

HIGH SCHOOL CLASS SCHEDULE 2011-2012

The middle and high school schedules are closely linked because of shared teachers and facilities. We all begin at 8:00 a.m. and end at 3:20 p.m. Students are scheduled for up to eight classes which meet every other day (four class periods, or “blocks” on one day, and four blocks the next day)

Eight-day Block Rotation (4 Blocks Daily)				
DAY	CLASSES			
1	A	B	C	D
2	E	F	G	H
3	D	C	B	A
4	H	G	F	E
5	C	A	D	B
6	G	E	H	F
7	B	D	A	C
8	F	H	E	G

Wednesdays, the four blocks are shortened to 60 minutes each. An advisory period occurs mid-morning each Wednesday for assemblies and grade-level meetings and activities with their faculty advisors. The school day ends at 2:00 p.m. for *all* ICS students on Wednesday. The high school will occasionally end at 12:00 p.m. for Parent-Teacher Conferences or other special, school-wide events (notified in advance).

Lessons begin promptly at 8:00 a.m. Grade 9-10 students begin each day (except Wednesdays) with a homeroom period, where they will be taught computer and technology strategies, study and research skills, individual career and university planning, etc., as well as developing their personal interests, reading, and service profiles. **Grade 11-12 IB “DP” lessons begin at 8:00 a.m. (no advisory).**

Monday		Tuesday		Wednesday	Thursday		Friday	
DP Block 1 8.00-8.30	Grade 9-10 Advisory 8.00-8.30	DP Block 1 8.00-8.30	Grade 9-10 Advisory 8.00-8.30	Block 1 8.00-9.00	DP Block 1 8.00-8.30	Grade 9-10 Advisory 8.00-8.30	DP Block 1 8.00-8.30	Grade 9-10 Advisory 8.00-8.30
Block 1 8.35-9.55		Block 1 8.35-9.55		Break 9.00-9.15	Block 1 8.35-9.55		Block 1 8.35-9.55	
Break 9.55-10.10				Block 2 9.15-10.15	Break 9.55-10.10			
Block 2 10.10-11.35		Block 2 10.10-11.35		Assembly / Class Meetings 10.20-11.10	Block 2 10.10-11.35		Block 2 10.10-11.35	
Block 3 11.45-1.10		Block 3 11.45-1.10		Block 3 11.15-12.15	Block 3 11.45-1.10		Block 3 11.45-1.10	
Lunch 1.10-1.55				Lunch 12.15-12.55	Lunch 1.10-1.55			
Block 4 1.55-3.20		Block 4 1.55-3.20		Block 4 1.00-2.00 Early Release	Block 4 1.55-3.20		Block 4 1.55-3.20	

School Phone: (251-11) 371-1544 • School Fax: (251-11) 371-0722
School Emergency Phone: (251-11) 333-650 • info@icsaddis.edu.et

THE ICS WAY

We recognize our responsibility for working together with students and parents to develop good citizens who have leadership skills and who can contribute in meaningful ways to their world. That is a big part of our school mission, simply expressed as *The ICS Way*:

I can make a difference by

- Taking Care of Myself
- Taking Care of Others
- Taking Care of This Place

THE IB LEARNER PROFILE

As an IB World School teaching the Diploma Programme, ICS uses the IB Learner Profile to guide the entire school community. From teachers and school staff to students and parents, we understand the importance of these qualities.

The IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

ICS HIGH SCHOOL STUDENT/PARENT HANDBOOK

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WELCOME...

...to the International Community School of Addis Ababa.

Dear High School families:

Welcome to ICS. Whether you are new to ICS or whether you are returning, the year promises to bring something new and different to all of us. Look around, and you will see students using technology to learn and collaborate effectively; our campus continues to change, too. We have organized the school day to make better use of our learning time inside and outside the classroom. Also, our teachers bring many years of experience, ideas, and enthusiasm from other international and North American schools.

The IB Diploma Programme (IBDP) in Grade 11 and 12 is a challenging and internationally recognized curriculum that sets a high standard for all students. Our teachers work hard to make sure our program in Grades 9 and 10 will prepare students to be successful in IBDP courses in Grades 11-12. While we are happy that so many ICS students are attempting the full IB Diploma this year, we are equally pleased that nearly all of our ICS juniors and seniors are challenging themselves with at least one IB course, and that most are taking several. We know that this means our graduates will be well prepared for university when they move on from ICS.

We also believe in the value of student involvement beyond the classroom. Creativity, action and service (CAS) projects are important ways that our students learn, so we offer many music, drama, service, leadership, and sports activities. We encourage all high school students to take advantage of the many activities that our teachers provide, as well as to develop their own projects to make ICS and our world a better place.

Our families come from more than sixty countries and nearly that many different schools or educational systems. It is natural that ICS will be different from the schools your children attended previously. That is why we talk about an ICS culture and the *ICS Way*. No school can be “all things to all people.” Students and parents will bring their own perspectives, strengths and needs to our learning community, yet joining the ICS community also requires learning about, and adapting to, our common school culture.

Communication is the most important element of our success. If you have any questions, please ask: the person best equipped to handle most questions is the teacher. We encourage parents to read the weekly *Yezare Samint*, and when needed to email questions to teachers or to arrange a time for a telephone call or meeting. For questions regarding a student’s overall academic program or placement, or for social concerns, the guidance counselor would be the best person to contact. For questions about the IB Diploma Program in Grades 11-12, the IBDP Coordinator can help you. For administrative issues, contact the principal.

Parents and students will need to sign the “Handbook Acceptance Form” at the back of this handbook, after discussing it together. Signed forms should be returned to the office.

You are always welcome to phone or visit the office. Our doors are open from 7.45 to 4.30 every day.

Sincerely,

Joyce Halsey,
High School Principal

David Redmond,
IB Diploma Coordinator

Don Tingley,
HS Assistant Principal and Counselor

ICS HIGH SCHOOL FACULTY AND STAFF, 2011-2012

Leadership Team and Office Staff

Position	Name	@icsaddis.edu.et
School Director	Jim Laney	jim.laney
Deputy Director and Business Manager	Wondwossen G/Egziabher	wondwossen.gegziabher
High School Principal	Joyce Halsey	joyce.halsey
HS Assistant Principal & Counselor	Don Tingley	donald.tingley
IB Diploma Coordinator	David Redmond	david.redmond
Director of Curriculum, Instruction. & Assessment	Katherine Brewer	katherine.brewer
Assistant Principal for Activities and Athletics	Kirby Boychuk	kirby.boychuk
HS Office Administrative Assistant	Hanna Kebede	hanna.kebede
IBDP and Attendance Admin. Asst.	Tigist Kassa	tigist.kassa
College Counselor Admin. Asst.	Genet Yemane	genet.yemane
Front Office Receptionist	Bethlehem Tenkir	bethlehem.tenkir

High School Faculty and Staff

Name	Position	@icsaddis.edu.et
Aida Bekele	HS/IB French	aida.bekele
Allison Pagan	MS/HS Electives, MS Choir	allison.pagan
Asit Mesvani	HS/IB Physics, Environmental Science	asit.mesvani
Begoña Mendez Crespo	HS/IB Spanish	begona.mendez
Betty Chang	MS/HS Band, HS Choir, IB Music	betty.chang
Brian Greenough	HS/IB History, Humanities	brian.greenough
Brianna Balboni	HS Visual Arts	brianna.balboni
Bryan Renzi	HS/IB English, TOK	bryan.renzi
Danel Kidane	HS PE	danel.kidane
David Redmond	HS/IB TOK, English	david.redmond
Gabriela Gade	MS/HS/IB Spanish	gabriela.gade
Erik Hathaway	HS/IB Biology	erik.hathaway
Jenna Pabalate	Resource Support	jenna.pabalate
Joanne King	HS Drama	joanne.king
John Iglar	MS/HS Technology	john.iglar
Laurel Ridley	HS/IB Math, Online Course Coord.	laurel.ridley
Leo Lefort	HS/IB Visual Arts	leo.lefort
Marie Demoor	MS/HS Spanish, French	marie.demoor
Martha Langille	Librarian	martha.langille
Michael Ryan	HS/IB English	michael.ryan
Michael Yimesgen	HS Humanities, Electives	michael.yimesgen
Rachel Punter	HS/IB Chemistry	rachel.punter
Rachel Zewde	HS/IB Mathematics	rachel.zewde
Robert Lucky	HS/IB Eng., History, Creative Writ.	robert.lucky
Seppo Lahdeaho	HS/IB Geography, TOK, Electives	seppo.lahdeaho
Sienna Burns	HS CAS, PE	sienna.burns
Sisay Zewde	HS/IB Amharic Lit., MUN and MS Teaching Assistant	sisay.zewde
Susan Cizek	Resource Support & EAL	susan.cizek
Yidnekatchew Hailu	HS/IB Math/TOK	yidnekatchew.hailu

High School Teaching Support Staff

Name	Position
Bekat Assefa	IT Specialist & Computer Lab Assistant
Bekure Tamirat	IT Specialist and Computer Lab Assistant
Belaineh Mekonnen	Chemistry Lab Assistant
Dagne Woldie	MS/HS Library Assistant
Fasil Getachew	Biology Lab Assistant
Leulseged Assefa	IT Specialist and Yearbook Assistant
Samson Abraham	Teaching & Learning Support Assistant
Samson Assemnew	IT Specialist & Computer Lab Assistant
Sundus Ahmed	IT Specialist & Computer Lab Assistant
Tesfaye Mersha	PE Teaching Assistant
Tilahun Assefa	Physics Lab Assistant
Yared Deneke	Network and Systems Administrator

MISSION, PHILOSOPHY AND BELIEFS OF ICS ADDIS ABABA

ICS MISSION STATEMENT

The International Community School of Addis Ababa, accredited in the United States, develops the talents and intellects of a multicultural student body using learner-centered, holistic instructional methods, empowering each student to contribute in an evolving world.

Adopted by the ICS Board of Governors, Spring, 2006

PHILOSOPHY STATEMENT

We of the International Community School promote an interactive, holistic learning environment, which encourages freedom of inquiry, initiative, creativity and academic achievement. Emphasis is placed on providing students with the knowledge, skills and attitudes necessary to face the challenges of the future. We teach respect for the richness and diversity of individuals, cultures and spiritual beliefs. We build self-esteem and sustain self-discipline, and above all, we cultivate and celebrate a passion for learning. Within a dynamic multicultural environment, we acknowledge our responsibility to and involvement with the global community.

BELIEF STATEMENTS

1. We believe that education should address the dynamic process of each child's unique development.
2. We believe that diversity in culture, beliefs, knowledge and opinions has positive value and is best facilitated in an environment of honest communication, inclusion, dignity, compassion and safety.
3. We believe that developing and evaluating moral and ethical values are a critical part of a person's education and growth.
4. We believe that education in all its forms is a collaboration among parents, students, teachers and other community members.

5. We believe that education should help children identify, acquire and build upon the knowledge, skills and abilities needed to live fully in an evolving world.
6. We believe that education should nurture and preserve the love of learning.
7. We believe that formal education is only one component of life-long learning.

ICS ADDIS ABABA: HIGH SCHOOL

HISTORY AND ORGANIZATION



The International Community School of Addis Ababa (ICS) is an independent, non-profit school which offers an educational program from Early Childhood through Grade 12 for students of all nationalities. The school was founded in 1964 by the American Embassy and today serves more than 750 students from over 60 countries.

The Director is selected by the Board to oversee all operational aspects of the school. He is assisted in this task by the school principals, a director of curriculum, instruction and assessment, an assistant principal for athletics and activities, a business manager and the balance of the professional staff. The school also employs a number of teacher assistants who help teachers implement the instructional program and support staff who look after all other aspects of the school's operation.

ACCREDITATION AND AUTHORIZATION

The International Community School of Addis Ababa has been accredited by the Middle States Association of Colleges and Schools (MSA) since 1991. MSA is a regional body for oversight of schools and colleges in the middle states of the USA, as well as many international schools. Accreditation is an indication that the school meets the standards of the accrediting agency and is a significant measure of school quality. In 2007, ICS was re-accredited by MSA and follows the **Pathways to Learning** model, which is based upon data-driven decision making.

As a part of the re-accreditation process, the Board of Governors approved four basic goals as a school-wide strategic plan for continuing school improvement:

1. Academic Success

- By 2011, 90% of all students who have been at ICS for two years or more will perform on or above grade level in reading, writing, mathematics, and science skills.

2. Preparation & Participation in the IB Program

- By 2011, all ICS high school students will improve their participation in and preparation for the International Baccalaureate program.

