

MIDDLE 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 and end at 3.20. Students are scheduled for up to eight classes which meet every other day (four class periods, or "blocks" on one day, and the remaining 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, grade-level meetings and activities with faculty advisors. The school day ends at 2:00pm for *all* ICS students on Wednesday. The middle school will occasionally end at 12:00 for Parent-Teacher Conferences or other special, school-wide events (notified in advance).

Lessons begin promptly at 8.00am. Grade 6-8 students begin each day (except Wednesday) with a homeroom period, which will cover many topics, such as: computer and technology strategies, study and research skills, self-esteem, anti-bullying, as well as developing their personal interests, reading, and service profiles.

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory 8.00-8.30	Advisory 8.00-8.30	Block 1 8.00-9.00	Advisory 8.00-8.30	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 / Meetings 10.20-11.10	Block 2 10.10-11.35	Block 2 10.10-11.35
Lunch 11.35-12.20		Lunch 11.15-11.55	Lunch 11.35-12.20	
Block 3 12.20-1.45	Block 3 12.20-1.45	Block 3 11.55-12.55	Block 3 12.20-1.45	Block 3 12.20-1.45
Block 4 1.55-3.20	Block 4 1.55-3.20	Block 4 1.00-2.00 Early Release 2.00	Block 4 1.55-3.20	Block 4 1.55-3.20

ICS MIDDLE SCHOOL STUDENT / PARENT HANDBOOK

Table of Contents

Welcome.....	3
Highlights/Changes to Middle School Handbook	4
ICS Faculty and Staff.....	5-6
• Staff members' assignments and email addresses	
Mission, Philosophy and Beliefs of ICS Addis Ababa.....	6
ICS Addis Ababa: Middle School.....	7-8
• History and Organization	• Accreditation and School
• Middle School Philosophy	
• Standard Focused Middle School	
The Middle School Program.....	8-10
• Middle School Curricula	• Middle School Trips
Communication.....	10-11
• Channels of Communication	• School Calendars
• School Directory	
Enrollment, Placement and Scheduling.....	11-13
• Admissions and Placement	• Scheduling
• Class Changes, Drops & Adds	• Learning Supports
• Official Record	• Withdrawal from School
Academics: General Information.....	13-15
• What is IB Diploma Program?	• Academic Honesty at ICS
• Promotion Requirements	• Physical Education Classes
• Academic Recognition and Honors	
Grading, Testing and Reporting Student Progress.....	15-19
• Major Tests and Assignments	• Homework
• Grade Calculation	• Grade Reporting
• Examinations for Grade 8 Students	• Probation for Academic Reasons
Attendance.....	19-21
• Absence Limit	• Absence Procedures
• Arriving Late and Leaving Early	• Assignments and Absence
• Certificate of Attendance	• Late Assignments
• Punctuality and Tardy Marks	• Unexcused Absence
Student Services and Support.....	22-26
• Guidance Services	• Student Intervention Team
• School Nurse	• Computer Use and Labs
• English as Another Language	• Extra Help / Tutoring
• Library	• Lockers
• Lunch for Middle School Students	• Lost and Found

Continued on next page...

• Photocopying	• Student Store	
• Student and School Achievement	• Textbook Loan	
Extra/Co-Curricular Activities/Sports.....		26-29
• Middle School Curricula	• Middle School Trips	
• Extra / Co-curricular Activities	• Participation/Eligibility	
• Student Activity and Sports		
General Information.....		29-31
• Emergency Closure, Evacuation and Fire Drills		
• Emergency Contact Information	• Identification Cards	
• Insurance and Liability	• Parent / Guardian	
• Campus Access	• Safety and Security	
• School Photographs	• School-Related Travel	
Behavioral Guidelines, Procedures and Rules.....		31-39
• Code of Conduct	• Dress Code	
• Classroom & Campus Env.	• Guests / Visitors	
• Gum	• Inappropriate Language	
• Mobile Phones	• Personal Sound Systems	
• School Dances / Evening Events	• Serious Behavior Issues	
• Tobacco, Alcohol and Drugs	• Weapons	
• Final Note		
Internet Use Policy.....		40-41
Frequently Asked Questions.....		42-44

