoy the work environment and conditions that contributes greatly to the school’s very positive atmosphere.



## Organizational Chart

### PTA – The Parent Teacher Association

The PTA is a volunteer organisation that supports parents, teachers and students. The PTA aims to nurture a positive relationship between home and school, to welcome and help the school community and to support initiatives that enrich school life and promote a sense of community at MGS. Each class has its own PTA Representative (all parents are eligible for this role), and there is a PTA committee that helps with welcome activities and special events. All parents are automatically members of the PTA, and each family is required to pay an annual KES 1000 per learner, - PTA fee at the beginning of the school year, which is used to fund PTA initiatives and events throughout the year. The PTA holds monthly meetings, where all parents are welcome to attend and take part in discussions about school-related issues together with participating teachers and student representatives. An invite is sent out to all parents via email/WhatsApp one week before each meeting. If you have any questions, please contact the PTA Chairperson.

PTA elections are held under **THE BASIC EDUCATION ACT, 2013 No. 14 of 2013 THIRD SCHEDULE (s. 55)**

### Student Council

The Student body has an active role to play in their educational environment. Students run for election and serve for a school year as representatives of the student body. The Student Council is responsible for the creation of events to support the school body as well as the wider community.

## Methods of Communication

MGS welcomes open communication and has an open-door policy. There are a number of ways to communicate such as WhatsApp, emails, telephone calls, parent conferences, and stop-bys are encouraged. As schedules are busy, longer parent meetings need to be booked in advance.

### Emails

Teachers are asked to check their emails daily. As teachers spend the day in the classroom, with students or in meetings, please allow a reasonable time period to receive a response. Teachers are expected to return emails in a timely fashion.

### Parent Information Meetings, Academic Meetings and Conferences

The MGS holds a **Back to School** at the beginning of the school year. The first meeting is an informational meeting where curriculum, timetable, expectations and requirements are outlined by teachers to parents. Parents are also introduced to the class team.

**Parent Information Meetings and Coffee Mornings and Evenings** are ways to build a strong School-Home Partnership. They are held a couple of times during the year and advertised on WhatsApp.

**Parent-Teacher Conferences** are opportunities for parents to meet with teachers about their individual child to discuss their child's progress in class. Students are expected to attend the meetings that their parents attend. This is a meeting between parents and students, and is overseen by teachers.

## School Website

The school website offers a range of information regarding the school, staff, academic programmes, extra-curricular activities, the calendar, events etc. Please log on to [www.mikisaschools.sc.ke](http://www.mikisaschools.sc.ke)

## Social Media

There are a number of social media accounts for our school. You can now find the following accounts linked from the social icons:

**Facebook:** <https://www.facebook.com/mikisaschools/>

**Instagram:** <https://www.instagram.com/mikisaschools/>

**Twitter:** <https://twitter.com/mikisaschools/>

## School Newsletter

Dispatched monthly, the MGS Newsletter brings parents the latest news, updates and stories from MGS. Parents and guardians of current MGS students receive notification of the publication of a new edition via WhatsApp and emails.

## Concerns and Complaints

If a situation arises where there is a concern, please call and write directly to the person involved. In most cases, this will be their advisory or subject teacher. Should the matter not be resolved at this level, please call and write to the curriculum coordinator. For more general matters, please call and write to the Deputy Principal. In exceptional cases, please contact the Principal of the School as well as the Executive Director.

## Contact Numbers

### Name and Role Email Address Phone Number

Magadi Bora , Principal – 0794677288 [principal@mikisaschools.sc.ke](mailto:principal@mikisaschools.sc.ke)

Henry Kisanya, Deputy Principal -0725220418 [deputyprincipal@mikisaschools.sc.ke](mailto:deputyprincipal@mikisaschools.sc.ke)

Jane Wangari, ACE Coordinator-0710356611 [acecoordinator@mikisaschools.sc.ke](mailto:acecoordinator@mikisaschools.sc.ke)

Patrick Muthoka, IGCSE Coordinator – 0719556339

[pearsonedexcelcoordinator@mikisaschools.sc.ke](mailto:pearsonedexcelcoordinator@mikisaschools.sc.ke)

Florence Onyango, Accounts – 0746618710 [accounts@mikisaschools.sc.ke](mailto:accounts@mikisaschools.sc.ke)

Pascaline Kahuro, Front Office – 0708554455 [info@mikisaschools.sc.ke](mailto:info@mikisaschools.sc.ke)

## General Information

### Reception Opening Hours

The Front Office is open Monday-Friday from 07:30 am to 4:00pm. The Front Office is closed during lunch time, 12:15 pm – 1:15 pm.

### School Hours

The School Day is from: 07:30am to 3:30pm.

### Before School

The school opens at 7:30am from Monday to Friday. Students who arrive before 7:30am may wait in the verandah or in the car until 7:30 am. Students need to be in school by 7.30 at the latest to be on time for class registration.

## Attendance Policy

Regular attendance is important for students to keep up with their school work. Student absences should occur only for necessary and important reasons - i.e. medical reasons, a death in the family or unavoidable travel. Parents should provide a reason for their child's absence in a timely manner. If the student is ill for more than one week, the school will ask for a doctor's note. Whenever possible, medical appointments should occur after school.

## Absence Reporting

When a child is absent, it is imperative that parents inform the school via telephone or email when reporting the student's absence. This will be checked on a weekly basis.