3. Responsible Citizens and Contributors

- By 2011, all ICS students will demonstrate responsible citizenship skills and contribute to the school and wider community.

4. Facilities Enhancement and Financial Management

- By 2011, a long-term financial and facilities plan to develop facilities which are designed to support and enhance student learning will be implemented.



ICS is also an authorized “IB World School” offering the IB Diploma Program in grades 11 and 12. More than 2,300 schools worldwide offer the IB Diploma Program, in 139 countries. ICS has been authorized to offer the IB Diploma Program since 1982, making us one of the first 300 schools worldwide to offer the program.

The International Baccalaureate Organization reauthorized our IB Diploma Program in 2011. Their evaluation included a detailed self-study, similar to the accreditation self-study.

More information about the IB Diploma Program is available in this handbook, on our website, and in the high school Course Guide published and distributed each year. Please ask if you would like more information about the IB Diploma Program at ICS.

ENROLLMENT, PLACEMENT AND SCHEDULING

ADMISSIONS AND PLACEMENT

The International Community School accepts students who can be successful in the regular academic program. ICS does not discriminate on the basis of religion, ethnic or national origin or gender in its admissions and educational policies, athletic or other school-administered programs. Admission is based upon completed application forms, previous school records and results from previous or current academic testing as required by the professional staff to determine:

- the potential of the applicant to benefit from the educational services available,
- the capacity of the school to meet the educational needs of the applicant, and
- the ability of the school to meet the behavioral or emotional needs of the student.

Placement tests at the time of application assist admissions and placement decisions. ICS may enroll students for a probationary period at its own discretion, based on the nature of previous school records, school records that indicate behavioral or academic issues, or the results of placement tests. ICS also reserves the right to contact previous schools and/or teachers to assist in making admission and placement decisions.

1. Students entering ICS are enrolled as full-time students. ICS does not offer part-time, partial or correspondence programs.
2. All applicants must submit complete school records for the previous two years. Students applying during the school year must present transfer grades and credits from their current school. If the records are not in English, official translations into English must be provided.
3. Students must be living with their parent(s) or a designated adult guardian.
4. ICS will not enroll students who are more than two years older than the expected age at the grade to which they should be placed academically.
5. Students applying for high school admission must be reading and writing in English within two years of the anticipated grade level, as measured by our entrance screening tests.
6. A student may not transfer into Grade 12 at ICS once the school year has begun.

ICS has the resources to provide a limited amount of support beyond the regular classroom. Students requiring more support than this for their success are not eligible for admission. Also, students with significant social-emotional difficulties who need a special learning environment may not be eligible for admission. In all cases where concerns arise, the principal may ask for additional assessments before considering admissions. In such cases an admissions committee

will meet, consisting of the guidance counselor, the principal, the learning support teacher and any other teachers named by the principal.

After careful review of school records and parent information, the school will admit any student whom it deems has a good chance of success in a regular classroom setting with the resources available. In the case of students with special learning needs, some indicators we use to determine chance of success are:

1. The student displays a positive effort and attitude about school
2. There is evidence of parental support for student success, including
 - full disclosure of all relevant information regarding student
 - willingness to have child tested if necessary by a school-approved professional
 - willingness to hire a tutor at parent expense
 - general support for efforts of school and follow-through at home
3. Any need for extra support in regular classroom is within the capability of ICS

Grade Placement

The school determines the proper placement for new students. Testing and other appropriate means are used to ensure that students are placed according to their individual needs.

- **From US systems:** Students coming from other US-based programs will generally be placed according to their previous school records.
- **From other national systems:** Where national programs in other countries closely correspond to the US grade level system, the main criteria for students placement will be according to the ICS cut-off age and number of years of school completed, unless academic history and/or testing indicate a different placement. Any concerns regarding placement will be evaluated on a case-by-case basis.
- **From schools with different calendars:** Students who enter during the second semester and have completed a grade level in their previous school will be placed in the same grade level they completed.

SCHEDULING STUDENTS FOR HIGH SCHOOL COURSES

The academic scheduling of students is completed in partnership with students, parents, faculty, and the guidance counselor. For new students, the major portion of this work takes place at the time of enrollment. For returning students, it takes place in the spring prior to the new school year. Minor rescheduling at mid-year may be necessary for students who fail the first semester of a subject or who are enrolled in subjects of only one semester duration. Students new to ICS are tested or interviewed at the time of enrollment for correct placement in modern language, English and mathematics classes. Other assessments may be required for placement in subjects that require prior knowledge or skill levels.

COURSE CHANGES/DROPPING OR ADDING A COURSE

Changes to a student's schedule are made only if students are not enrolled in a course appropriate to their program of study or if they were incorrectly placed into a course.

- Students may drop or add elective course during the first week of the semester only. Students must seek the advice of the counselor (and IBDP coordinator if in Grade 11 or 12), and have parent and teacher consent before altering their program of studies.
- Exceptions may be made only in the event that the counselor, IBDP coordinator (Grades 11 or 12), parent, and teacher agree that it would be in the best interest of the student to change the course. Any student dropping a course after the first quarter will automatically receive a withdrawn designation ("W") on the transcript.

The counselor and principal will determine if a class may be dropped under other unusual circumstances.

COURSE LOAD

Under normal circumstances, a student is scheduled for eight courses each term. A student's schedule will depend upon courses previously taken, courses needed for graduation, and availability of specific courses. Grade 11 and 12 students are allowed a study period for working on their IBDP Extended Essays and for making college applications. All students in grade 12 must take a minimum of five academic courses.

COURSE REPEATS

A course may be repeated if a grade of '2' is earned on the first attempt and the teacher involved is in agreement that repeating the course has academic value for the student. Credit is awarded for a repeat only if the course is passed on the second attempt. *Exceptional courses (eg. Teaching Aide) may be repeated for credit. See Mr. Tingley, the counselor.*

CREDITS

Academic credit is awarded for each course passed with a grade of '3.' A full-time course is worth 1 credit toward graduation for the year. For incoming new high school students, a maximum of eight transfer credits may be awarded per year of prior study.

LEARNING SUPPORT FOR SPECIAL EDUCATIONAL NEEDS

The purpose of learning support instruction is to provide additional small-group support to those students who need supplementary help with their academic program. Individual needs are assessed using both informal and formal assessments and an individualized learning program is established. Our school program can usually be appropriate for students with mild learning difficulties.

TRANSCRIPTS

A transcript is the official record of curricular and extra-curricular achievement for students during their period of enrollment at ICS. The transcript includes semester grades, credits earned, and other information needed for another school or a college application. When a student leaves ICS, arrangements can be made with the Counselor's Office to provide official transcripts to the appropriate institutions.

WITHDRAWAL FROM SCHOOL

A student withdrawing from ICS must notify the administrative assistant in the Counselor's Office and initiate a checkout procedure. Initial contact should include a letter from the parent/guardian stating that the child is withdrawing from ICS, the date of withdrawal and a forwarding address. Two weeks' advance notice regarding withdrawal is requested and will ensure that transcripts, report cards, health documents and other important school records are prepared for you before your departure. All books and equipment should be returned to the library and to teachers. All payments and fines should be paid to the Business Office. School records will not be released until these procedures have been completed. **If a student withdraws from ICS before the end of a semester, only a "progress grade" (to date) can be recorded, and course credit will not be posted to the transcript.**

ACADEMICS: GENERAL INFORMATION

Study within the college-preparatory high school program at ICS is focused on the objective of earning an ICS high school diploma. Students may also attempt to earn an additional, concurrent qualification, the International Baccalaureate (IB) Diploma. Students who do not wish to attempt the full IB Diploma can still earn advanced placement or even credit from many US colleges by taking IB higher level courses and scoring well on the internal assessments and IB exams.

WHAT IS THE IB DIPLOMA PROGRAMME?

The International Baccalaureate (IB) Diploma Programme is a two-year university preparatory program that seeks to combine the best elements of many national curricula. Containing features common to US high school curricula, English A-Levels, and the French Baccalaureate, to name a few educational systems, the IB Diploma Program began in 1968 and is offered in more than 3,000 schools in 139 countries. Students who meet the requirements of the program over the two years receive an internationally recognized IB Diploma. Although recognition varies from country to country, the Diploma can give students access to universities worldwide and university course credit or sophomore status at many selective American colleges.

Students may elect to prepare for the IB Diploma or take individual IB courses for high school credit. During the ninth and tenth grade years, it is necessary to decide whether or not the student will attempt the full IB Diploma in the following years. This important decision is determined after consultations amongst parents, student, faculty and the IBDP coordinator. Successfully earning the IB Diploma is recognized as a good indicator of success by universities in the USA, Europe, Asia and elsewhere. Many universities in the USA will give a student credit for college-level work if they have completed an IB Diploma or have taken higher level (HL) IB courses and exams.

What is the International Baccalaureate?

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Mission Statement

For details on the recognition status of the IB Diploma and courses in the United States, Canada and other countries, please contact our IB Diploma Program coordinator, Mr. David Redmond at: david.redmond@icsaddis.edu.et. General information about the IB program and university recognition worldwide is also available from www.ibo.org.

ACADEMIC HONESTY AT ICS

ICS is a community of learners. One of our highest ideals is ethical practice in learning, or *academic honesty*. With this in mind, it is critical that both faculty and students protect and maintain honesty in academic work. In order to ensure high standards, all students are expected to learn the ethical practices of research and collaborative work.

Clearly, the line between acceptable assistance and unfair reliance on the work or ideas of others is not always easy to draw. **If are you in doubt, consult with the teacher before submitting your work.**

- **Plagiarism** is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course. Ask your teacher if you have a question, *before* you use the information in a report or presentation.
- **Cheating** is considered to be an attempt to **use** or **provide** unauthorized assistance, materials, information or study aids in any form and in any academic exercise or environment. This could include copying from a classmate, having a tutor do your homework, bringing notes into the test, sharing a “programmed” calculator with another student, using language translation software to translate writing from one language to another, or other similar unauthorized help. **If in doubt, ask a teacher. *Helping someone else cheat is the same offense as taking advantage of someone else’s help.***

The consequences of breaking these ethical guidelines for a high school student:

- loss of credit for work or tests dishonestly completed
- requirement to meet with parents and a school representative
- inclusion of the offense in official academic transcripts
- notification to universities, colleges or other institutions seeking academic information including post acceptance
- on repeated offenses, suspension or expulsion from school.

If a student cheats or plagiarizes on an IB assignment that is sent for moderation by the IBO or on an IB examination, the student risks losing their IB Diploma or certificates. That decision rests on an investigation by the IBO and is at their discretion.

GRADUATION REQUIREMENTS

Each student must successfully earn 26 credits to earn the ICS High School Diploma.

Requirements for Graduation:

English	4 credits
Social Studies	3 credits
Science	3 credits
Mathematics	3 credits
PE/Health	2.0 credits
Fine or Performing Arts	1 credit
Modern Language	2 credits
Electives	8 credits

26 credits

- The PE requirement for graduation should be met in grades 9 and 10. Students attending ICS for grades 9 and 10 will be required to have two credits of physical education. Students who transfer to ICS in grade 10 with no physical education credit in grade 9 will be required to complete one credit in physical education at the grade 10 level.
- Incoming Grade 11-12 students may be excused a fine art credit if they are IB Diploma candidates.

- Students should take at least two years of the same language OR Amharic literature.
- Elective credits are additional courses in any discipline.

Creativity, Action and Service (CAS) Requirement

*In accordance with our mission and philosophy, **all ICS graduates** must fulfill Creativity, Action and Service (CAS) requirements. CAS is one of the core components of the IB Diploma, and completing the CAS requirements and reflection pieces complements our school community's belief that formal classroom education is only one part of life-long learning. Most of our graduates easily document more than the required 150 hours of CAS activities in grades 11 and 12.*

- CAS requires students to complete, document and reflect upon 150+ hours of weekly out-of-class activities in their final two years of high school: sports, drama, arts, service projects, peer tutoring, student council, etc. CAS may be school-based or outside-of-school activities. The three areas (creativity, action and service) should be equally represented in the student's individual two-year program.
- The CAS system includes student reflection on their learning outside of class, with documentation to support it.
- Grade 11 students should complete at least half of their CAS activities prior to beginning their senior year.
- Students who join ICS as seniors will be required to fulfill 75 hours of CAS activities, plus reflections, to graduate with an ICS high school diploma.