WELCOME

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

Dear Middle School Families:

The Middle School Program at the International Community School of Addis Ababa is a standards focused program that caters to the intellectual and developmental needs and characteristics of young adolescents (ages 11-14). We strive to make our educational program comprehensive and challenging. Our course list includes core classes such as English, mathematics, science, modern languages and social studies, as well as a variety of electives that appeal to the middle school student. At the core of our educational plan is the desire to make learning purposeful, integrated, relevant, and standards-based.

Our school is organized in order to promote both academic excellence and personal development. All students meet with a designated advisor each morning and every other Wednesday. Students also have the opportunity to participate in extracurricular activities such as the Student Council, which provide service and leadership opportunities. Some students choose to participate in one of our team sports including soccer, basketball, cross-country, and tennis, which promote their physical development. Overall we strive to teach and promote balance as a way of life, and we have implemented structures that support student success.

Classroom instruction is designed especially towards the middle school student. Our teachers work hard to integrate subjects such as English and social studies in order to create project-based learning modules that will be interesting for our students and relevant to real life. The teaching staff assigned to the middle school is both knowledgeable and professional when it comes to working with this developmental group. They understand how challenging adolescence can be, and they work to bring the curriculum to life in order to make our students passionate about learning.

Our structure also supports the needs of our students. Unlike many other middle schools, our program encourages sustained parent involvement by providing opportunities for parents to work with the school community to enhance their child's academic and social experience. We encourage you to maintain an active role in your child's education during the middle school years by joining the PTA, coaching a sport, or teaching an after school activity.

More information about all of these programs can be found in the pages of this handbook. In addition, this handbook is a window into the culture of ICS because it outlines our expectations for the year. I hope that you find it useful as you and your child review it together.

Sincerely,

Deron P. Marvin
Middle School Principal

Ruth Laney
Middle School Counselor

HIGHLIGHTS / CHANGES TO THE HANDBOOK

- Morning homeroom/advisory
- Standards Focus for MS
- Compulsory Modern Languages
- MS "Arts Strand"
- Student-led Conferences
- 1:1 laptop program

KEY PEOPLE IN THE MIDDLE SCHOOL

Deron P. Marvin
Middle School Principal

Ruth Laney
Middle School Counselor

John Iglar
Director of Technology

Susan Cizek
Student Support

Jenna Pabalate
Student Support

Martha Langille
Librarian

Hanna Kebede
Administrative Assistant

Tigist Kassa
Administrative Assistant

Michele Tingley
Communications Associate

THE ICS WAY

At the International Community School, teachers and other staff members recognize that we have a responsibility for working together in partnership with students and parents to help our students grow to become good citizens. We expect them to be ready to contribute in a meaningful way to our future world. That is an important part of our school mission.

With students and parents from 50+ nations and educational systems, it is important for us to find common ground and to work together to build a common ICS school culture. *The ICS Way* is a simple guideline that can help us all work (and play) together more productively and fairly. The *ICS Way* is based on respect and responsibility. It can help students, teachers and parents resolve many issues before they become serious problems. Parents and families are encouraged to make use of the *ICS Way* at home as well as on campus. Remember...

I can make a difference by

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

ICS MIDDLE SCHOOL FACULTY AND STAFF

Administration and Office Staff

Position	Name	@icsaddis.edu.et
School Director	Jim Laney	jim.laney
Middle School Principal	Deron P. Marvin	deron.marvin
Middle School Counselor	Ruth Laney	ruth.laney
Director of Curriculum, Instruction, Assessment	Katherine Brewer	katherine.brewer
Assistant Principal for Activities & Athletics	Kirby Boychuk	kirby.boychuk
Business Manager	Wondwossen G/Egziabher	wondwossen.gegziabher
Director of Technology	John Iglar	john.iglar
School Nurse	Renate Tejiwe	renate.tejiwe
Registrar & Admissions Coordinator	Jessica Fortin	jessica.fortin
Assist. Registrar & Website Content Manager	Betty Taye	betelehem.taye
Office Administrative Assistant	Hanna Kebede	hanna.kebede
Administrative Assistant for Attendance	Tigist Kassa	tigist.kassa
Front Office Receptionist	Bethlehem Tenkir	bethlehem.tenkir