This supports us in addressing student absences, and it ensures us the safety of each student. If there is, a planned absence, such as an extended holiday, parents should write to the class teacher with the expected dates of absence. If there is a planned absence of more than **TWO DAYS**, parents apply for permission by filling out a form, which is available at the Front Office and can be downloaded from the school website:

[www.mikisaschools.sc.ke](http://www.mikisaschools.sc.ke)

## Absence/Lateness

- In case of illness, tardiness or absence, the school be notified of this through parents writing an excusal.
- The school works with legitimate absences. Legitimate absences are absences due to illness or special circumstances.
- **Doctor or dental appointments should be scheduled outside school hours.**

A high number of Health appointment absences during school time will warrant a meeting with parents and the principal.

- All other absences are unlawful absences.
- Truancy is very serious and can lead to serious consequences.
- Students at MGS must not exceed 20 absences in a school year. If a child is not at school (unless registered for online school), it is considered an absence, regardless of whether it is due to illness or travel. After 10 days of absence in three months, the following actions can be expected:

- The class or advisory teacher will communicate to the parents about their child's attendance record and corresponding academic performance, and subsequently explain the repercussions of excessive absences. The advisory teacher will discuss a plan with the family and follow up with parents. After 20 days of absence in a school year:
- The Principal will invite the family to a meeting and, in extreme cases, the authorities will be notified.
- It is the student's/parents responsibility to contact each teacher individually to ask for work he/she is going to miss.

## **Recess Time**

Students are required to go directly outdoors for both morning and lunch recess.

## **Rainy Days**

In the event of rain, students in Pre-School and Elementary School will stay in their classes, supervised by their homeroom tutor(s).

## **Cold Days**

The weather can get very cold. Students need to dress accordingly as recess will continue to be outside unless deemed too cold.

## **Lunch**

The school offers a lunch service, and additional details about this service can be obtained from the catering department. Please note that students are not permitted to bring their own food, unless there is a medical condition supported by a written document from a licensed medical practitioner.

## **School Access Tag**

All cars accessing MGS should have stickers or Access cards.

## **Backpacks**

Students should house their backpacks in their lockers/class hooks. Backpacks may not be placed by fire exits or by fire extinguishers. They need to be placed in a safe location in Science labs. Students are expected to take care of their belongings.

## **Lost and Found**

There are two lost and found containers located next to the Front Office. All found items are placed in the Lost and Found container. Parents are encouraged to label all items. If a student has lost an item e.g. clothing, jewellery, or hair accessories, they may claim it at any time. If the lost item is valuable, the item will be given to the Front Office or Deputy Principal; students and parents may check with the Front Office to see if it has been returned. Unclaimed items will be donated to a charitable organization or discarded, before the summer holidays.

## **After School**

As soon as lessons are finished for the day, students need to leave the premises, unless they are enrolled in an elective or other educational purpose. Only educational purposes activity or working with a staff member may remain.

On the way to and from school, students should respect the rights, privacy, and property of the surrounding community, including the neighbors, stores etc. Students must refrain from loitering, trespassing, littering, or creating noise. The school may need to take the necessary disciplinary action on complaints from the community.

## **Assemblies**

Assemblies are held throughout the school year during advisory time. Parents and friends may be invited to attend.

## **Withdrawal**

Each student must complete and hand in a withdrawal form, a term before leaving the school. Forms are available at the Front Office.



## **Transcript Request**

Transcript requests must be submitted to the Principal in writing. Please allow at least 7-10 working days for processing.

## **Change of Contact Data**

Please notify the school immediately of any changes to your address, telephone number or email. It is important to have the correct details for emergencies and mailings. These need to be updated in the School Diary.

## **Safety Evacuation**

Emergency evacuation of the school's buildings is indicated by an alarm tone. Practice evacuation drills may be conducted on a regular basis. The class teacher will escort students to a pre-arranged assembly point.

During this time students are expected to be quiet and remain with their teacher at all times unless otherwise instructed.

## **Guests and Visitors**

All guests and visitors need to report to the Front Office, prior to heading in the direction of their meeting point.

## **Student Academics**

These guidelines have been created so that students are clear on the expectations within MGS.

## The Academic Programmes

The two academic programmes in the school are the ACE and IGCSE.

### ACCELERATED CHRISTIAN EDUCATION

The ACE covers the age range 3 to 18 (Grades Pre-School to 12). It is an international curriculum that combines academic rigor with Bible-based learning and attitudes appropriate to the challenges and opportunities of contemporary society.

#### Pre-School

There are two programs in pre-school – kindergarten with Ace and Christi and ABCs with Ace and Christi. The ABCs with Ace and Christi Pretest is given to all children who have never been to school or do not know how to read, children who test above 80% on the test enter the ABCs with Ace and Christi program, while those testing below enter the Kindergarten with Ace and Christi program.

#### Kindergarten With Ace And Christi

The first academic step for a student joining the ACE program is kindergarten with ACE and Christi. This is a 36-week program; it equips children with the skills needed to be ready to read. Students will learn the 36 sounds found in the English language, a phonics-based method. ACE utilizes the phonics method, which is proven to lead to children who read better and faster than those who do not receive phonics training.

Teachers use a four-volume instructional manual that utilizes all the developmental skills, animal sound display cards that build visual recognition, sound CDs that reinforce phonetic sounds and enhance long term memory and lastly, number train cards that

visualize counting and emphasize number recognition. Upon completion of this program, students have internalized the 36 sounds and can proceed to the ABC program.