CERTIFICATE OF ATTENDANCE

A Certificate of Attendance will be granted to students who have not completed the necessary requirements for the ICS High School Diploma. Recipients of the Certificate who are within 0.5 credits of graduation may, by special arrangement with the principal, make up this missing credit after departure and subsequently be awarded an ICS Diploma.

A Certificate of Attendance can also be provided to families that require documentation for financial or visa purposes. This certificate indicates the date of enrollment and the student's current grade level. Please call our office if you require proof of school attendance for any reason.

A Certificate of Attendance is also included in a student's withdrawal packet upon leaving ICS for another school. When a student is withdrawing at the end of the year, the certificate will include the grade to which a student would have been promoted for the following school year.

HONORS AND ACADEMIC RECOGNITION

Students are recognized publicly at ICS for exceptional achievements in academics, leadership, creative arts and activities. Achievement and effort are celebrated at an awards assembly for all high school grade levels. Parents are encouraged to attend.

Honor Roll

The Honor Roll gives public recognition to students who have distinguished themselves academically through outstanding effort and achievement. Honor roll recognition is awarded to deserving students at the end of each semester. Students who earn all grades of 5* or higher (*one 4 is allowed, if there is also a 6) are eligible for the Honor Roll.

PHYSICAL EDUCATION CLASSES

Students taking PE must come to class prepared to participate. Your full participation is required unless you have a parent or doctor's note explaining why you cannot. Changing room lockers are provided so that you can change into acceptable PE clothing: ICS PE uniform, a hat, water bottle and athletic socks and shoes. We recommend that you lock up your mobile phone, jewelry and other expensive items in your regular locker before going to the gym. Do not take backpacks, book bags or other electronics into the gym or gym locker room. Further information about the PE program and requirements for participation are included in guidelines given to all students at the beginning of the school year.

GRADING, TESTING AND REPORTING STUDENT PROGRESS

MAJOR TESTS AND ASSESSMENTS

Under normal circumstances, high school students should not have more than two major assessments or tests on a single day. Quizzes and chapter tests are not considered major. Teachers should give students notice of major assessments so they can plan ahead for review and preparation. Students, if you have more than two major tests scheduled for one day, please speak up to your teacher(s). They may be able to be flexible.

END-OF-YEAR EXAMINATIONS

At the end of the second semester exams are scheduled to give our students practice in preparing for and taking a series of examinations in all their academic subjects. These may take the form of a formal examination or other demonstration of subject mastery deemed appropriate. Exams are scheduled so that students take no more than two per day, and must be taken at the prescribed times. These exams count as fifteen percent (15%) of the overall grade in all courses. Make-ups are only possible for absences excused by the principal.

Students are required to be in attendance during the scheduled semester exam periods. In some courses, a culminating activity or final evaluation other than an exam will be assigned. In all cases, teachers will inform students well in advance about the content and format of this final exam or assessment.

Final examinations for IBDP courses: The IBDP examinations are written during the month of May in the second year of IB, before the school's final examination week in June. While Grade 12 students will have already graduated before the June end-of-year examinations, any Grade 11 students who took IB examinations in May will continue to attend classes and will also take their ICS examinations in June that year.

GRADES AND TRANSCRIPTS

Semester Grades

In the first semester, students will receive a Quarter 1 "Progress Grade" on the way to their Semester 1 grade, which is posted on their transcripts. In the second semester, for courses that include a semester exam, the final semester grade will also include the end-of-year exam or assessment (15%).

Achievement Grades

The faculty and staff of ICS believe that students respond more positively when presented with opportunities to succeed than with the threat of failure. Student motivation in adolescents is easily crushed, and international research on student learning consistently emphasizes the importance of timely feedback and ‘next steps’ of instruction on the way to annual goals.

In grades 6–12, student academic achievement will be reported as numbers corresponding to these descriptors:

Exceeds Standard	
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Meets Standard	
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Approaching Standard	
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Does Not Meet Standard	
2	Very limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
1	None of the standards above has been reached.

Modifications and Accommodations

Some students may receive modified grades on their report card and on their transcript. Grades will be marked as modified if the curriculum, standards or class assessments are significantly altered for that student. This might be done for students who are still learning English or who have verified learning differences. Not all of a student’s grades would be modified; a student who is learning English and who is reading below grade level might receive a modified English, history or science grade, but grades for concert band or PE would not be modified.

Modified grades can be indicated on a secondary student's report card, if the classroom program or curriculum is significantly altered to support a child's special learning needs. Modified grades will be used as approved by the Guidance Counselor and Learning Support Team, after consultation with class teachers and parents.

Pass/Fail Grades

Occasionally, middle and high school courses may be offered to particular students on a pass/fail basis. This assessment is approved only where a certain performance level is sought for all students in the class, but where grades are not appropriate to be assigned. "Pass/fail" is also appropriate for courses that are outside the ICS curriculum or which may be taught by non-ICS faculty members: for example, a student who is working as an assistant in an elementary class, or one who is studying a mother-tongue language with a tutor during the school day. Courses taken a pass/fail basis are reported as such on the final transcript.

Incompletes

An Incomplete "I" is issued on a report in two situations:

- When a student has not submitted sufficient work for achievement to be evaluated; or
- When a student has been absent for such a long period that s/he has been unable to complete this work

When an 'I' is on the report the student has ten days to make up that 'incomplete'. An extension may only be granted by the principal. Students will not receive credit for "I" still remaining in any course by the end of the year.

Effort or "Student as Learner" Grades

"Effort" grades covering the student's attitude and learning habits are also reported for each middle or high school student in each class, in addition to the academic achievement grades.

ICS Grades and IB Scores

Assessment in the IB Diploma Programme includes work assessed internally (by the teacher) and externally (by examiners). Internal assessments are assigned, supported, and marked by our IBDP teachers during the course, and may include lab reports, portfolios, oral presentations, sketchbooks, or other forms of authentic assessment. This internally assessed work, combined with the student's results on May examination papers, forms the final IB score from 1-7 (with 7 being the highest), which is awarded in July by the IBO.

University applications require "anticipated IB scores" for applicants. Additionally, the IBO asks teachers to submit "predicted grades" for each candidate. *These anticipated and predicted grades do not form a part of the student's ICS report card grade for the course.*

ICS courses, whether IB or not, include "internal" forms of assessment such as presentations, projects and tests, and exams. Occasionally, a student may do very well for an ICS grade in an IB course, yet not do as well for their IB score released in July. This means that an ICS grade of '5' is not a guarantee of an IB score of '5'.

REPORTING

Purpose: *The primary purpose for reporting is to communicate student achievement and effort to parents. The reports document student performance over a period, and provide feedback regarding concerns and strengths. Accountability for learning is shared by students, parents and teachers. The intent of the reports are to provide a common understanding of the student's progress and facilitate next steps.*

See guide on the next page

Guide to Reporting

<i>Date Received</i>	<i>Type of report</i>	<i>Who Receives the report?</i>	<i>Description</i>
19 September 2011	First Interim Report	All students	Reports effort only - does not contain teacher comments.
27/28 October 2011	Quarter 1 Progress Report	All students	Reports effort and achievement. Achievement is based on formative and summative assessments thus far.
Third week in November 2011	Second Interim Report	Those students whose achievement is '3' (Approaching Standard) or lower	Reports effort and achievement - contains teacher comments.
First week in January 2012	Semester 1 Report	All students	Reports effort and achievement. Achievement grade emphasizes summative assessments.
Last week in February 2012	Third Interim Report	Those students whose achievement is '2' (Does Not Meet Standard) or lower	Reports effort and achievement - contains teacher comments.
29/30 March 2012	Quarter 3 Progress Report	All students	Reports effort and achievement. Achievement is based on formative and summative assessments thus far.
First week in May 2012	Fourth Interim Report	Those students whose achievement is '3' (Approaching Standard) or lower	Reports effort and achievement - contains teacher comments.
15 June 2012	Semester 2 Report	All students	Reports effort and achievement. Achievement grade emphasizes summative assessments.

Parent/Teacher Conferences

Scheduled parent conferences for all secondary students will be held at the end of the first and third quarters. Middle and High School report cards are given to the parents and students at those conferences. We hope and expect that parents will make conference attendance a priority. The conference format is to have MS/HS teachers at tables around the gymnasium, so that parents can easily meet with all their child's teachers at one time.

Parents are welcome to make an appointment to see teachers or the Principal at any other time as well. Teachers are encouraged to email parents or consult with the Counselor whenever a difficulty is perceived. All teachers are available before the school day begins and after school until 4:30, except on Wednesdays when we have professional meetings.

STUDENTS WITH OUTSTANDING DEBTS, OVERDUE LIBRARY BOOKS OR OTHER INCOMPLETE OR UNFINISHED SCHOOL MATTERS WILL NOT RECEIVE THEIR FINAL REPORT CARDS, TRANSCRIPTS OR DIPLOMAS UNTIL THESE ISSUES ARE RESOLVED.

HOMEWORK

Homework assignments are an important component of many high school courses. The assignments are structured as a learning tool as well as for practice. Teachers usually require homework, and students are responsible for the completion of homework assignments, even if the teacher elects to use them only as a formative assessment.

Students should use an electronic or paper diary or planner to help them plan their projects, remember their assignments and prepare for upcoming tests.

In high school an average of 45 minutes of homework is assigned for each core academic class and most elective classes. Some assignments may be longer if homework is only assigned occasionally or if the assignment is not due for several days or weeks.

Parents can help make study time and homework a priority at home. Parents can support their children by facilitating a routine time and place with minimal distractions which helps students study. The counselor and our learning support teacher can be of help to those students who need to develop better study skills.

SUPPORT FOR ACADEMIC REASONS

Students are admitted to ICS on the assumption that they are able to meet and maintain standard academic achievement levels and are willing to make a serious and consistent effort to do required academic work. Students are placed on “Academic Support” if their work is not acceptable due to either lack of effort or basic academic weakness.

Students placed on academic support must attend an intervention meeting with a parent or guardian to develop a plan to assist the student to improve their academic performance. Students on academic support will be required to engage in other academic supports to improve their achievement. If they are on a sports team, the coach may also be engaged to ensure that sports do not interfere with academic achievement.

Students that are on academic support are expected to put in the necessary effort to meet standard academic levels in the future. It should be noted that a recurring lack of academic progress or effort may result in a student being counseled to find an alternative educational environment. If a student maintains ‘2’ grades in core courses for more than three quarters, the school may recommend that the student find a different school environment where success is possible.

ATTENDANCE

All learning experiences that take place in the classroom are meaningful and an essential part of a student’s education. It is not possible to replicate the learning opportunities and experiences that occur daily in the classrooms. Therefore, classroom attendance is an integral part of a student’s course of study for which make-up work is no substitute.

ICS realizes that at times a student may be absent due to illness, family emergency, or participation in school-sponsored trips. ICS also realizes that in an international community, families must occasionally travel. However, the school discourages extended vacations and other recreational travel that interferes with student learning.

ABSENCE LIMIT

The School asks parents to ensure that their children attend school regularly. We request parents to avoid absences due to convenience, for travel, for vacations during regularly scheduled school days, or on days adjacent to weekends and school holidays.

A student may not receive credit toward graduation, if s/he is absent more than twelve days in one semester. In cases of excessive absences, a meeting will be held between the student, a parent or guardian and teachers and/or the Principal, to discuss the cause of the problem and determine an appropriate course of action. Absences due to school-sponsored activities do count toward these absence limits. It is not a matter of having an excuse: attendance is important, regardless of the reasons for extended absences.

In the event of extenuating circumstances requiring longer absence (e.g. prolonged illness, family bereavement) individual cases will be assessed by the principal in consultation with the family and the classroom teachers. Such an exception must be applied for immediately upon the student's return to school and will not be entertained at a later date.

ABSENCE PROCEDURES

At those times when a student must be absent from school, please contact the school at 011-371-1544, or via email at *info@icsaddis.edu.et*. If a student's parent has not contacted the school, ICS will call home and notify teachers. If no contact between the school and the home is made, the student should bring a note explaining the absence.

ARRIVING LATE TO CAMPUS, OR LEAVING CAMPUS EARLY

- Students arriving to school after attendance has been taken must check in at the High School Office to obtain a 'late pass' before going to their class. Teachers will not allow tardy students into class without a late pass. This procedure ensures that a proper record is kept and maximizes classroom learning time.
- We will discourage students from building the habit of disrupting learning by coming to school late. Students with recurring lateness will meet with their principal, call home, be subject to lunchtime detention and may be restricted from classes.
- Students are not permitted to leave the ICS campus during the school day without permission from the principal or Director. It is the student's responsibility to make sure that s/he has written parent permission and has notified the office before leaving the campus. Students who must leave school before the end of the day should bring a note to the office from a parent or guardian. A gate pass to leave campus will be prepared.
- Once a student leaves campus, s/he may not re-enter unless with parents. During classes, remember to check in at the office when you return.
- Parents arriving to collect their student during the school day should check in at the office so the student can be summoned from class. A gate pass for the student to leave the campus will be prepared. Please avoid using mobile phones to contact students during class.