Middle School Faculty and Staff

Name	Position	@icsaddis.edu.et
Alex Lancia	PE	alex.lancia
Allison Pagán	GILA, Choir, Percussion	allison.pagan
Astrid Shiferaw	Culinary Arts, Electives	astrid.shiferaw
Betty Chang	Band	betty.chang
Brianna Balboni	Survey of Art	brianna.balboni
Dawn Ashby	Math, Science	dawn.ashby
Eamonn Walsh	Science & Health	eamonn.walsh
Elizabeth Fracchia	Science, Math & After School Activities	elizabeth.fracchia
Fiona Thangata	Math	fiona.thangata
Frank Bartmann	PE, Health	frank.bartmann
Gabriela Gade	Spanish	gabriela.gade
Goliad Tamerou	French	goliad.tamerou
Jenna Pabalate	Resource Support	jenna.pabalate
Joanne King	English & World Cultures	joanne.king
John Iglar	Digital Multimedia	john.iglar
Keith Liebetreu	English, Social Studies, Media Studies	keith.liebetreu
Laurie Ransom	Literacy Coach, English, Art	laurie.ransom
Marie Demoor	French & Spanish	marie.demoor
Mark Carter	Social Studies, Electives	mark.carter
Rachel Zwede	Math	rachel.zwede
Sitara Englebrecht-Larkin	Lang. Arts, Social Stud, Math, Drama	sitara.engelbrecht-larkin
Susan Cizek	Resource Support & EAL	susan.cizek

Middle School Teaching Support Staff

Name	Position
Bekure Tamirat	IT Specialist
Bekat Assefa	IT Specialist
Dagne Woldie	MS/HS Library Assistant
Dereselign Hailu	Grade 6 Teaching Assistant
Leulseged Assefa	IT Specialist and Yearbook Teaching Assistant
Samson Abraham	MS Teaching Assistant
Samson Assemnew	IT Specialist and Computer Lab Assistant
Sundus Ahmed	IT Specialist
Tadesse Woudneh	IT Specialist and Library Support
Tesfaye Mekonnen	Grade 7 and 8 Teaching Assistant
Tesfaye Mersha	PE Teaching Assistant
Yared Deneke	Network and Systems Administrator
Zerihun Assefa	Grade 6 Teaching Assistant

MISSION, PHILOSOPHY AND BELIEFS OF ICS

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 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: MIDDLE 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 over 720 students from 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 Principal(s), 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 SCHOOL OBJECTIVES

The International Community School of Addis Ababa has been accredited by the Middle States Association of Colleges and Schools (MSA) since 1991. The 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 the Middle States Association for Schools and Colleges (MSA). The MSA **Pathways to Learning** accreditation process is based upon data-driven decision making. Our self-study document was submitted to MSA in the fall of 2006.

As a part of the re-accreditation process, our Board 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 PROGRAMME**
 - 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.

THE INTERNATIONAL BACCALAUREATE

ICS is an "IB World School" offering the IB Diploma Programme in grades 11 and 12. More than 2,000 schools worldwide offer the IB Diploma Programme, in 135 countries. ICS has been authorized to offer the IB Diploma Program since 1982, making us one of the earliest adopters of the diploma 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, in the High School Course Guide published in the spring, and in various documents published by our IBDP Coordinator and IB teachers. Please ask if you want more information about the IB at ICS.

MIDDLE SCHOOL PHILOSOPHY

At ICS, the term “Middle School” refers to grades 6, 7, and 8. It represents the periods of transition from elementary school to high school; from childhood to adolescence.