### ABCs with Ace and Christi

This is a 12- 15 week multi-sensory, phonetic reading program that is designed to prepare a child for individualized instruction of the PACE. Children learn to read through cartoon animals, songs, and stories; they also develop physical and character skills through poems, displays and physical activities. At the end of this program, they have grasped how to read and write and can begin grade 1 work, which is partly individualized.

### ICCE High School

High-school in ACE starts at grade 8 and has different exit points depending on what the individual education plan of each student is, high-school certificates are issued by ICCE in the UK.

ICCE graduates have successfully gained access to universities and colleges – both local and international, completed apprenticeships and entered the workplace.

Students are enrolled per certificate level with ICCE, only upon completion of their previous certificate level.

There are three different academic certificates and a student works through them consecutively. These are the certificates and the requirements for each.

- 1. General Certificate- 1085-1108**
- 2. Intermediate Certificate- 1109-1120**
- 3. Advanced Certificate- 1121-1133**

## General Certificate (O-Level Certificate)

The general certificate starts at grade 8, at pace level 1085 and comprises of both grade 8 and grade 9 work. It is comparable to a Cambridge International Exams O- level certificate as benchmarked NARIC.

The General Certificate is issued after the student has completed the following requirements:

1. Registered with ICCE – the student should have chosen their elective credits, submitted a signed parental consent of the student’s choices, signed confirmation letter by the coordinator, and paid the ICCE registration fee.
2. Completed 16 credits
  - a. Finished grade 8 and grade 9 pace work for Math, English, Literature, Science, Social Studies, Word Building, and Biblical Studies
  - b. Completed the grade 8 apologetics PACE work and essay
  - c. Completed their ICDL course with a minimum of 7 modules
  - d. Chosen and completed one full elective credit or two half credits
  - e. Chosen and completed a Social Studies Essay and a Science Project
3. Received results from the moderation of their grade 8 and grade 9 PACE tests ([Moderation is a check and balance system where all test scores are reviewed by an external marker and randomly selected tests are re-scored. All coursework is re-scored as well to maintain high standards]).
4. Received results of their Social Studies Essay and Science Project, and done corrections if required.

5. An application for graduation has been filled, reviewed by ICCE and the certificate processed.

Please Note:

- i. The results on the General Certificate are calculated by determining the average grade of all the tests done in grade 8 and grade 9. All the tests matter in high-school as they are what will determine the student's final grades.
- ii. If a student chooses to exit at this point, they would be required to complete additional studies elsewhere if they are to pursue tertiary studies. [Kindly speak with the academic advisor beforehand if this is the route your child will take]. In Kenya, the Kenyan government will not consider the student to have completed high school if they stop at this point.
- iii. A student who is exiting at this point can only be considered to have completed their studies in Mikisa Group of Schools once all the requirements above are met. They may be called on to review or make amendments to their work during moderation, so we advise that they be available.
- iv. The process of marking and moderation is much like the process of marking national exams. It will take time, therefore we ensure that all coursework and pace-work is completed in good time. Timelines vary dependent on the material provided but will take at least two months.

## Intermediate Certificate

The intermediate certificate work starts at pace level 1109, and covers grade 10 pace-work and coursework. This certificate is a bridge between the general and advanced certificate.

The Intermediate Certificate is issued after the student has completed the following requirements:

1. Have completed the requirements for the general certificate.
2. Registered with ICCE – the student should have chosen their elective credits, submitted a signed parental consent of the student’s choices, signed confirmation letter by the coordinator, and paid the ICCE registration fee.
3. Completed 8 credits
  - a. Finished grade 10 pace work for Math, English, Science and Biblical Studies
  - b. Completed the grade 10 apologetics pace work.
  - c. Chosen two further credit options between – history, business studies or biology
  - d. Chosen and completed one full elective credit or two half credits
  - e. Chosen and completed three coursework titles: either three essays or two essays and a science project
4. Received results from the moderation of their grade 10 pace tests ([Moderation is a check and balance system where all test scores are reviewed by an external marker and randomly selected tests are res-cored. All coursework is re-scored as well to maintain high standards]).
5. Received results of their three coursework titles.

6. An application for graduation has been filled, reviewed by ICCE and the certificate processed.

### Advanced Certificate (A-Level)

The Advanced Certificate starts at pace level 1121, and covers grade 11/12 PACE-work and coursework. It is comparable to the Cambridge International Exams A-level certificate. Completion of this level allows a student to pursue tertiary studies. If a student plans on pursuing further studies at a Kenyan University, they will present their certificate to the Kenya National Qualifications Authority (KNQA) who will align the certificate to the Kenyan System, allowing the student to join the local university, where their grades permit it.

The Advanced Certificate is issued once the student has completed the following requirements:

1. Completed all the Intermediate pace-work and course work requirements.
2. Registered with ICCE – the student should have chosen their elective credits, submitted a signed parental consent of the student’s choices, signed confirmation letter by the coordinator, and paid the ICCE registration fee.
3. Completed 7 credits
  - a. Finished grade 11 or 12 pace work for Math, English, and Biblical Studies
  - b. Completed the grade 11 apologetics pace work.
  - c. Chosen two further core academic options between – Chemistry, Physics, Biology, History or Business Studies
  - d. Chosen and completed one full elective credit or two half credits

e. Chosen and completed three coursework titles: either three essays or two essays and a science project/ mathematical paper

4. Received results from the moderation of their grade 11/12 pace tests ([Moderation is a check and balance system where all test scores are reviewed by an external marker and randomly selected tests are re-scored. All coursework is re-scored as well to maintain high standards]).