ASSIGNMENTS AND ABSENCES

A student returning from illness or other absences must see his or her teachers the first day back at school to find out about make-up requirements. **Students who have been absent are responsible for getting assignments from the teacher and making up the work promptly.** ICS teacher email addresses and e-learning (Moodle) facilitate this for students as well as for teachers. Students returning after an extended absence will be given sufficient time to complete assignments and tests.

1. If the student is present in class when an assignment, quiz or test is announced but is absent on the day that the assignment is due or test/quiz given, the student must submit the assignment or take the test/quiz on the day of his return to school.
2. As a matter of courtesy, students who know they will be absent from a teacher's class should talk with that teacher before class and learn about any assignments that will be missed. When students know that they will be absent from school for a school activity or trip, it is the student's responsibility to obtain a "Trip Form" from the chaperon and submit the form to each teacher to sign and write assignments or projects.
3. Students may contact classmates for assignments when they are absent from school.
4. Arriving late to school or leaving early does not exempt students from tests or assignment due dates on that day.
5. Students who are temporarily ill during the school day and miss a test or quiz while in the nurse's office should make every attempt to make up the test or quiz later in the school day if possible.
6. When students are absent for several days, please contact our office or individual teachers to request homework and make arrangements to pick it up. In our block schedule, it often takes two days to request and receive assignments from teachers.
7. A student who misses two or more blocks during the day may not participate in after school activities or sports on the day of their absence. This includes dances or other school functions in the evening.

LATE ASSIGNMENTS

Teachers will inform their students regarding their policy on late assignments. Students who anticipate being absent from school should make prior arrangements with their teachers if they must be absent on a test or assignment due date.

Major, long-term assignments and projects that are not completed by the assigned date may be assigned an incomplete grade, based on the teacher's previously established guidelines for the class. If you require an extension of a deadline or test for a good reason, make sure to communicate with the teacher. Students who are absent on the day that a long-term assignment is due should email it to the teacher using Zimbra (using the "read receipt" option) or have the assignment delivered to the teacher that day. Incomplete grades will be entered on report cards, and students will not receive credit for courses that are incomplete on the report card.

PUNCTUALITY AND TARDY MARKS

Punctuality to class is a basic courtesy. When students arrive late to a lesson already in progress, it disrupts learning for the entire class. Teachers will clearly articulate their expectations for punctuality and tardiness to their students. Late students are marked tardy. If attendance has been taken and submitted to the office prior to a student's arrival, the student must go to the Middle/High school office prior to entering class. This procedure helps account for all students' safety.

Students with recurring unexcused tardy marks will be reported to the principal. Currently, students with four tardies (total) within two weeks will be assigned a lunch detention. Students with recurring unexcused tardy problems will phone their parents from the principal's office and may be excluded from school or classes until a parent/student meeting with the principal is held and a plan made to correct the behavior. We request that parents take an active role in supporting their student's punctuality.

NOT ATTENDING CLASS

Students who do not report to a class within ten minutes of the beginning of the block are considered as “cutting” or “skipping” the class, unless they have a note from a faculty member. Missing a class because you forgot your schedule is not an excuse. All work missed must be made up. Students found cutting class will be assigned a day of in-school suspension and a parent contact for the first offense. The second offense will result in an out-of-school suspension and a meeting with parents.

SENIOR PRIVILEGES AND ACTIVITIES

IB Diploma candidates and seniors are eligible to have a study period if approved by the counselor or principal. Study periods are a privilege. Students are expected to sign in at the office at the beginning of the period, if they have a study period. **Study period privileges may be revoked at any time by parents or by the principal. An alternate supervised learning experience or disciplinary consequences will be assigned if the study periods are not used productively or if deadlines for courses or college applications are not met.**

Seniors are required to attend all senior activities scheduled as part of the graduation festivities including all senior meetings and graduation rehearsals.

BEHAVIORAL GUIDELINES AND PROCEDURES

The school environment at ICS is very important to ICS staff, parents and students. We come from many different cultures, with experiences and expectations that can be vastly different. We cannot take a positive, healthy learning experience or environment for granted; it is something we must all work toward together, in and out of the classroom. In any healthy school environment, students should be developing

1. Self-awareness: recognizing one’s emotions and values as well as one’s strengths and limitations.
2. Self-management: managing emotions and behaviors to achieve one’s goals.
3. Social awareness: showing understanding and empathy for others.
4. Relationship skills: forming positive relationships, working in teams, dealing effectively with conflict.
5. Responsible decision-making: making ethical, constructive choices about personal and social behavior.

These five domains of a healthy social and emotional learner are adapted from research and materials at www.casel.org, the Collaborative for Academic, Social and Emotional Learning. Why is this important? Common sense and school performance research tell us that students who are learning in a positive social and emotional environment demonstrate

- Improved math, literacy comprehension and social studies scores
- Higher achievement test scores and/or grades
- Improved “learning-to-learn” skills
- Better problem solving and planning ability
- More frequent use of higher level reasoning strategies
- Reduced “at risk” behaviors

ICS expects its students to observe the basic rules of honesty, safety, courtesy and respect for property, which are essential to an orderly community. We believe it is possible to establish a

clear set of expectations without issuing an exhaustive list of rules, and that students can live up to these expectations without a rigid system of policing or elaborate disciplinary procedures. Students can learn to discern between behaviors expected at an assembly versus behaviors expected at a basketball game. Students can learn to discern appropriate dress for special occasions such as Honor Assemblies or music concerts. We shouldn't need a list of do's and don'ts for those occasions. Our experience at ICS tells us that almost all of our students are ready and willing to rise to the expectations that teachers and parents have of them.

Discussions of the meaning and importance of fundamental civility should be an on-going dimension of classroom learning, with sensitive, on-the-spot correction of misbehavior and recognition of exemplary behavior. The five domains of a healthy, developing social and emotional learner listed above may be helpful in framing some of those discussions.

Teachers will not learn to put up with inappropriate behavior...we want to help students learn to change these behaviors and make responsible decisions. Faculty have the authority, responsibility and professional duty to intervene when any student is behaving in a way that would endanger the safety or well-being of the student or others, or which interferes with the operation or reputation of the school. The chief aim of such intervention is humane, informed counseling and constructive guidance upon which the student can act in the future. In most cases faculty are expected to use their own discretion in handling matters of discipline. However, if misbehavior is serious or repeated, it will be reported immediately to the Principal.

A simple guide that everyone can remember is "The ICS Way." If you are taking care of yourself, taking care of others or taking care of this place, then you are probably on the right track. If what you are doing is not taking care of yourself, not taking care of others, or not taking care of this place, then you probably need to exercise better care in self management, relationship skills or responsible decision making.

ICS RULES AND GUIDELINES ARE APPLICABLE AND IN EFFECT AT ALL TIMES ON THE CAMPUS, INCLUDING WEEKENDS AND DURING SCHOOL-SPONSORED EVENTS OFF CAMPUS (SUCH AS CLASS OR SPORTS TRIPS).

School staff members have the responsibility to question any student concerning their behavior while the student is under school supervision. All property in school, including lockers or items brought onto the school campus by students or others, is subject to search by school officials at their discretion.

Requests by non-school officials to see students while under school supervision must be referred to the Principal or appropriate school official. The Principal and/or school official will be present throughout such interviews. When possible, parents will be notified by telephone prior to the requested interview.

CONSEQUENCES

It is important that students understand the positive results of proper behavior and the negative consequences of behavior resulting from poor choices. Teachers generally make the primary decision as to how a behavior problem will be handled. They may choose to counsel or discipline the student individually or they may choose to send a student to the office with a referral. If a student is referred to the office, the Principal will manage appropriate disciplinary action.

There are consequences to those in violation of school rules. However, follow-up counseling and dialogue will assist students in better understanding their responsibilities and the importance of making correct decisions. Depending on the circumstances and the number of prior problems, the following consequences may be applied:

- A letter will be sent to parents and a copy will be placed into the student's cumulative file.
- Lunch/after school detention or restriction
- Pending universities, colleges, or other institutions will be informed of student behavior.
- Parent and student conference with a teacher and/or the principal.
- In-school suspension. Students suspended in-school will be supervised in isolation from their classmates. They are expected to complete all class work missed.
- Social probation (explained below).
- Restrictions from field trips and other ICS activities on and off campus.
- Loss of privileges, e.g., study hall privileges, free movement on campus, Student Council or sports team membership.
- Restitution or other measures deemed appropriate to the infraction, as determined by the principal.
- Suspension from classes and activities for a period of a single day up to several weeks. Suspended students are expected to complete all class work missed, but credit for assignments is at the discretion of the teacher. Any exams or tests that are missed may not be made up. Suspended students may not attend school functions while suspended.
- Expulsion.

Students consistently in violation of school rules and regulations or involved in major rules infractions may be placed on social probation. This means that the student may be prohibited from participating in extracurricular activities, determined on a semester basis. Students failing to show the necessary improvements may be expelled from the school. ICS reserves the right to include disciplinary information (when requested) along with official school records as appropriate to protect the integrity of the school.

Due Process

Students are entitled to be treated with respect, courtesy and consideration by every other student, teacher and school employee, to know what the rules are, to be notified of charges against them, to be provided the opportunity to respond to those charges, to have counsel, to appeal a decision about the charges to a higher level of authority when s/he feels unfairly treated, and to have the charges or penalties removed from their records if their innocence or non-involvement has been demonstrated by the evidence.

Discipline

Of equal importance is the right of the school faculty and administration to prescribe and control—consistent with the school's guidelines and rules—student conduct within the school. The purpose of all school rules and disciplinary actions is to make students understand that they are responsible for their actions. The behavior expected of our students rests on three basic principles found in "The ICS Way:" respect for themselves, respect for others, respect for their own and others' property.

Freedom of Expression

Students may freely express their points of view provided they do not seek to coerce others to join in their mode of expression or point of view, and provided also that they do not disrupt or

otherwise intrude upon the rights of others at school. Courts have consistently upheld the right of teachers and administrators to limit students' free expression when it is disruptive to the school community or contrary to established guidelines.

Student Rights and Responsibilities

Each student has the right to see and enjoy school as a place for self-improvement and personal growth. In doing so, students are expected to conduct their affairs in such a way as to assure other students the same opportunities without serving to restrict or inhibit their individual or collective rights.

No student should feel bullied, put down or disrespected, whether by another student or by an adult. If you feel your rights have been violated or you have been treated unfairly or abused in any way, please speak to someone so your rights may be respected.

Disagreements with students or teachers should be first discussed and resolved with the person concerned. Gossiping or complaining to others does not generally lead to resolution of a problem; it often makes the problem worse. If the problem is of a serious nature or if the student or teacher is unwilling to work with you to resolve the issue, you are encouraged to bring the matter to the guidance counselor or the principal. A student who is acting in a responsible manner should feel that s/he will be listened to and treated as fairly as an adult. No one should be afraid to speak up if a perceived injustice has occurred.

Suspensions: a Note

Being suspended from school, even for a day can carry serious consequences that reach far beyond the immediate punishment and loss of credit for assignments missed. College admissions officers and college recommendation forms often ask counselors and teachers to respond to the question, "*Has the student ever been suspended?*" **Our school staff will answer this question truthfully.**

For many competitive schools and universities, it won't matter that you have changed and learned from the experience; the fact that you knew the rules and broke them is enough to tell a potential college admissions officer that they should enroll another student in your place. **We will consistently enforce suspensions when the situation and infraction warrant, regardless of the potential future consequences.** Be responsible, and it won't happen to you.

DRESS CODE FOR SECONDARY STUDENTS

ICS does not have a required uniform. This is supported by research that shows that students feel safer, perform better academically, enjoy higher self-esteem and display greater respect for other cultures and their environments when they are dressed appropriately for a school setting. One goal of the school program is to teach discernment of dress and behavior, and by working together to ensure adherence to our dress code at ICS, families, teachers and students will be serving the welfare of all members of our multicultural community. By emphasizing safety, neatness and cleanliness in dress and grooming, we as educators and learners can build self-esteem, sustain self-discipline, and focus on our learning.