Middle school is a period of transition. Middle level students’ educational needs are incorporated in many special aspects of the daily program, the curriculum, the activities programs and special learning experiences. To assist students in successfully crossing the bridge from childhood to young adulthood, the middle school offers a wide range of elective and experiential opportunities—both social and academic. ICS provides a wide range of inclusive activities that encourage student involvement in the life and conditions of the school, and at the same time foster personal responsibility.

“We of the International Community School promote an interactive, student-centered School learning environment which encourages intellectual, social, physical and emotional growth. Whilst academic preparation, exploration and achievement within a disciplined framework are recognized as central to our curriculum, character development, individual growth and increased self-esteem are key components to the middle school curriculum during this important period of change and transition. Through integrating our host country into the curriculum, we foster understanding and tolerance that supports life-long learning in an international community.” — *ICS Middle School Faculty, Spring 2004.*

The Middle School Teacher

An exemplary middle school program provides a warm and caring environment that seeks to meet young adolescents’ intellectual, physical, psychological, aesthetic and social needs. To that end, middle school teachers...

- teach to different learning styles in order to support and challenge students,
- create opportunities to develop values in a multi-cultural setting,
- support self-expression through a wide variety of academic, aesthetic, artistic and technical resources,

- invite personal reflection, self-understanding and acceptance of others,
- encourage celebration and recognition of each student’s individuality, and
- develop team skills as well as encourage individual responsibility.

Middle school teachers work to develop our students in far more than the academic areas. Our teachers seek to provide a supportive environment and consistent guidance for the early adolescent who is challenged by the task of growing up in an international setting.

They serve in advisory roles, chaperone activities, volunteer time for extensive orientation trips to various parts of Ethiopia, and frequently sponsor school outings and after-school activities. Our teachers are consistently updating their training on how to work with this unique group of children.

Middle school teachers are accustomed to working closely with one another and are actively involved with parents. Varieties of avenues are used to keep students and parents well informed and actively involved.

THE MIDDLE SCHOOL PROGRAM

Our middle school classes are taught in four 85-minute blocks every day. Students have eight different classes that meet every other day.

English Language Arts: The English Language Arts curriculum employs the Reading and Writing Workshop which is designed to develop the exceptional reading and writing skills necessary for success in high school and throughout life. The program is also augmented by grammar and word study. In writing

students will work within a series of genres including personal narrative, personal essay, realistic fiction, literary essay and memoir. In reading they aim to acquire the strategies and skills of good readers and they focus them with a variety of reading genres.

Social Studies: Social studies courses focus on ancient world civilizations, the Middle Ages, the Industrial Revolution, the foundations of modern forms of government, and the modern era. Geography and map reading is integrated in the social studies program. Emphasis is given on developing critical thinking, writing and study skills. The social studies program is primarily thematic.

Mathematics: Mathematics courses are grade 6 Math, grade 7 Math, grade 7 Advanced Math (Pre-Algebra) and, in grade 8, Pre-Algebra or Algebra 1. In all grades the program is designed to refine computational skills, increase problem-solving abilities, develop mathematical communication skills, and improve reasoning. Frequent use of hands-on activities and projects connect mathematical strands and connect mathematics to other disciplines. In grade 6, students are taught Math and Science by the same teacher.

Modern Languages: The middle school Modern Language classes are designed for students working to acquire an additional language. Each ascending language level develops the student's increasing fluency in speaking, listening, reading and writing skills and overall communicative competence. Students also study the target language culture. Currently, ICS offers Spanish and French.

Science: Middle school science is approached as a way of learning about the natural world through observation and logical reasoning. Each grade level will have a mixture of the major science areas of biology, chemistry and physics. Science topics in grades 6–8 are based on student enquiry, observation and experimentation. The middle school science program is based on an award-winning program called “Foundational Approaches to Science Teaching” (FAST).