5. Received results of their three coursework titles.

6. An application for graduation has been filled, reviewed by ICCE and the certificate processed.

The Global Contexts and Concepts in the inner ring connect the subjects to today's ever-changing world.

Through Service, Action and Projects, students are supported in applying their knowledge on a personal, local, national and international level. Encircling the model is a band of International Mindedness, which signifies the open-mindedness of our students to different approaches to problems and points of view around the world.



## INTERNATIONAL CERTIFICATE OF SECONDARY EDUCATION

Mikisa school offers Pearson EDEXCEL(IGCSE,iAS&A LEVEL) from year 7 to year 13 for the age group between 11 to 18 years.

Pearson EDEXCEL(IGCSE,iAS&A LEVEL) in MGS involves conventional teaching which is supported by several teaching pedagogies such as project-based learning (PBL), collaborative, integrative and inquiry-based learning

### **ADMISSION:**

We admit students from other curriculums mainly 8:4:4/CBC, Pearson, Cambridge, ACE etc.

Inter-faculty transfers for students in ACE can join IGCSE upon attaining the minimum entry criteria as shown below

GRADE	PACE LEVEL	ENTRY LEVEL IN IGCSE
6	1061 - 1072	Year 7
7	1073 - 1084	Year 8
8	1085 - 1096	Year 9
9	1097 - 1108	Year 10

Note: The admission process is seamless

### **SUBJECTS**

Pearson Edexcel has over 30 subjects offered. The following are the subjects we now offer in MGS IGCSE faculty

- English Language
- Computer science
- Geography
- Religious Education
- History
- ICT
- Swahili.
- French
- Math
- Chemistry
- Physics
- Biology
- Business Studies
- Music
- English Literature
- Art & design
- Physical education

For Years 7 to 9 students are required to take 11 subjects but they select their subjects during the last semester of Year 9.

Subject selection depends on student's career choice. Below are the options of the subject

**Mathematics, English** are compulsory.

OPTION 1	
ENGLISH LITERATURE	
FRENCH	
SWAHILI	

OPTION 2	
HISTORY	
PHYSICS	
BUSINESS STUDIES	

OPTION 3	
BIOLOGY	
ICT	COMPUTER STUDIES
GEOGRAPHY	

OPTION 4	
PHYSICS	
BIOLOGY	
CHEMISTRY	

OPTION 5	
RELIGIOUS STUDIES	
MUSIC	
CHEMISTRY	

Note: A student need to sit for a minimum of seven(7) subjects in the examination at year 11 and attain a minimum of grade 6 on 4 subjects for them to proceed to A-level.

### A-levels:

A level is done in year 12 and year 13 i.e. Advanced subsidiary(As) in year 12 and Advanced level in year 13.

Students are required to choose a maximum of 4 subjects in year 12 and only 3 subjects in Year 13.

## Examinations and Grading

Students sit for exams/assessment at the end of every term and two main external exams during their course work.

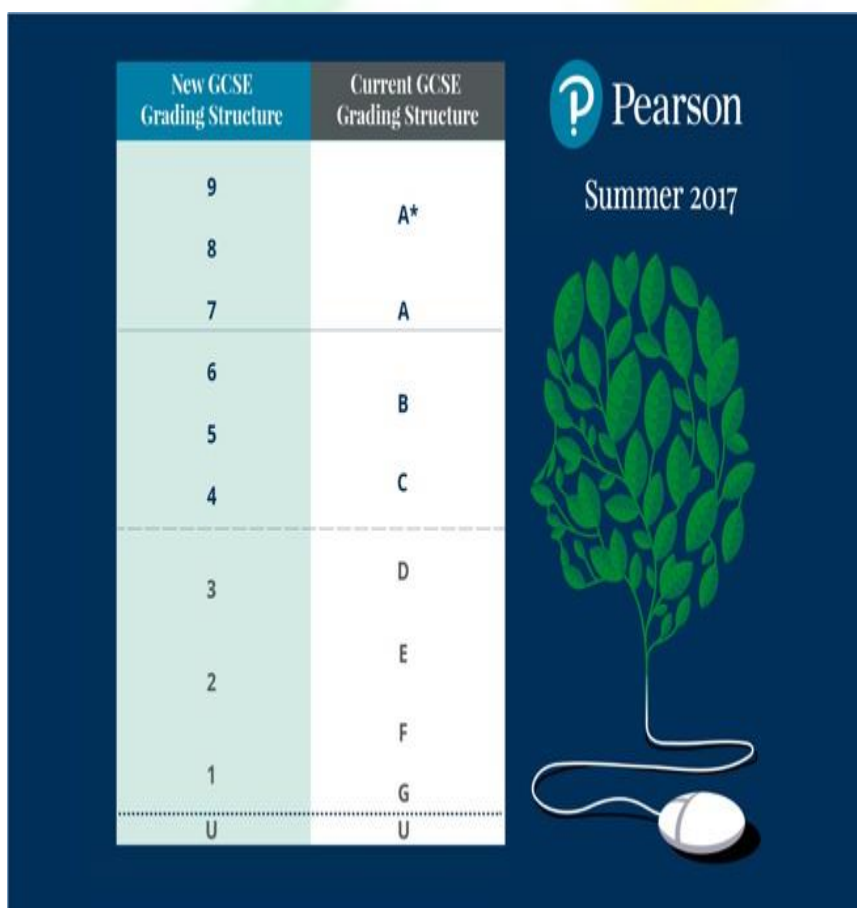
The two main external exams are set, assessed, supervised, marked and moderated by the JOINT COUNCIL OF QUALIFICATIONS (JCQ) based in UK.