- ✓ Trousers / pants and shorts must be securely fastened between the waist and hips.
- ✓ Shoulders must be covered - halter tops, exposed midriffs, strapless tops, low-cut tops (e.g. those which show cleavage), exposed backs, spaghetti straps, sleeveless tops, see-through clothing, and tank tops must not be worn.
- ✓ Clothing with advertisements, gang signs, or statements that may inflame or offend (e.g. which promote violence, alcohol, sex, tobacco, drugs, cults) is prohibited.

- ✓ Shorts and skirts must be near the top of the knee or below the knee, unless leggings or thick tights are worn underneath.
- ✓ Hats and headwear may only be worn in class at the discretion of the teacher. Head coverings for religious reasons may be worn at the student's discretion.
- ✓ Clothing should be comfortable and not skin-tight.
- ✓ Footwear must be worn at all times.
- ✓ It is not appropriate to wear sunglasses in classrooms unless there is a medical reason.

If a student is not in dress code, s/he will incur the following consequences:

1. The teacher will send the student and/or a note to the principal, and an appropriate item of clothing (e.g. t-shirt, pants, skirt or belt) must be put on. If necessary it will be provided for the remainder of the day and must be returned at the end of the day.
2. A second occurrence of choosing not to be in dress code will result in referral to the principal's office and contact with the family.
3. A third occurrence will result in one day in-school suspension.

PE clothing and footwear requirements are explained in the guidelines given to all PE students at the beginning of the school year. Hats and a water bottle are also required for outside activities.

For occasions such as concerts, honors assemblies, or college and career days, more formal attire is appropriate and students will be asked to dress smartly: collared shirts or nice blouses, trousers or skirts and non-athletic shoes, etc. Members of our sports teams are often asked to dress up on the day of a game, or for travel to international tournaments. Students in band or choir will need black trousers and white shirts or blouses (with a tie for the boys).

AUTOMOBILES AND MOTORBIKES

Student vehicles must be registered with the school office and must park outside the gate in visitor parking. Campus driving rules must be obeyed at all times a student is driving on the campus to drop-off or collect siblings. Students may lose their campus driving privileges for repeated driving infractions.

Parents should be aware that some of our student drivers are ***under*** 18, the legal age limit for driving in Ethiopia. This is a matter of the family's choice, not the school's. However, parents are encouraged to phone one another to check on driving arrangements and insurance, when they become aware that other students are driving their children.

CLASSROOM AND CAMPUS ENVIRONMENT

Students are encouraged to contribute to the appearance of their school by discarding trash in the appropriate receptacles and by avoiding graffiti and vandalism. Special work assignments will be issued to students involved in such activities. Students will be charged for any damage to school property. Further punishment may also be imposed.

GUESTS/VISITORS

In advance of the visit, permission for a student to host a guest (for ONE day only) should be obtained from the principal and all individual classroom teachers must approve. Please respect the right of the teacher to say no. The ICS student-host is responsible for the guest while on

campus and for advising the guest that s/he is expected to abide by the same rules and guidelines that apply to ICS students.

CHEWING GUM

Chewing gum is not permitted on the ICS campus. Please save chewing gum for after school, off campus. We all want to keep the campus looking good, as reflected in ICS Way, *“Take care of this place.”* Repeated non-compliance will result in disciplinary action.

INAPPROPRIATE LANGUAGE

Language is a tool that indicates intelligence, but when it is used inappropriately it can become a weapon. Rude, foul or obscene words and gestures are not acceptable, even when spoken in frustration or anger. This includes the sports fields, basketball court or other out-of-class venues.

Racial slurs or abusive words, regardless of the language they are spoken in, cannot be tolerated and will result in disciplinary action. This includes language between “friends.” Taunting, teasing or verbal bullying are regarded as serious behavior problems.

MOBILE PHONES: NOT DURING CLASS TIMES

Mobile phones are a major convenience and are valuable for student safety. However, they are also a significant distraction in classrooms. **Mobile phones may be used before school, during lunch and after school.** Any phones found in use during class time or between classes may be confiscated and sent to the Principal’s office. This includes the use of phones *for any reason* between classes, or during your study period...your phone will be confiscated regardless of your excuse for using it. Some teachers do not allow mobile phones in their classroom at all because of the potential for disruption. These teachers make their expectations very clear, and are authorized to confiscate your phone if they see it, even if you are not using it. As a community, we will continue to look at the educational role that smart phones can play: scheduling, data retrieval, organizers, etc, until then, please cooperate by following the rules.

Parents, please refrain from calling your children during the day, except at their lunch period or after 3:20 while at school. If there is an emergency, it is best in all cases to inform the office.

Since you cannot use phones in class we recommend they be locked in your locker for safekeeping. Students are welcome to use our office phones if they must call during class time.

PERSONAL TECHNOLOGY AND ENTERTAINMENT

MP3 players, iPods, laptops computers and other personal technology are encouraged on the campus. However, their use should enhance and enable learning, not distract students from their primary reason for being at ICS.

MP3 players may NOT be used in our library at any time. Many teachers will not allow their use in class, and we ask students to cooperate with them. Other teachers may allow their use at designated times in their classroom. Earphones should be used and the volume may not distract others. These electronic devices may not be used during emergency drills, assemblies or at other times and places when specifically announced. *If a teacher confiscates your MP3 player, it will be sent to the Principal’s Office.* These valuable items are easily lost or stolen. If you must bring one, be careful with it.

PUBLIC DISPLAYS OF AFFECTION

Students should be sensitive to how others around them may react to public displays of affection. Confusion, distraction and discomfort are common reactions to the inappropriate public display of a private relationship. This applies to all members of the school community, regardless of age. Therefore, kissing, touching, and embracing of an intimate nature are not acceptable in our ICS culture. This includes at school dances.

EVENING EVENTS

ICS supports students participating in positive, well-organized after-school and evening activities. **Students must attend at least three blocks (class periods) of the day on which the sport, dance or activity is held.** A list of absentee students will be provided to chaperones on the day of the event.

For school-sponsored dances, all school rules and guidelines apply unless announced in advance, and students who do not meet these expectations will receive the same consequences as if the violation occurred during the school day. Students are responsible for their guests and their behavior, including observing our community rules forbidding smoking and drinking alcohol. Students may not leave campus during a dance and then return later. Dance chaperones also have the responsibility to stop a dance or song if they consider it to be contrary to the moral values of our ICS community.

Parents and students are asked to respect the fact that ICS teachers are not paid extra to chaperone these events, and should not be kept late at school.

SERIOUS BEHAVIOR ISSUES

Academic learning takes place best in an environment where students and teachers feel physically, socially and emotionally safe and secure. Any behaviors that threaten this safety will be treated seriously at the first incident. Examples of serious behavior issues include (but are not limited to):

- **Bullying:** Bullying will not be tolerated at ICS and all incidents will be taken very seriously. Bullying can be physical, verbal, emotional, racial, sexual, written, via Internet, etc. Bullying is defined as persistent, offensive, abusive, intimidating or insulting behavior, abuse of power or unfair penal sanctions. Bullying in any form makes the victim feel upset, threatened, persecuted, humiliated or vulnerable. It undermines the victim's self-confidence, causes stress and interferes with one's ability to learn. Bullying can be:
 - Physical* – pushing, kicking, hitting, pinching, any form of violence, threats
 - Verbal* – name-calling, sarcasm, spreading rumors, persistent teasing
 - Emotional* – tormenting, threatening ridicule, humiliation, exclusion from groups or activities
 - Racist* – racial taunts, graffiti, gestures
 - Sexual* – unwanted physical contact, abusive comments
 - Written* – Cyber-bullying, name-calling, threats, SMS, via Internet, tormenting, etc.If you are the victim of bullying please report the situation to a teacher, your grade level advisor or the guidance counselor immediately. If you are still concerned about it, meet with the principal.
- **Dishonesty:** academic honesty is highly valued at ICS and is described in greater detail in the section on academics.

- **Disruptive behaviors:** the success and safety of our learning environment rely on the cooperation and civility of all. Fighting, roughhousing, loud talking or yelling, running, chasing, blocking, pushing or playing in classrooms or hallways of the school all interfere with the peace, safety and learning of others.
- **Disrespect or defiance:** again, the success and safety of our learning environment depend on the cooperation and civility of all. Students are expected to cooperate with all ICS staff, including guards, cleaners and other support staff. Students should also be polite and respectful. Acting or speaking rudely or negatively to a staff member is considered disrespect. Failing to comply with a reasonable request by a staff member is considered defiance. If you believe that a request is inappropriate you should comply with the request and discuss the matter later with an advisor or a teacher whom you trust, the counselor or the Principal. Any request that jeopardizes your welfare or property should be reported to the Principal.

TOBACCO, ALCOHOL AND DRUGS

The ICS Board of Governors and school faculty and administration are committed to the health, safety and well being of the students. It is the school's firm conviction that substance use and/or abuse is potentially dangerous socially, emotionally and physically, and therefore is totally inappropriate for our students. ICS firmly believes in maintaining a tobacco-, drug- and alcohol-free student body and learning environment. To meet this goal, emphasis is placed on substance abuse prevention and education along with significant consequences for students who choose not to abide by established ICS guidelines. Effective partnerships with parents require open and transparent sharing of information. Because ICS values parent partnerships, information will be shared with parents about any on or off campus incidents that school officials learn of.

The International Community School of Addis Ababa does not permit student possession, use or transfer of tobacco, alcohol or drugs on school grounds, on school trips, at social functions or at any school-sponsored events. Attending school or any school function under the influence of drugs or alcohol is also prohibited.

To protect the health and welfare of students:

- Middle and high school students will be informed specifically about these *Tobacco, Alcohol and Drug* policies in the handbook, in discussions with school staff at the beginning of the school year. All students in Grades 6 through 12, along with their parents, will sign the "Handbook Acceptance Form," acknowledging that they are aware of and will support ICS's *Tobacco, Alcohol and Drug* guidelines, and that they understand the potential consequences of violating them. Not signing will put a student's enrollment at risk.
- School officials have the responsibility and authority to decide what constitutes sufficient cause or appropriate circumstances to warrant a search for possession, and/or require testing for possible substance abuse.
- The school administration reserves the right to search students, bags or lockers when it believes there is cause for such an action.
- ICS is a smoke-free campus. For students, this also includes public areas in the neighborhood immediately surrounding the school campus.
- Random, mandatory drug testing is at the discretion of the school administration, if there is probable cause to suspect the use of drugs or alcohol. Such testing will be done with parental notification whenever possible, and the results will remain confidential to the administration, the student and the parents. A positive test using one method will be confirmed (whenever possible) using a second, alternate method.

Refusal to cooperate with testing will be considered a positive result, and will jeopardize the student's continued enrollment at ICS.

- The school administration reserves the right to investigate off-campus incidents involving ICS students and substance use or abuse, and parents will be notified of the results of such investigations and potential consequences.
- The school community encourages students who feel they may have a substance abuse problem to come forward and supports their efforts to seek help. Depending on the circumstances, penalties for violation of our substance abuse guidelines may or may not be applied in such cases.

It is important that all members of the ICS community work together to preserve and enhance the school's reputation. Therefore, all students are expected to respect and abide by local legal regulations, including those related to illegal substance abuse. Although *q'at* and alcohol may be available to ICS students in the wider community of Addis Ababa, abusing alcohol or using *q'at* is not appropriate for adolescents.

Consequences

Appropriate consequences (as described below) for breaking substance abuse rules will be decided by the Principal. All records of the school's disciplinary actions under this policy will be retained in the student's file until permanent departure from the school, at which time they will be expunged. However, students and parents should be aware that many colleges and schools that students will apply to in the future may ask us to report on student suspensions or other disciplinary actions. In such cases, ICS officials will be truthful, but will maintain confidentiality.

Tobacco

1. A student found in first violation of this policy initiates a set of procedures: parents informed, warning, disciplinary letter in the student's file.
2. A second violation will result in suspension and a student/parent meeting with the principal before the student may return to class.
3. Repeated disregard of the tobacco policy will result in extended suspension or a recommendation to the Director for expulsion.

Alcohol

1. A student found in violation of this policy will be suspended from school for a review period not to exceed five days.
2. In any incident involving a violation of this policy, parents will be contacted as soon as possible. The student will be released only into their custody or that of another responsible, authorized adult.
3. After the principal has reviewed the incident, the student, his/her parents and school officials will meet to develop a plan to address the student's use of alcohol. The plan may include counseling, risk assessment, social probation, community service, extended suspension, etc.
4. Repeated disregard of the alcohol policy will result in extended suspension or a recommendation to the Director for expulsion.