Physical Education: Physical education is required for all middle school students and meets every other day. A balanced program of physical conditioning and social and team sports comprise our current PE offerings. Included in the activities are units teaching and practicing volleyball, basketball, floor hockey and badminton.

The Middle School “Arts Strand”: At ICS, we believe the arts contribute directly to the positive development of each middle school student's education. Each middle school student is required to take the four courses under the strand at some time through their middle school career (grades 6-8). The four courses - Survey of Music, Survey of Art, Drama, and Choir are semester long, and are designed to expose students to these areas in the hopes of spurring more involvement. Each course has an extension for further development – to explore further in fine arts, students could sign up for Book Arts, or Printmaking in the middle school. There are drama performances throughout the year, and an after school Concert Choir. Those students who take to music can sign up for the year-long middle school Band.

Elective Classes: After their required classes, students can choose electives. Middle School Band is a full year course, but our other electives are offered for one semester each. The classes are taught by middle school or other faculty and are reflective of those teachers' special skills or outside interests. The electives allow students to explore interests they have. Each student has an opportunity to state his/her preference for enrollment in a specific elective class, and every effort is made to honor that request (however, due to facilities and schedule constraints, some students may not receive their choices). Classes are offered based on student and faculty availability and interest. Recently offered electives have included:

- Printmaking
- Book Arts
- Culinary Arts• Media Studies
- Odyssey of the Mind
- Origins of Knowledge
- Astronomy
- Books & Film
- Middle School Band

MIDDLE SCHOOL TRIPS (EXPLORING ETHIOPIA)

A very important part of our middle school program is the variety of activities provided throughout the year to help students develop an appreciation for the people and culture of our host country, Ethiopia. Each year a trip of about one week's duration is planned to an area of Ethiopia unique in its offerings of educational opportunities for study in geography, social and cultural history, and arts and architecture. Students take this opportunity to learn more about their teachers and each other as well as the specific section of the country they are visiting.

These trips take a significant amount of planning, requiring the active support of parents as well as faculty and students. Faculty members volunteer many hours in providing around-the-clock supervision and learning activities for students during the trips. The time and energy to make these commitments are seen as very important by the faculty because they fit into the overall philosophy of the school, providing an active opportunity to expand student appreciation for the diversity and culture of Ethiopia. Student costs are subsidized by the school, but parents can expect to pay a small fee.

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:

- A "paper" middle school academic planner is available at the beginning of the school year. Most students, however, will use calendars on their laptops to plan and organize their academic studies, or they will use Moodle (an online course management system for virtual learning). Parents should collaborate with their child on how to locate upcoming work and assignments on Moodle or their calendar programs. If parents need assistance in tracking their child's assignments, please contact our Director of Technology, John Iglar.
- The weekly *Yezare Samint* is sent home *via* e-mail. All families should provide current and accurate e-mail information to our office. Any family that cannot receive an e-mail copy of the *Yezare Samint* 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 or submitted on a PC compatible disk to the Director's office in final format by 1:00 PM on Wednesday. The Director determines what material is printed, and reserves the right to edit submissions.
- The ICS website (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 middle school has a Back to School Night for parents at the beginning of the year, and grade level potluck dinners in the autumn.
- During the course of the year special meetings on particular topics are held.

CHANNELS OF COMMUNICATION

Parents should follow the following channels of communication when they would like to make their views known:

1. When parents would like to discuss their child's schoolwork they should begin by seeing the teacher. Appointments with teachers should be arranged through the middle 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 middle school Principal. Please arrange appointments by telephoning the middle school office.
3. If the concern still remains unresolved the Director is the final level of appeal. The Director acts as an agent of the Board of Governors and is the normal channel of communication between the Board and parents.

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. Updates to the calendar are also sent home regularly through the *Yezare Samint* or found on the school's website.