External Exams are done in May/June and October/November.

Mikisa group of school is a certified exam Centre by Pearson for O-level and A-level examinations.

The main external exams are offered at the end of ordinary level(o-level) in year 11 and at year 13 for students to qualify to higher levels of learning.

On grading, Pearson Edexcel International GCSEs are awarded using the nine point grading scale (9–1).



The image shows a Pearson Summer 2017 GCSE Grading Structure Comparison Chart. It features a table with two columns: 'New GCSE Grading Structure' and 'Current GCSE Grading Structure'. The 'New GCSE' column lists grades from 9 to 1, with 'U' at the bottom. The 'Current GCSE' column lists grades from A\* to G, with 'U' at the bottom. A dashed line separates the 'New GCSE' grades 3 and 4 from the 'Current GCSE' grades D and E. To the right of the table is the Pearson logo, the text 'Summer 2017', and an illustration of a green leafy tree with a white mouse cursor pointing at its base.

New GCSE Grading Structure	Current GCSE Grading Structure
9	A*
8	
7	A
6	
5	B
4	C
3	D
2	E
1	F
	G
U	U

## **Materials**

All students must have the necessary materials for full class participation. This includes a ruler, pens, pencils, exercise books, relevant textbooks, as well as any other designated subject specific material at all times. If students do not have the materials necessary for learning then the teacher will contact home.

## **BYOD Policy**

MGS has a no Bring Your Own Device program.

## **Assessment Tasks**

All assessment tasks set by teachers will be placed on Google Classroom with adequate time for the students to complete them. It is each student's responsibility to check deadlines and assessment tasks.

## **Deadlines for Assignments**

Students are expected to meet the assigned deadlines set by teachers. All students should strive to meet the deadline. If students miss a deadline due to an excused absence, it is their responsibility to submit all outstanding pieces of work and/or catch up with missed work upon return to school. If a student misses a deadline due to an excused absence, the teacher will provide the student with a new deadline. If the student misses the adjusted deadline, the work will be read, but a grade of 0 will be assigned to the students profile in the Management system for that assessment task. If no assignment is handed in, a 0 is

placed in the students profile in Management System. Long-term issues with regard to homework will warrant a parent meeting to resolve issues.

### **Format for Delivering Work**

All work should be delivered physically or electronically on Google Classroom as an attachment unless specified by the subject teacher. All work should be labeled with the assignment title and the student's name in the file name and on the attached piece of work. All work must be sent in a format that can be read on Google Classroom and the school's server.

### **Academic Integrity**

All work provided by the student must be original and authentic work. Any work that is thought not to be work which has not been produced in an honest way will be treated in the following ways:

- **First instance:** will be addressed by the teacher. The student will receive a zero for the plagiarized work. At the discretion of the teacher, the student may be required to redo the work. The redone work may or may not receive a grade, at the discretion of the teacher.

The teacher will report the offence to the principal.

- **Further offences:** will be dealt with more severely and may result in grounds for disciplinary action, up to and including suspension, the loss of the grade or removal from school.

## **Homework**

Homework is an essential part of a child's educational progress at MGS. Doing homework will help develop many valuable skills such as good study habits, time management, responsibility, and perseverance.

Teachers will assign homework that will foster individual learning and growth that is appropriate for their grade level. It is the student's responsibility to complete and submit homework on time. Homework is assigned through the School Diary along with the assignment's due date. Students are expected to use a homework diary so they are able to plan their time and activities.

## **External Examinations**

Students in Years 9,11,13 and 13 undertake formal exams coordinated by external bodies. Additional fees are incurred for examinations

## **Resource Room**

The Resource room, which is shared is developing each year. The resource room has a full time and part time attendants. Students are encouraged to borrow books from the resource room following regular resource room procedures. Students may also work in the resource room to complete their tasks. The resource room is open 8.15-15.00 on Monday to Friday.

## **Lost and damaged Resource room materials policy**

In order to maintain a high-quality collection of resource room materials, resource room materials that are lost or damaged beyond repair will be billed for the cost of purchasing a new replacement. This fee covers the value of reordering the book or a similar replacement, as well as shipping, any customs and taxes, and in-house processing costs.

This policy applies to resource room materials, not textbooks. If the resource room book is found and returned to the resource room, the student can get a refund if the replacement copy has not been ordered and if it is the same fiscal year.

### **Field Trips**

Class trips are designed to be social and educational. Trips are scheduled at various times throughout the school year and all students are required to participate, as they enrich the class curriculum. Parents will be notified of all field trips at least one week in advance. Students must agree to abide by the guidelines set by the school. Behavior expectations and conduct procedures on such trips are congruent with the schools.

Failure to follow these guidelines could result in a student being asked to return home at the parents' expense. Field trips can vary from half a day or to a weeklong trip.