Drugs

1. A student found in violation of this policy (possession or use on campus) will be suspended from school for a review period not to exceed ten days.
2. In any incident involving a violation of this policy, parents will be contacted as soon as possible. The student will be released only into their custody or that of another responsible, authorized adult.
3. The suspended student may be required to submit to drug testing, if available.

4. Should testing confirm that a student has used drugs, the student, his/her parents and school officials will meet to develop a plan to address the student's drug use. The plan may include counseling, medical assessment, social probation, community service, extended suspension, etc., and may require future drug testing at specific and/or random intervals.
5. Repeated violations of this policy will result in a recommendation to the Director for expulsion.
6. Trafficking in illicit drugs on or off campus will result in a recommendation to the Director for expulsion.
7. In any case where an ICS student is arrested for, charged with or convicted of illegal possession, use, or distribution of drugs or drug-related paraphernalia, the school administration reserves the right to make its own inquiry of such accusations or offenses, and to apply its own disciplinary action.

WEAPONS

The possession of any weapons or instruments used or designed to inflict injury are not permitted on the ICS campus or at any school function. **Toy weapons** are included in this and will be treated as seriously as real weapons. Violations of this policy will carry the same consequence as a violation of the drug policy.

STUDENT SERVICES AND SUPPORT

GUIDANCE SERVICES

Positive relationships between school, family and community are important conditions for the success of each student. Guidance services are available to all ICS high school students and emphasize college/career guidance and personal/social growth and development. Individualized and group counseling are provided as needed. Parents are encouraged to play an active role in the counseling process.

Particular attention is paid to the transition issues that typically confront students entering the 9th grade. High school teachers meet regularly to discuss students, coordinate curriculum and monitor the acquisition of the skills necessary for success.

STUDENT INTERVENTION TEAM

A Student Intervention Team (SIT) can be convened to focus the school's resources on students who are demonstrating difficulties in school. A student's teachers, the guidance counselor, learning support teacher and the principal will meet as a team to discuss these difficulties and may recommend assessments and other interventions. The SIT's recommendations and/or requirements will be shared with parents. Anyone, including parents, may request an SIT meeting regarding a student.

SCHOOL NURSE

The Nurse's Office is located at the elementary school end of the gymnasium and is open from 8:00 to 5:30 with a registered nurse in attendance. The nurse's office is equipped to:

- Provide basic first aid
- Provide basic health screening

- Dispense medication with written parental/guardian permission
- Evaluate students for minor illnesses
- Act as a referral source for health care problems

Because student health conditions and concerns can change, parents should fill in a medical form for the nurse at the beginning of each school year. This will help us maintain up-to-date health and vaccination records, and will assist the nurse in diagnosing minor illnesses during the year.

A student who requires assessment or care during class time should arrive at the nurse's office with a student pass initialed by the teacher. On return to class the nurse will sign the student pass and indicate the time of leaving the office. If the student needs to leave school because of an illness, the nurse will notify the parent/guardian. The nurse's office should not be used as a place to avoid class.

- On return to school after an illness or injury of longer than three days, the student should visit the nurse's office with a doctor's note, which states the reason for absence from school, permission to return to class and care or intervention needed.
- The nurse's office should be notified of a change health status (new allergies, change or addition of medications, assistive devices, or change in activity level), and updates of immunizations.
- Tylenol, cough drops and other over-the-counter medications are available on an as-needed basis in the nurse's office. These as-needed medications can only be dispensed by the nurse if there is a signed permission statement from the parent/guardian (included with the medical update form). Students should not self-medicate with Tylenol or other over-the-counter preparations, nor should they share them with other students.
- Prescription medications to be taken during school hours should be kept in the nurse's office. Medication to be dispensed to a student must be labeled with the name of student, name and dose of the drug, and the schedule of administration. An original medication bottle with this information is preferred.
- An exception to this rule is made for students who must carry medications for asthma, diabetes and severe allergic reactions. The nurse's office needs to be informed of medications for personal use that each student carries, when and how to use them, and where they are kept in the student's belongings. We recommend that the nurse be given a back-up supply of the medication to keep available in the nurse's office.
- For emergency purposes other professional staff may be informed of a child's medical needs.

COMPUTER USE AND COMPUTER LABS

Students at ICS have access to computers in the Secondary Computer Lab, Library, school laptops and classrooms. Access to all of these require all students to agree to and sign a Responsible Use Policy covering their use of the Internet access and the school network. Details of the policy can be found in the appendices to this handbook.

All students, teachers and other members of the ICS community are expected to follow *The ICS Way* in use of technology. All members of the ICS community can make a difference by:

- Taking care of ourselves: protecting our passwords, protecting our privacy
- Taking care of others: respecting others' passwords and privacy, practicing proper "netiquette"

- Taking care of this place: respecting ICS rules and policies, protecting equipment and systems

Students are allowed to use their own personal portable computers or other electronic devices, as long as they sign the Responsible Use Agreement and log their devices with the IT department. All communication over the ICS network, even from private devices, is filtered by ICS servers and use is logged.

The computer lab is open from 7:30 AM to 3:15 PM (or 2:00 PM on Wednesday) for classroom and individual use as well as for scheduled classes.

THE ICS 1:1 LAPTOP PROGRAM

By October 2011, secondary ICS students in grades 6, 7, 9 and 11 will have been issued portable laptop computers to use in school and at home. Students will be expected to take care of this equipment, and families will be asked to take financial and practical responsibility for their care. Grade 8 students will be issued laptop computers at the beginning of the 2012-2013 academic year.

Details will be made available to parents and students through the school year at various informational sessions. Further details are also posted at: www.icsaddis.edu.et/technology/11-laptop-program

ENGLISH AS AN ACADEMIC LANGUAGE (EAL)

To meet the needs of those students whose command of English is limited at the time of enrollment, ICS provides English as an Academic Language (EAL) support. This class is scheduled during the school day at no extra charge to the family. Further English language tutoring may also be recommended outside the school day if necessary, at the family's expense. **Tutoring by other school employees requires permission from the principal.**

EXTRA HELP/TUTORING

By prior arrangement, all faculty are available to students from 7:45-8.00 and from 3:20-4:30 for review and explanation of work not mastered. Private tutoring (for a fee) by other teachers outside these hours may be arranged privately by parents. The Counseling Office may be able to assist in finding tutors. Such fee-based tutoring may not be undertaken by a regular classroom teacher of the student receiving the service.

LIBRARY

Hours

The ICS Libraries are considered a school and community resource and are open to students, staff and parents daily. The secondary (middle and high) library is open Monday to Friday from 7:30am to 5:00pm except during scheduled early-dismissal days. The library is also open most Saturdays of the school year, from 9:00am to 12 noon.

Collection/Borrowing

The secondary library offers a great selection of books, periodicals, video and reference materials, as well as a wide variety of online resources. These are updated annually. The library also has computer workstations connected to the Internet and the on-line catalog. The library website can be accessed for online library resources. Library resources are used to provide ICS

students with learning experiences that promote an appreciation of reading and literature, information resource skills and problem solving abilities.

All parents and students who attend ICS may borrow library materials. The maximum number of books that can be borrowed by students is determined by grade level. Students may ask the Librarian for permission to borrow a greater number than this should the need arise. Books may be checked out for two weeks and renewed once for an additional two weeks. The prompt return of all books/materials is appreciated and expected.

Please see the Librarian for more information about borrowing privileges.

Overdue/Lost & Damaged Materials:

The responsibility for a library item rests with the last recorded borrower. All patrons are expected to return library materials in a timely manner. The Librarian will advise students (and other patrons) of any outstanding items. At the end of each quarter, parents or guardians may be contacted regarding books and materials that are damaged or past due. Official records will be withheld until all overdue books are returned and all fees for damaged or lost books are paid.

A fee equal to the replacement, customs and processing cost will be charged for books, materials or equipment that are lost or damaged beyond repair. We would rather have the book in good condition than the money, so if/when the book is found the money will be refunded.

Our libraries are intended to be a quiet place to read, research, work on class assignments and study. Library users are asked to be considerate of the materials, the facility, staff and other users at all times, whether they are with a class or using the library independently during free time. The Librarian reserves the right to recommend to the Principals that student privileges be restricted, suspended, or revoked.

LOCKERS

Each student is given a locker and lock for storing personal belongings during school hours. In order for a locker to be useful in protecting your property, it must be used properly. Combinations should not be shared with others. The school cannot assume responsibility for items left in the lockers, so they should be locked at all times. Students are not permitted to put a personal lock on their locker without permission from the principal. Students should not switch lockers with another student without informing the office first.

It is the student's responsibility to keep the locker neat and clean, including the outside of the locker. Stickers and other decorations must be removed before you check out at the end of the year. Students will be charged for repairs if the locker is damaged or marked up through their use of it.

Please talk with Hanna, our office administrative assistant, if you have a problem with your lock or locker, or if you suspect someone else knows your combination.

The school reserves the right to inspect student lockers at any time.

LOST & FOUND

Lost and Found boxes are kept at the school reception area, in the library, in the gym and in the cafeteria. Items are generally stored until the end of the quarter. Unclaimed items are donated to charity. Please ask the receptionist to ask about lost and found items.

**ICS IS NOT RESPONSIBLE FOR LOSS OR THEFT
OF PERSONAL BELONGINGS ON CAMPUS.**

LUNCH FOR HIGH SCHOOL STUDENTS

The high school lunch period is planned at the end of the lunch schedule, so that our high school students may enjoy lunch with their peers with the least interruption from younger students. We expect civil, reasonably quiet behavior during lunch because other students are in class. Students wishing to order items from the snack window must do so before school or at break; food cannot be prepared during the lunch period unless pre-ordered. We expect all students to help keep the ICS campus clean by clearing trays and utensils off tables and putting their trash in the bins.

Students should not eat in corridors, on the steps into buildings or other high-use areas, or in remote corners of the campus. The Staff Canteen is **NOT** open to students.

Students who are unable to make sensible choices on their own about how to behave during lunch, where to eat during lunch, or how to clean up after eating lunch will find their choices restricted by the Principal.

PHOTOCOPYING

Copying services are available to students in the library when the machine is working. *Students are never permitted to enter the Copy Room.* Please ask your teacher or an assistant for help, if you need to photocopy an assignment or other resource for your academic use.

STUDENT STORE

Most instructional materials are provided by the school without additional charge. Students are responsible to purchase their own consumable supplies such as notebooks, paper, dividers, pens, rulers, etc. Because good supplies can be difficult to find locally, an on-campus “Student Store” sells common items. The Student Store is open in the morning from 7:30–8:30 and 11:30–12:30 daily, and after school for one hour.

EXTERNAL TESTS

College Entrance Testing

ICS works with the College Entrance Examination Board (CEEB) and American College Testing (ACT) program to provide all students with an opportunity to participate in the tests required for admission to American colleges and universities. **Our High School Counselor coordinates testing.** The ICS campus is the designated test center for Ethiopia. Tests administered by ICS include the Preliminary Scholastic Aptitude Test (PSAT), SAT Reasoning and Subject Area Tests, and ACT.

The CEEB No. for ICS is 560040. The TEST CENTER CODE is 77301.

Families are responsible to pay registration fees for all college entrance testing. Registration fees are paid online www.collegeboard.com.

Note: the TOEFL and IELTS tests are *not* offered at ICS. Please check at our counselor's office for further details.

Student and School Achievement

ICS uses the International Schools Assessment (ISA) in grades 3–8 and 10 as a standardized measure of student learning. All students in those grades will take the ISA in early October, and individual student results will be shared with parents when we receive them: usually in February. The school also uses the information from the ISA as a measure of our program and curriculum quality, and the general results are shared with the Board and community in the spring.

TEXTBOOK LOAN

Each teacher distributes textbooks for their courses. These are to be returned at the end of the course. Fines or replacement costs will be assessed if books are damaged or lost, and students must pay for it before being issued a replacement text. Should the lost book be found, the replacement cost will be reimbursed to the family.