SCHOOL DIRECTORY

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

ENROLLMENT, PLACEMENT AND SCHEDULING

ADMISSIONS AND PLACEMENT

The International Community School (ICS) accepts middle school 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 shall be 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 admission assist admissions and placement decisions. ICS may enroll students for a probationary period at its own discretion, based on inadequate 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 enrollment 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 after the school year has begun, must present transfer grades and credits from their previous 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.

Special Needs Students

After careful review of school records and parent information, the school may admit a student whom it deems has a good chance of success in a regular classroom setting with the resources available. Some indicators the school uses to determine chance of success are as follows:

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

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 deemed appropriate by the Principal.

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 unless previous records and testing indicate otherwise.
- **From Other National Systems:** Where national programs in other countries closely correspond to the U.S. 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

The academic scheduling of students is completed in partnership with students, parents, faculty and the Middle School 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. In some cases, scheduling conflicts may cause students and parents to make tough decisions between two or more courses. Students new to ICS are tested or interviewed at the time of enrollment for correct placement in foreign language, English, and mathematics classes. Other assessments may be required for placement in subjects that require prior knowledge or skill levels.

Block Schedule

ICS uses a “block schedule” that allows longer uninterrupted blocks of instructional time and reduces transition time loss between periods in the school day. Students are scheduled for eight classes, but only four meet each day. A sample weekly timetable is printed on the inside front cover of this handbook. Each morning, save Wednesdays, students meet their advisors from 8:00 – 8:30 AM. **It is imperative**

that students arrive at 8:00 AM each morning. On early release Wednesdays, periods are shortened and students also meet with their advisors midday.

Students and parents will receive calendars that show the eight-day schedules, and any special days or events coming up for the month as well.

CLASS CHANGES/DROPS AND ADDS

Class changes are only made 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 courses only during the first ten school days of the semester. Students must seek the advice of the counselor and have parent and teacher consent before altering their program of studies.
- Exceptions may be made only in the event that both counselor and teacher agree in conference that it would be in the best interest of the student to drop the class. The counselor and Principal will determine if a class may be dropped under other unusual circumstances.

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 support program is established. Our school program is only appropriate for students with mild learning difficulties.

OFFICIAL RECORDS

Official records include curricular and co-curricular achievement for a student during their period of enrollment at ICS. When a student leaves ICS, one official copy of the school records will be provided to the family after all accounts are settled.

WITHDRAWAL FROM SCHOOL

A family withdrawing a student from ICS must initiate a checkout procedure by notifying the Guidance Office Secretary. 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 transcripts, report cards, health documents and other important school records are prepared for you before your departure. You may be asked to participate in an exit interview with the Registrar or Principal, and/or, asked to complete a survey form. All books and equipment should be returned to the library and to teachers. All payments and fines should be paid to the Business Office. 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 given. Course credit will not be granted for the semester.**

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 credit from many colleges by taking IB higher level classes and passing 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 for grades 11-12 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 Programme began in 1968 and is offered in more than 2,700 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 assure student 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 individual certificates and 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 among 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 classes 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 Certificates in the United States, Canada and/or other countries, please contact our IB Diploma Program Coordinator, Mr. David Redmond at david.redmond@icsaddis.edu.et.

General information about the IB program is also available from www.ibo.org

For reference purposes, the IB identification number for ICS is 000212.

ACADEMIC HONESTY

The 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 you are 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 middle school student are:

- loss of credit for work or tests dishonestly completed,
- requirement to meet with their parents and a school representative, and
- on repeated offenses you could be suspended or even expelled from school.

ACADEMIC RECOGNITION AND HONORS

At the end of each semester, recognition is made for exceptional achievements in academics, leadership, creative arts and activities. Achievement and effort are celebrated at an awards assembly for all middle school grade levels each month. Parents and families are welcome to attend any of our assemblies.

PHYSICAL EDUCATION CLASSES

Students scheduled for 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 appropriate PE clothing and lock up your jewelry and clothing. Acceptable PE clothing is an ICS PE uniform, a hat, water bottle and athletic socks and shoes. We recommend that you lock up your cell phone, jewelry and other expensive items in your regular locker before going to the Gym. 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.