### **Practicum**

Students in high school participate in a practicum/ internship. Students are required to find work placements in order to experience the world of work and to consider the academic pathway they may wish to consider.

They will be visited at their work place by their advisor and/or a subject teacher.

### **School Counselling**

Students wishing to attend colleges and universities are supported by the School Counsellor with selection choices, recommendations, application letters and essays.

## **Graduation Ceremony**

Students in General, Intermediate, Year 11 and advance attend a graduation ceremony to mark the completion of their Academic programme. The event takes place in School at a fee.

## **Reports and Grades**

Students receive progress reports throughout the year which are accessible through Report Management System. Grades awarded in a term (December and April) are based on all work during the term. End-of-year grades awarded in June are a reflection of the whole academic year.

## **Grading System**

The primary aim of assessment at the Mikisa Group of Schools is to support and promote student learning. Effective and varied assessment is essential in providing students with ongoing evaluations and feedback on their academic achievements within the subject areas to monitor and measure student progress. Students are assessed by using criterion-related assessment. Both formative and summative assessment levels are used to determine a student's final grades.

## **Student Led and Parent Teacher Conferences**

Conferences where students and parents and teachers can meet to discuss a student's progress take place thrice a year in December, April and July. These meetings provide the opportunity for a student's progress to be discussed.



## **Student Welfare**

### **Advisory System**

Home room tutors work as the contact person for parents about school-related matters. The homeroom tutor supports the academic and social development of the student in conjunction with subject teachers, curriculum coordinators and the principal. Morning Advisory takes place each morning at 7.45 am where registration is taken and notices are shared. A longer advisory session which covers a range of grade relevant pastoral issues take place once a month.

### **School-Home Partnership**

The School-Home Partnership is an agreement between parents, students and teachers to ensure that effective communication between the school and home is established. It is expected that all parents and students read this handbook and follow the school's procedures and policies. It is hoped that all parents will take an active role in their child's education by attending school meetings, parent consultations and events. Please see the agreement on the last page of the handbook.

### **Learning Support Programme (LSS)**

MGS can support a limited number of students with mild learning difficulties. For these students, assistance is provided by our Learning Support Program, both in and out of the classroom as appropriate, usually in small groups and occasionally on an individual basis. MGS does not have separate or specific classes for students with learning difficulties. The Learning support programme intends to help a student be successful within the regular school curriculum. It is not intended to provide an alternative course of study. Home room

tutors maintain primary responsibility for the instruction and work in collaboration with the learning support specialists to ensure the student's learning needs are met.

Through on-going observation, assessment and evaluation, the learning support teacher in collaboration with appropriate parties including parents, will devise a plan that supports a student's success in their learning. The progress and the effectiveness of the plan will be evaluated regularly and modified to best support a student.

### **Student Support Services (SSS)**

The Student Support Services consist of the school health service and the school psychologist. At MGS, a student's academic achievement, as well as physical and psychological development is crucial to a positive and enriching school experience. The purpose of student support services (SSS) is to nurture physical and psychological development and equip the students with skills they need to fully integrate into the school community, access the curriculum, and lead healthy and happy lives.

### **The School Psychologist**

The role of the school psychologist is to help students who are struggling at school. This may be because of learning difficulties, an emotional problem, a developmental issue, issues with peers, or just struggling to adapt to change. The school psychologist is available to meet with students, families and teachers. The school psychologist works collaboratively with school staff, parents of the student. As well as working with students, parents and teachers can also book an appointment with the school psychologist if they have concerns or problems regarding a student.

The school psychologist works to the standards and code of conduct. In terms of confidentiality, the work of the Psychologist will aim to be as open and collaborative as possible. The school psychologist will always inform parents, teachers and students if information needs to be shared with others. However, in instances, such as counselling work, total confidentiality can be expected. Confidentiality can only be broken when a student or another person is at serious risk. In such cases, confidentiality cannot be kept and it is the school's professional responsibility to inform the necessary parties and agencies. If confidentiality needs to be broken, the school psychologist will always inform the necessary parties in advance.

### **Illness**

If a student is feeling ill, s/he must request their teacher's permission to go to the sick bay. If the student continues to feel ill, the Front Office will arrange with parents to send the student home, at the programme leader's discretion. Students must be officially signed out from school before leaving the premises.

### **Medication**

The school is not allowed to administer any oral medication without parent's permission, including ibuprofen (200mg) and paracetamol (500mg). If a student is on regular medication, the advisory teacher must be notified of the condition and informed about any specific instructions.

## **Physical and Health Education**

Physical and Health Education is a mandatory subject for all students.

All students are expected to participate in physical education (PE) as this is an essential component of a child's holistic development. In case of illness or minor injury, Students requesting permission to be excused from PE classes must have parents send an email to both the class teacher and PE teacher. A detailed explanation in the note is required. A student will still be expected to complete the homework and related assessments. Long terms absences or injuries need to be covered by a doctor's note.

PE classes are held in a sports field at school. Students are expected to arrive on time, respect school rules, and bring appropriate sports clothes to class. Respect and cooperation are expected from the students at all times while they are using sports facilities in the Sports field and when on School transport to and from the venue.

## **Rules and Regulations**

### **School Rules**

The school rules are intended to develop self-discipline by allowing students to take on responsibilities and enabling the institution including staff, substitute teachers, tutors, parents and students to live in a climate of confidence and cooperation, which is essential to education.