COMMUNICATION

An informed and involved parent community is an asset in any educational environment. Parents are encouraged to remain in regular contact with their child's teachers. ICS pursues our goal of parent partnership in a variety of ways:

- The weekly *Yezare Samint* is sent home via email. All families should provide current and accurate email information to our office. Any family that cannot receive an email copy of the YS should phone our office and make arrangements to receive a printed copy. Submissions of material to be published in the *Yezare Samint* should be emailed to info@icsaddis.edu.et by 1:00 p.m. on Wednesday. The Director determines what material is printed, and reserves the right to edit submissions.
- The ICS website (<http://www.icsaddis.edu.et>) provides an electronic copy of the *Yezare Samint* as well as program information and celebrations of student achievement.
- Interim reports and report cards are sent home each quarter.
- Parent–Teacher conferences may be initiated at any time. Regular conferences are scheduled at report card time after the first and third quarters.
- The School has two open “Association” meetings per year. All parents and teachers are welcome to attend these to learn more about the school's status and future plans.
- The high school has a “Back to School Night” for parents at the beginning of the year.
- During the course of the year special meetings on particular topics are held.

CHANNELS OF COMMUNICATION

To make their views known to the school and the ICS Board of Governors, parents should follow these channels of communication.

1. When parents would like to discuss their child's schoolwork or behavior in class they should begin by seeing the teacher. Appointments with teachers should be arranged through the school office.
2. Concerns that cannot be resolved through a conference with the teacher, or questions of a more general nature concerning the operation of the school and its programs, may be

- discussed with the counselor, the IB Diploma Coordinator and/or the principal. Appointments may be arranged by telephoning the school offices.
3. The Director is the agent of the Board of Governors, and is the normal channel of communication between the Board and parents. Questions about school policy should be addressed to the Director.
 4. If a policy problem cannot be resolved after a conference with the Director it may be referred to the School Board. Petitions for changes in school policy, and appeals regarding decisions made by the Director, may also be addressed to the Board. Communications directed to the Board should be in writing and should be addressed to the Chairman of the Board, in care of the Director's office.

SCHOOL DIRECTORY

A school telephone directory is published early each school year. It is important that any change in telephone contact numbers be reported immediately to your student's school office. A *telephone tree* developed from this directory gets word to as many of the ICS families as possible in case of an emergency or school closing (or partial closing) for any reason.

SCHOOL CALENDARS

A one-page academic year calendar is published for the community and can be used for planning family holidays for the upcoming academic year. In August a more detailed month-by-month calendar is published that includes more details about school programs and activities. A calendar of school events can be found on the ICS website. Updates to the calendar are also sent home when needed, through the *Yezare Samint*.

EXTRA-CURRICULAR ACTIVITIES

ICS sponsors various activities outside of class and the curriculum, depending on student interest and participation. Extra-curricular activities offer students an opportunity to meet friends and get involved with their school and community. Students are urged to give serious consideration to their extra-curricular sports and club activities. Many require a time commitment and some involve missing time from class for special events or tournaments.

Because ICS views participation in after school activities as an extension of the regular school day, school regulations and rules apply in all situations. ICS staff members assume responsibility for the students in their after-school activities, so students involved in an after-school activity must remain on campus until they leave to go home. Teachers who supervise evening activities may arrange exceptions to these guidelines by consulting with the principal and providing a list of student names.

PARTICIPATION/ELIGIBILITY

When the counselor or a *Student Intervention Team* (SIT) believes that a student's participation in after school activities may be undermining academic achievement, his/her participation will be reviewed by the coach, athletic director and counselor. Further details about our expectations for scholar/athletes are included in the Athletic Department's *Handbook for Students*.

SPORTS AND ACTIVITIES

Every ICS student is encouraged to participate in a sport or a club. Some of the opportunities may include:

- Drama Club
- French & Spanish Clubs
- Yearbook
- Community Service
- Chess Club
- Jazz Band
- Student Council
- Model United Nations (MUN)

International Travel for Clubs and Activities

ICS offers high school students the opportunity to travel with the arts! This past February ICS singers attended the *TAISM Festival of Choirs* in Muscat, Oman. In February, 2012 ICS will return to Muscat for the same festival. Drama students may also be able to attend the *International Schools Theatre Association (ISTA)* Festival this year. Ask your teachers how to get involved.

Our Model UN is taught as a class and is sponsored as an after school activity. This year members of the MUN class will travel to participate in a conference in Doha, Qatar. This conference is sponsored by Georgetown University School of Foreign Service and will take place in February.

ISSAAA Local Sports Program

ISSAAA is an acronym for International Schools Sport Association of Addis Ababa. ICS is an active member of this association and our objective is to have many ICS teams prepare for and compete in local competitions in soccer, volleyball, basketball, track & field, cross country and tennis. High school students who are 14 and older can compete on Junior Varsity or Varsity teams.

ISSAAA Age Limits

ICS complies with the eligibility standards set by the ISSAAA. Where teams are defined by age, the athlete must be under that age as of September 1st of the academic year of the participation. A COPY OF YOUR PASSPORT IS REQUIRED TO VERIFY YOUR AGE. The exception to the age rule is for cross country and the track & field, where the age of the athlete on the day of the event will be taken. Students can only represent ICS in the ISSAAA competitions once each year in basketball, soccer and volleyball. A student of the right age may play for a Junior Varsity or Varsity team, but not both in one year.

Other ISSAAA Member Schools:

Greek Community School	German Embassy School
Sandford International School	Bingham Academy
Saint Joseph Academy	Andinet International School
Italian Government School	

ISSAAA High School Sports

Season One September – November	Season Two November – March	Season Three March – May
Varsity Boys Volleyball	Varsity Boys Basketball	Varsity Boys Soccer
Varsity Girls Volleyball	Varsity Girls Basketball	Varsity Girls Soccer
JV Boys Basketball	JV Boys Soccer	JV Boys Volleyball
Jr. Coed Basketball	JV Girls Basketball	JV Girls Volleyball
Tennis	Tennis	Tennis
Cross Country	Track & Field	Cairo Track & Field

ISSEA International Sports Program

Since 2000, ICS has been a proud member of the *International Schools of Southern and Eastern Africa* (ISSEA). ISSEA promotes and facilitates athletic competition between the member schools.

ISSEA Member Schools

American International School of Johannesburg
International School of Tanganyika
Harare International School
International School of Kenya
International School of Uganda
American International School of Lusaka

Members of ISSEA teams are expected to be students in good standing who are willing to house a member of a visiting team as part of their commitment to a chosen sport. Competing in other countries is special. The educational value of meeting and housing team members from other cities adds to the value of such competition.

Upcoming ISSEA International Athletics Competitions

November 2-6 - Varsity Volleyball - AISJ, South Africa
November 2-6 - Varsity Soccer - AISL, Zambia
December 1-3 - Varsity Tennis - ICS Addis
March 1-4 - Varsity Basketball - ISK, Kenya
March 16-17 - ICS Invitational Track Meet - ICS Addis
April 19-23 - CAC Invitational Track Meet - CAC, Egypt

Screaming Eagles International Track Competition

Cairo American College hosts the premier international school track and field meet in the world, with schools attending from Africa, the Middle East, Europe and Asia. In March 2010, 43 ICS athletes competed with more than 700 students from eighteen other schools, placing 7th, for the third year in a row. We expect to take an even more competitive team in April 2012. It is a world-class competition you will always remember!

Although ICS pays for tournament fees and the coaches' travel expenses, we do not generally subsidize student travel for co-curricular or sports trips. Flight and visa expenses are the responsibility of the student's family. Our Booster Club is sometimes able to help students with financial difficulties participate in travel opportunities. If students are interested in funding from the PTA, parents should get involved and help out.

International Travel for ISSEA or Other Student Trips

Travel arrangements for ICS groups are made by the Athletic Department. **Students may not purchase tickets individually.** Details and costs for travel arrangements are provided to the athletes and parents during a mandatory pre-travel meeting. There is a dress code for traveling team members (Jeans are not appropriate for school travel). Students should remember they are ambassadors of the school as they travel and as they stay with their host families. Parents are encouraged to travel with the ICS teams competing in International Tournaments. Interested parents can get more information from the Athletics Office. We will always host a Parent/Student Information Evening prior to the trip.

Hosting Information:

ICS will not be hosting any ISSEA tournaments this year. However, we will host the *International Invitational Tennis Tournament* at ICS Addis & the International Tennis Club from December 1-3, 2011. Participants will be both local and from other schools in East Africa (some ISSEA). All ICS students who have participated in previous ISSEA tournaments are required to act as a host family for at least two visitors, when we host a tournament. Other families are also very welcome to host students

Student Council

The student council helps students organize school events and take on leadership and service roles within ICS. The student council meets each Friday after school and gives all ICS students the opportunity and support to initiate, plan, and carry out events for the betterment of the ICS school community.

National Honor Society

The *National Honor Society* (NHS) was created by a high school principal in the USA in 1921 to recognize and develop the ideals of scholarship, leadership, character and service. There are local chapters of the NHS in high schools around the world. Universities look favorably on students who have been active in the NHS.

Students in Grades 10, 11 and 12 who have attended ICS for at least one full semester and have outstanding academic and behavior records will be invited to submit additional documents to support their nominations. These documents must indicate evidence of leadership, character, and service and are reviewed by a five-member faculty council. The principal makes the final selection of new members. Some activities of the NHS include planning honors assemblies and organizing academic and community service opportunities for students.

GENERAL INFORMATION

EMERGENCY CLOSURE, EVACUATION AND FIRE DRILLS

Emergency closure may occur for a variety of reasons. An evacuation plan is in place and ICS personnel will call each family in the event of an evacuation or school closure.

Fire and/or emergency drills are mandatory throughout the year. Students should make themselves familiar with emergency procedures for each room. **During ANY drill students should move quickly and quietly to the appropriate area assigned to their particular class, following the teacher's instructions.**

EMERGENCY CONTACT INFORMATION

ICS stresses the importance of providing a safe and well-balanced school program. However, we recognize that even with the most thorough preparations, accidents and emergency situations may occur. It is important that each student's parents provide the school with the most current information that will assist in the event of an unfortunate situation. Early in the year families will be asked to verify the contact data on file at the school. The parents will be asked to confirm the accuracy of this information and make amendments as needed. Should this information change during the year, parents are asked to contact the school with these amendments.

Having accurate information is vital for us, so please keep us informed of changes.

IDENTIFICATION CARDS

All secondary students are issued an ICS Identification Card with name, grade level and photo. Lost or stolen ID cards should be reported to the Secondary Office immediately. A replacement card will be issued for 10 ETB. ICS identification cards are not transferable to others and should not be loaned to others to give them campus access. ID cards may entitle the holder to receive student discounts from a variety of vendors, museums or other attractions around the world.

INSURANCE AND LIABILITY

ICS does not provide personal insurance coverage. Any insurance that ICS has is not intended to replace the insurance coverage of each family and child.

Every family should have medical insurance for their children.

PARENT/GUARDIAN

Parents or legal guardians are the only persons recognized by the school to...

- give permission for participation in school activities
- sign forms, write notes of absence
- allow students to leave school in case of illness
- pick up children from school

Persons designated to perform any of the above activities must have written authority from a parent or legal guardian. Guardianship forms are available from the Counseling Office. Parents should designate a guardian with us, any time that you travel and leave your children in Addis at school.

CAMPUS ACCESS OUTSIDE OF CLASS TIME

The International Community School of Addis Ababa is here primarily for student use. Parents are also welcome when their use of facilities (such as the tennis courts or track) does not interfere with student activities. However, for reasons of safety and security, some restrictions are necessary.

The campus is open to students on regular school days from 7:30 AM to 4:30 PM. Students remaining after school who are not participating in a supervised after-school activity should remain in one of the designated after-school areas: the library, the computer lab or study hall.

At 5:30 the campus closes and all students should leave, unless involved with a supervised evening activity. Any students remaining after 5:30 must wait for transportation at the benches near the main gate. Failing to follow these guidelines will result in the loss of after-school privileges.

On weekends between 8:00 and 5:30, designated areas of the campus are open to students and parents: the tennis courts, outdoor basketball courts, the track and adjacent fields. Parents, please respect the rights of our students to have priority to facilities such as the tennis courts. Other areas such as classrooms, hallways, playgrounds and gym are not accessible unless there is

approved adult supervision. Misuse of campus facilities will result in the revocation of campus privileges beyond the school day.

Off-Limits to All Students at All Times

- Copy room, store rooms, science store rooms, Staff Canteen, Staff Resource Room
- Trees, roofs and water tower
- Construction areas on campus
- Cars and vehicles in the parking lot, except at drop-off and pick-up times

Restricted Use Areas and Times

- The tennis courts are off-limits to students on school days between 7:30 and 3:30 unless there is a supervising staff member.
- The gym is off-limits to students unless they are participating in a supervised activity.
- The elementary and early childhood playgrounds are only for the use of students in EC to 5.

