



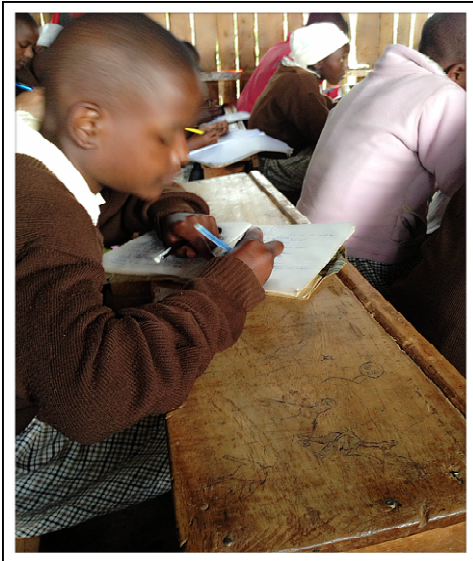
Sister City Relationship
Uasin-Gishu—Minneapolis

**A Report on
Kapkenduiwo Primary
And
The Remand Center**

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Greater Friendship Missionary Baptist Church Foreign Mission Committee
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KAPKENDUIYWO PRIMARY

MOTTO

Strive together for success

Mission

To Provide the best learning environment for our learners to enable them to succeed in life

Aim

To provide and education that will help our pupils to develop their talents and realize their potential

Vision

Success is the key to life

Kappkendiyo Primary service grades k-8

- Enrollment: 1000+
- Open enrollment
- Inclusive Special Education
- Hours: 7-3:10
- “Parade” on Mondays and Fridays
- Diversity: Religion is included in curriculums and instructions
- Year round schooling with 3 terms, 3-4 week breaks in between

Areas of Concern:

- Attendance issues
- Parent Involvement

Recommendations:

- Lunch program (started 2010) has had an impact on attendance
- Incentives for perfect attendance or improvements in attendance
- Involve parents by grade level with activities that involve their children
- Parent nights
- Incentive to parents for involvement (i.e. have lunch with student/child on a set day)
- Project Based Learning (involve parents)
 - **Engage:** Project-Based Learning
Students go beyond the textbook to study complex topics based on real-world issues, such as the water quality in their communities or the history of their town, Project-based class work is more demanding than traditional book-based instruction, where students may just memorize facts from a single source. Instead, students utilize original documents and data, mastering principles covered in traditional courses but learning them in more meaningful ways. Projects can last weeks; multiple projects can cover entire courses. Student work is presented to audiences beyond the teacher, including parents and community groups.
 - **Include:** Community Partners
Partnerships with a wide range of community organizations, including business, higher education, museums, and government agencies, provide critically needed materials, technology, and experiences for students and teachers. These groups expose students and teachers to the world of work through school-to-career programs and internships. Schools should enlist professionals to act as instructors and mentors for students.
- This school was recommended to be awarded The Center of Excellence to the government of Uasin-Gishu County. It was also recommended to assist in providing adequate electricity, technology , and an up-to-date functioning library.



Remand Center County Facility

**Ministry of Gender Children and
Social Development**

Department of Children Services

Uasin-Gishu County

Remand Center

- Round of Children post election, offenders and non-offenders
- Children in custody are 18 years of age or younger
- Housed until court date (duration depends on courts) sometimes +/- 2 weeks
- 170 children a day (219 total, with some in and out of court on a given basis)

Areas of Concern:

- Overcrowding
- Bed count (2-3 children per bed)
- Meals for children on court day
- Education
- Mix of gender, offenders, and non- offenders in population

Recommendations:

- Reunite homeless youth with families
- Reduce over crowding
- Separate by gender and offenders and non-offenders. This is a safety concern.
- Establish meal program for children on court dates
- Provide church services
- Develop an intervention model that includes eight core components for example:

Leadership and followership

Service to the Community

Job skills

Life coping skills

Education excellence

Responsible citizenship

Health, sex education and nutrition

Physical fitness

*These components were taken from the Mississippi Challenge Academy were their mission is:

“The Mississippi Challenge Academy mission is to improve life-coping skills and employment potential of high school drop-outs so that they may become productive member of their communities and society in general.”

Website: <http://www.ngycp.org/site/state/ms/>

- Establish/provide Wrap-Around Services to youth in custody:

The **wraparound process** is an intensive, individualized care management process for youths with serious or complex needs. Wraparound was initially developed in the 1980s as a means for maintaining youth with the most serious emotional and behavioral problems in their home and community. During the wraparound process, a team of individuals who are relevant to the well-being of the child or youth (e.g., family members, other natural supports, service providers, and agency representatives) collaboratively develop an individualized plan of care, implement this plan, and evaluate success over time. The wraparound plan typically includes formal services and interventions, together with community services and interpersonal support and assistance provided by friends, kin, and other people drawn from the

family's social networks. The team convenes frequently to measure the plan's components against relevant indicators of success. Plan components and strategies are revised when outcomes are not being achieved.

Services that are often made available to support Wraparound implementation can also include:

Mobile Therapy Services

Intensive psychotherapy sessions provided by a Master's level therapist. These services are provided to the child and the family in non-clinical, community settings such as the home, school, or a community setting.

Behavioral Specialist Consulting

A specialized service provided by a Master's level clinician trained in

behavior strategies. The consultant works with the family, school, and others to develop a behavioral modification plan specific to each child.

Therapeutic Staff Support

One-on-one assistance to children and families while implementing the child's individual treatment plan in the home, school or community. Support staff are supervised by the BSC.

Psychological Evaluations

Psychological Testing Service provides a comprehensive assessment of intellectual and personality functioning as an adjunct to treatment or to assist in making a differential diagnostic and treatment plan. Assessment includes but is not limited to personality, intelligence, developmental, vocational, disability and bariatric testing.

References

[Www.pbis.org/school/tertiary_level/wraparound](http://www.pbis.org/school/tertiary_level/wraparound)