## Students' Rights

The student has the right to:

- Good education and teachers who deliver effective instruction and assessment.
- Rest time
- Access to information, especially that which contributes to his/her mental, moral and social development
- Protection from information that may be detrimental to this development
- Express his/her opinion on all matters which concern him/her. This opinion must be expressed in a manner that adheres to the standards of behavior and citizenship and be acknowledged by teachers, educational consultants, and the principal.
- Be protected against abuse (physical and psychological), and the effects thereof
- Access preventative programmes, which provide support in dealing with the aforementioned issues
- Seek assistance in the event that he/she faces an overwhelming problem
- Seek additional instruction in the case that she/he experiences difficulty in grasping the contents of the curriculum
- Special care in legitimate cases (illness, disability, exceptional abilities or talent)
- Learn and develop in a healthy environment devoid of harmful substances (within the school's capacities)
- Social, emotional support throughout each programme
- Be protected from all forms of sexual abuse.

## Line of Support

If a student is experiencing problems at school, they should first try and resolve the problem themselves by confronting those directly concerned. If the problem continues the advisory or subject teacher should be involved. Should the problem continue, the Principal will become involved.

## Student Responsibilities

In order for there to be a harmonious environment, the student also has his/ her part to play. A student's responsibilities include:

- Demonstrating the required standard of care and respect towards all persons with whom they deal at school at all times.
- Avoiding disruptive or exhibiting otherwise inappropriate behavior including swearing or fighting during lessons or in the corridor areas, stealing, and consuming tobacco, alcohol, or illegal substances.
- Coming to school organized, positive, and ready to learn. Striving to do well in all areas.
- Attending all lessons and submitting work on time.
- Submitting academically honest work.
- Entering and leaving the school through the designated entrance and remaining in the building during lessons unless they have been granted permission to leave by a staff member of the school.
- Ensuring that appropriate clothing is worn.
- Taking all personal belongings or keeping them in lockers at the end of the day.

- Refraining from bringing any objects, material, or substances which may be harmful to them or other persons to school.

- Refraining from bringing large amounts of money or unnecessary valuables to school.

The school is not responsible for stolen or lost items such as cellular phones, laptops, jewelry, etc. If any items are lost during school time the incident must be reported to a teacher immediately

- Maintaining proper hygiene at all times.

### **Discipline Measures**

When an issue arises, the school, in the first instance, looks to find ways in which to encourage a student to make positive decisions through role modelling, dialogue, and mediation, and parental collaboration. When students are totally unable to follow the expected code of conduct and do not respond to methods of encouragement, they can expect to be subjected to disciplinary action in the form of

- Teacher warning

- Parent contacted

- Meeting with the Principal

In more severe cases, such as those listed below, more stringent consequences such as suspension, working with outside agencies, and/or expulsion may be options.

- Commits or threatens to commit physical harm to another student or adult or brings offensive weapons to school

- Possesses or uses tobacco and/or drugs on or near the school campus.

- Behaves in a completely disrespectful way while at school or on a school trip

- Destroys school property or that belonging to a student, the school, or to a teacher.
- Participates in repeated bullying behavior

If at any time a student's disciplinary record includes three (3) documented disciplinary actions within the school year or if serious or unacceptable behavior continues to occur, the student will be expelled from school. Serious misbehavior or actions occurring outside of a particular classroom are handled at the discretion of the administration.

## **Guidelines for Daily Regulations**

### **Dress Code**

Clothing should be dressed appropriately for a school setting and also for the weather. Clothing that is made of see-through material or that is excessively torn or that is very short is inappropriate. Shoes must be worn at all times. Students are encouraged to wear trainers or sneakers at school to allow for maximum motional flexibility during sport activities. If a teacher deems a student as dressed inappropriately, the student may be directed to go home, cover-up, or asked to change clothes. Hats/berets/caps/hoods/knitted caps/coats must not be worn in School.

### **Hair Size**

Girls are allowed to braid hair. The braids must be black in colour. Boys are allowed to maintain their hair up to comb 3.

Deviations from this shall attract a student being advised to go back home.



## **Inappropriate Language**

Inappropriate or bad language, including swear words, racial slurs and other profanities will not be tolerated. Students are encouraged to use language and tone that are courteous and respectful, without the need to use inappropriate language. If the use of inappropriate or bad language continues, the student will be referred to their advisory teacher and/or the Principal.

## **School Property**

The school is for all of our benefits. Students must respect all school property. Sports equipment, games, computers and electronic devices must be used according to the appropriate instructions and under the supervision of school staff members.

Students are responsible for all materials and books lent to them for the duration of the school year. In the event of loss or damage, students must replace damaged materials or compensate the school for the full cost of the item.

## **Other Property**

Students are not allowed to bring a rented motorbike, or cars and other similar things to into the school campus. For a family car or motorbike, a student will be allowed to drive to school when they possess a valid driving license.

## **Public Display of Affection (PDA)**

MGS is a learning environment where students feel safe to discover their full potential. Wholesome relationships among our students are encouraged; however, students shall

refrain from any public displays of affection (PDA) during school hours and at school sponsored events. A public display of affection (PDA) is defined as any action which implies a romantic relationship between two individuals. While we recognize that special relationships exist, we also believe that these special friendships must show respect for social norms. The MGS community is religiously and culturally diverse. We celebrate this diversity and encourage our students to respect the value systems of others.