SAFETY AND SECURITY

Please be advised of the following safety and security concerns and responsibilities.

- Parents should keep the school up-to-date phone numbers, addresses and emergency contacts.
- Parents and drivers are asked to drive carefully in the vicinity of the school and exert great caution when picking up and dropping off children at school.
- Security of personal property on the streets near our buildings, or even in the school parking lots, cannot be guaranteed. Parents should be sure to lock vehicles and activate car alarms, even if entering the building for just a short time.
- Bicycles brought to school are parked at the student's own risk. All bicycles should be locked.
- Skateboards or rollerblades may only be used on the Elementary basketball court after school hours and on weekends.
- Security guards are on duty around the campus during the day and for school sponsored evening activities. Please cooperate with our Security staff.

SCHOOL PHOTOGRAPHS

A photographer comes to the school during October/November to take photographs of students. The photographer may also arrange to take family portraits if requested. Prior to the photo sessions a notice is sent to the parents informing them of the date and cost for the school pictures. Special arrangements can be made at this time for family photos.

The school also arranges "cap and gown" graduation photos—individual and group photos—during our graduation ceremony. One copy is given to each graduate by the school, and additional copies may be purchased directly from the photographer.

SCHOOL-RELATED TRAVEL

Any student going on a school-sponsored field trip must have written permission. At the beginning of any sport season or activity participants will be informed of anticipated costs. In general, students should not travel on more than two extended trips per year.

Students who have had disciplinary problems may be prohibited from attending out-of-town field trips at the discretion of the chaperones, with concurrence of the principal. Similarly, students experiencing academic difficulty or who have already been absent from school for a significant period of time may be restricted from going on trips, if staying in class will be more beneficial.

FINAL NOTE

Please study your handbook carefully. If you find inconsistencies or parts that don't seem easy to digest, please let the principal know, so that improvements can be made. The Handbook Acceptance Form must be signed by you and your parents, signifying that you understand the contents of this handbook and agree to live by the guidelines it includes. Read the Internet Use Agreement on the following page and sign and return your Internet Use Agreement Form also.

INTERNET USE AGREEMENT



International Community School of Addis Ababa Responsible Use Policy for Computer, Internet and Other Electronic Resources

Internet access is offered to students and community members for productive, academic work. Where not in violation of Ethiopian law, this school supports an individual's right to seek electronic sources so as to obtain balanced, authoritative information presenting all sides of issues. With access to computers comes the ability to access inappropriate material. Because it is impossible for ICS staff and administrators to fully control access to these materials, a Responsible Use Policy for Computer, Internet and Other Electronic Resources has been implemented, which guides all users' use of school equipment and network access. The use of the Internet at ICS is a privilege, not a right, and inappropriate use will result in the cancellation of this privilege and further disciplinary measures as deemed necessary. The ICS administration will determine what inappropriate use is and may deny, revoke, suspend, or cancel the accounts of specific users if they deem the use inappropriate.

ICS Rights and Responsibilities

In order to protect our students and safeguard the security and operations of our network, ICS reserves the right with reasonable cause to monitor and review any user accounts, files saved or transmitted, user activity, etc., to ensure users are complying with this Responsible Use Policy. A commercial web site screening program has been installed to limit access to inappropriate material. It is important to note that no such screening software is entirely effective in blocking access, and therefore, no school can absolutely guarantee that students or other users will not gain access to inappropriate material. All users are expected to take personal responsibility for their use of the Internet, and to avoid inappropriate websites or other sources of objectionable or inappropriate material.

User responsibilities: We expect all users to follow The ICS Way in Technology
I can make a difference by:

1) Taking care of myself

- a. Protecting my privacy
 - i. I will keep my personal information to myself, including my account and password.
 - ii. I will avoid or ignore people or sites that ask for private information.
- b. Keeping myself safe online
 - i. I will pay attention to where I go on the web and look for safe and appropriate sites.
 - ii. I will quickly back out if I accidentally go someplace dangerous or inappropriate.

2) Taking care of others

- a. Being polite and respectful to others
 - i. I will respect their privacy and not give out their personal information, nor try to find out or use their password or account info.
 - ii. I will practice proper netiquette and be polite.
- b. Respecting other people's ownership of what they create
 - i. I will not copy or download things without proper permission.

- ii. I will give credit and properly cite when I use other people's work.
- c. Being considerate of other people's need to use the network and equipment
 - i. I will use school equipment for school work.
 - ii. I will avoid activities that will slow down the network too much (such as streaming video or downloading large files).

3) Taking care of this place

- a. Respecting and protecting the equipment
 - i. I will use equipment safely and carefully.
 - ii. I will immediately report any problems to those responsible, particularly the IT Department staff.
- b. Respecting and helping to preserve the network
 - i. I will use the network properly and not do things that might harm or damage the system, including attempting to bypass security or crack into systems.
 - ii. I will work in a positive way on the network and Internet, doing constructive work that will help make it better.

Please keep this copy for your records.

ICS users must abide by international copyright laws and regulations as stated in the Fair Use Guidelines for Educational Multimedia. Users must not plagiarize material found on the Internet. Sources and references must be appropriately cited using the Modern Language Association (MLA) standards and formats as stated in the ICS student handbook.

Users may encounter material that is considered inappropriate and/or offensive. ICS Internet users should not use the Internet to access or transmit any such material, including, but not limited to, material that is libelous, obscene, profane, vulgar, pornographic, offensive, abusive, or threatening. Nor should the user transmit or access any material that contains racial, ethnic, or religious bias, discrimination or material that is politically inflammatory. If users access such material inadvertently, they should notify a teacher or administrator immediately and explain the situation so they are not accused of accessing it intentionally.

Never use the Internet for illegal purposes. This includes use, which contravenes the law of Ethiopian and/or international laws.

FREQUENTLY ASKED QUESTIONS

1. How many students are there per class?

The number of students varies, depending on the subject area. Usually, there are between 15 – 22 students per class. There is a class size limit of 25.

2. What are the teachers' qualifications?

All teachers have extensive university coursework in the area they teach. All of our teachers are certified and many have advanced degrees: MAs or PhDs. Many of our overseas hired teachers also bring experience from other international schools as well.

3. How can parents be involved?

Parents can be involved as Grade Level Contacts, in the PTA, as a member of our Parent/Teacher Association, or can help with other activities after school such as drama, coaching, etc.

4. What is the registration process?

After students have been accepted at ICS, they are interviewed by the Guidance Counselor and other school personnel as necessary. We will discuss course requirements and whenever possible, give you choices about your elective classes. We also escort you around the school and help you find your classes and other important parts of the school such as the library and gymnasium. We will also try to introduce you to other students who have some things in common with you. It is not scary, and you are done before you know it!

5. What kind of support for students with medical problems does ICS offer?

Our nurse is here full-time. S/he provides a variety of skills and services. We invite you to discuss any concerns you might have with him/her or our Principal.

6. I think I am in the wrong level in my language class. What should I do?

First, check with your teacher. If s/he agrees, you will be directed to the counselor. The only valid reason for seeking a course change is inappropriate course level or placement. Preference for a certain teacher or group of friends is no reason for seeking a schedule change. Changes are ONLY allowed for very specific reasons.

7. My locker isn't working properly. What should I do?

See your grade level aide or advisor. He or she should be able to help or direct you as necessary.

8. What should I do if I think a possession of mine has been stolen?

Make sure it has not just been not misplaced. If it has been stolen, report the theft immediately to the Principal. BE CAREFUL WITH YOUR BELONGINGS. Be careful with your lock in P.E. Always keep your locker locked. Theft does occur, especially if bags are left outside while you play or eat lunch.

9. What do I do about someone who calls me names, and generally makes my life miserable?

Talk privately with your teacher or an advisor about the problem. Maybe your desk can be moved or some other action taken. An important person to help you in these situations is the Guidance Counselor. Finally, don't hesitate to see the Principal. Remember, if you are being bullied by someone, the chances are it is happening to others as well and it is important that the person be stopped. We are committed to making ICS a safe place for everyone.

10. I seem to be spending every spare moment doing homework. How can I get some relief?

Talk to your advisor or classroom teacher. He or she may be able to suggest ways to use your time better. Certainly say something to someone if things seem to be getting too much to handle. Remember, we are all in this together. Let's talk!

11. What should I do about schoolwork if I am ill?

Have your parents call or come by the middle school office and tell us how long you will be absent. If you are seriously ill you may have to wait until you return to school to catch up. Please remember that it is your responsibility as a student to contact your teacher to arrange for make up work and take any tests that you have missed. Remember to bring a note to the office when you return to school.

12. We just found out that we will be leaving Ethiopia in two weeks. What must I do about withdrawing from school?

Have your mom or dad send a note to the middle school office stating the date of your last full day in school. We will notify teachers. You will be reminded a day or two before your last day to pick up a withdrawal form from the Office. You will take this form around with you on the day before your last day and each of your teachers will sign it showing that your textbooks are turned in, locker is empty, etc. You will also need to get signatures from the counselor, the nurse and the library.

13. My family is leaving for holiday or home leave a few days before the end of the first semester. What should I do about missing classes?

We discourage student absences for this purpose. If for some reason this is unavoidable, parents and students must understand that we cannot always supply work to be completed in advance. Also there will be classroom activities and culminating projects that cannot be made up at all. While a student may be able to make up some of the work missed, this type of absence may have a detrimental effect on academic progress and thus effect the student's grade. Teachers' responsibilities are limited to identifying the work to be completed and evaluating that work. Students missing school for extended periods are required to complete an Absence Form available in the office.

14. My parents will be out of the country for a few days. I will be staying with friends. Does the school need to know?

YES! Your parents MUST complete a "Guardianship Form." These are available from the middle school Office. The information the school needs is the dates of their absence and the name, address and phone numbers of the adults with whom you will be staying. It is very important that we have this information in case of an emergency.

15. I am not really in any activities after school. Can I just hang around and wait for my friends on the soccer team?

Sorry! Join one of our many activities if you want to stay after school. If you are not supervised though, you must leave campus at the end of the regular school day.

16. What if I have an activity that begins later? Do I have to go home first and then returned?

Not if you spend the time waiting in the library or working in one of your classrooms with a teacher supervising. Please don't jeopardize your privilege of remaining after school by engaging in inappropriate behavior.

17. I think I have a fever and I feel rotten. Can I see the nurse?

Sure. Just ask your teacher for permission, and then proceed to the Nurses Office. If you are too ill to attend classes we will give your parents a call to let them know and ask them to pick you up.

18. I have been asked by a friend to spend the afternoon at his house. Can I call home for permission?

Social arrangements should be made in advance, and you may not leave class to make arrangements like this.

19. I am kind of shy and not so hot at sports. What activities are there for me?

Everybody plays and you don't have to be an All-Star to have fun. You contribute to your team just by being there. We also have lots of other activities, like drama, music, dance, arts and so on. Keep an eye out for upcoming activities.

20. I have a friend visiting from Australia. Can she spend some time here at school?

*We sometimes allow visitors from out of the country to join us at school. Fill out a form in the office and get permission from the Principal at least two days in advance of the visit. On the day your visitor arrives, fill out a visitor pass which is available in the front office. Visits are limited to **one day only**.*

21. Can I access the Internet?

Yes. The campus is "wired". Please read your "Acceptable Use Agreement" carefully.

22. Are there limits placed on student use of the Internet?

Yes. Access to the Internet by students is a privilege, not a right. Use of the Internet must be in support of research or activities that are consistent with the school's educational objectives. Transmission of material in violation of school or international regulation is prohibited. This includes, but is not limited to, material that is threatening, bullying, sexually explicit, or in violation of copyright laws. Inappropriate use will result in the loss of access privileges and may result in some form of disciplinary action. The Internet is full of exciting possibilities and a quick source of information, but it must be used responsibly. Again, please carefully read your "Acceptable Use Agreement"

High School Student/Parent Handbook Acceptance

2011–2012

Parents and guardians please review the information in this handbook with your High School student and discuss any information you find especially important. Feel free to let us know if you have any questions. Returning students and parents, please review the sections regarding academic honesty, behavior guidelines, the student dress code, use of mobile phones and MP3 players closely. There is information there that our teachers feel is important for student learning at ICS.

We hereby confirm that we have reviewed the High School Student/Parent Handbook. We understand and agree to cooperate in following the principles and guidelines detailed in the handbook. *(note: a signed form is required for each student.)*

Student name (printed)

Student Signature

Date

Parent name (printed)

Parent Signature

Date

Please cut this acceptance form out on the dotted line provided and return to your advisor or to the High School Office.