If teachers or administrators observe a public display of affection, the following consequences will follow:

- 1) Students will receive a verbal warning.
- 2) If another incident occurs, students will be sent to the Principal. If the situation continues, a parent meeting will be held and appropriate actions may need to be taken.

### **Mobile Phones**

Students are not allowed use mobile phones at school.

Violation of the above may lead to the following actions:

- 1) The mobile will be confiscated and kept at the Front Office office until the end of the day.
- 2) If a second infringement occurs, the mobile will be confiscated for three days.
- 3) If a third violation occurs, the mobile will be confiscated for one week and will only be returned to the student's parents/guardians by personal application to the office.

## Internet Rules and Digital Citizenship

Students are responsible for appropriate behavior while accessing technology at MGS.

Independent access to the Internet is provided, yet students are required to act in a considerate and responsible manner.

Access is a privilege, not a right and entails responsibility. Individual users of school technology are responsible for their behavior and communications and will be held accountable according to the school Code of Conduct and the laws of Kenya.

## Bullying Policy

Bullying is a serious matter and requires awareness from teachers, students, and parents. School employees will take immediate action against bullying. Parents must contact their child's teacher if they suspect their child or another child is being bullied. It is important that students can express their concerns to an adult if they are being bullied or harassed at school.

### Definition of bullying

Bullying is different from teasing and it is therefore important to define the concept.

***"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself." Dan Olweus,***

*Bullying at School: What We Know and What We Can Do.*

This definition includes three important components:

1. Bullying is aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.

3. Bullying involves an imbalance of power or strength.

**Bullying may involve the following:**

- Physical bullying, pushing, hitting, kicking, etc.
- Verbal bullying, actions accompanied by words, threats or insults.
- Cyberbullying – includes internet gaming, emails, texts, social networks, manipulation of images, and slander
- Social exclusion
- Actions without words using grimaces or gestures.
- Negative actions meant to intentionally annoy or hurt.

**Signs of bullying:**

The person being bullied will be inclined to:

- Be passive, withdrawing from the community.
- Go off by themselves and be alone during breaks.
- Seek little adult contact.
- Demonstrate low self-esteem.
- Be late or absent from class.
- Poor grades.
- Be afraid to go to school.

Adults should be aware of the above warning signs but also know that they can be caused by other things.

Sudden or major changes in behaviour are important signs. It is essential to create a dialogue with students and an environment where they can discuss their feelings openly.

## **Prevention**

Preventive measures are planned and executed in collaboration with parents, school staff and students:

- General awareness of bullying, by parents, school staff and students.
- Parent Conferences might include a discussion on bullying.
- Commitment of parents, teachers, and students to stop bullying if it occurs.
- All individual classes will discuss bullying and how to prevent it in their own classroom.
- Student council will discuss bullying in at least one meeting and lead an assembly about bullying.

## **Disciplinary Action**

1. The school will first try to resolve problems among the involved students. Parents will be informed.
2. If this fails, the advisory teacher, curriculum coordinator, and Principal will be involved.
3. Bullying can ultimately lead to permanent expulsion

Advice for parents about prevention

- Do not speak badly about your child's classmates or their parents. It affects the whole class culture.
- Support your child in cultivating relationships with the entire class. It is a benefit for your child.
- Encourage your child to defend their classmates who cannot defend themselves.
- Prioritize togetherness with the other parents in class. It rubs off on kids.

## Design, Art and Science Classroom Safety Policy

Students will work with materials and equipment which require particular safety awareness during these lessons. The Science Lab, Art Studio and Design rooms are unique environments which must be treated with care and respect. At the beginning of the year students are introduced to general safety procedures by the teachers. At the start of each unit, the teachers demonstrate specific guidelines and procedures according to the materials, chemicals and equipment according to class level. In specific cases, students must pass a trial, before personal work begins.

The following guidelines are required:

1. Safety goggles and body protection will be required for operation (gloves, smock, lab coat)
2. Long hair is tied back, no jewellery or scarves hanging from neck or wrists, closed shoes only
3. No food or drink is permitted in the area during class time
4. Students must follow outlined code of behaviour while in the Lab, Art studio and Design room
5. Designated areas of the classroom and storage are off limits to students, unless supervised
6. Work areas must be kept clear of unnecessary materials.

## School-Home Partnership Agreement

By signing the School-Home contract I agree to:

- Read all school communications, emails and letters sent to me by the administration and class teachers.
- Keep my contact details (address, email, phone number etc.) up to date in School diary, and inform the school of any changes to my contact details by sending an e-mail to [info@mikisaschools.sc.ke](mailto:info@mikisaschools.sc.ke)
- Attend termly parent's Assembly, class meetings and parent – teacher conferences to receive information about my child's progress at school.
- Follow the absence and lateness policies and procedures outlined in the Parent-Student Handbook.

**Please fill out one form per child and return it to the class Front Office**

Student's Last Name: \_\_\_\_\_

First Name \_\_\_\_\_

Curriculum and Level \_\_\_\_\_

Date: \_\_\_\_\_

*I have read and understood the information, policies and guidelines in the MGS Parent-  
Student Handbook.*

*Please sign:*

Parent: \_\_\_\_\_

(Please print full name)

Signature \_\_\_\_\_

Guardian: \_\_\_\_\_

(Please print full name)

Signature \_\_\_\_\_

Student: \_\_\_\_\_

(Please print full name)

Signature \_\_\_\_\_