PROMOTION REQUIREMENTS

Situations sometimes exist in which automatic promotion to the next grade in middle school (or high school) will not be granted. Cases in which a student has not met standards in two or more core subjects OR has missed more than 20 school days within a year will be subject to a thorough review by the grade level team and the administration. A student will not be promoted to the next level (or high school) if we do not feel they can be successful at that level.

GRADING, TESTING AND REPORTING STUDENT PROGRESS

MAJOR TESTS AND ASSIGNMENTS

Under normal circumstances, middle school students should not have to submit 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.

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 if other exams have already been scheduled for that day. However, students may occasionally have to be flexible and plan ahead to prepare for more than two major assessments.

EXAMINATIONS FOR GRADE 8 STUDENTS

Final examinations are scheduled for grade 8 students at the end of the second semester. Assessments may take the form of a formal examination or other demonstration of subject mastery deemed appropriate by the teacher in consultation with the administration. Assessments are scheduled so that students take no more than two per day, and must be taken at the prescribed times. These assessments count as fifteen percent (15%) of the semester grade in all courses in which it is normal practice to use such an assessment technique. Make-ups are only possible for absences excused by the Principal.

Grade 8 students absent (unexcused) during semester exam periods will be penalized fifteen percent of the semester grade. Semester exams can only be taken during scheduled times.

Grade 8 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. Teachers of those courses will inform students as to what assessment will constitute the 15% of their semester grade.

GRADES

Achievement Grade Descriptors – Grades 6-8

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.

Incomplete Grades

A grade of incomplete "I" is issued 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.

After an "I" is earned by the student and upon returning to school, the student has ten days to make up an 'incomplete' grade. An extension may be extended with approval of the Principal. Students will not receive credit for "I" in any course at the end of the year.

Modified Grades

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 would receive normal grades for Drama or PE.

Students will only receive modified grades after a *Student Support Team* (SST) makes this recommendation. Parents will be informed of the decision by the SST, before the first report showing the modified grades. A modified grade is marked with an "M," on the report card and on the transcript. A student may receive an "M-A," "M-B," "M-C" or "M-F." Modified grades are not included in the calculation for honor awards.

Pass/Fail Grades

Where applicable and only with administrative approval, a teacher may elect to grade on a Pass/Fail system. This is done in special courses where a certain performance level is sought for all students in the class, but where grades may not be assigned. It is also done 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 who is studying a mother tongue language with a tutor during the school day. Courses taken a Pass/Fail basis are not included in honor roll computations but do appear on the report card.

GRADE 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 is to provide a common understanding of the student's progress and facilitate next steps.*

<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	Report is based on effort only and does not contain teacher comments.
27/28 October 2011	Quarter 1 Progress Report	All students	Report is based on 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	Report is based on effort and achievement and contains teacher comments.

Continued on next page...

First week in January 2012	Semester 1 Report	All students	Report is based on effort and achievement. Achievement is based on summative assessments. The report contains teacher comments.
Last week in February 2012	Third Interim Report	Those students whose achievement is '2' (Does Not Meet Standard) or lower	Report is based on effort and achievement and contains teacher comments.
29/30 March 2012	Quarter 3 Progress Report	All students	Report is based on 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	Report is based on effort and achievement and contains teacher comments.
15 June 2012	Semester 2 Report	All students	Report is based on effort and achievement. Achievement is based on summative assessments. The report contains teacher comments.

Parent/Teacher Conferences

Parent/Teacher conferences for all students are scheduled at the end of the first quarter. This conference is an important avenue for communication and collaboration and is considered part of ICS's system for reporting on student progress to parents. We hope and expect that parents will make conference attendance a priority. Conferences at any other time of the school year may be arranged by either parents or teachers by phone or e-mail. The office will help to facilitate such appointments. All teachers are at the school before the school day begins and after school until at least 30 minutes after the end of classes.

Student-Led Conferences

A student-led conference will be held in March of each year.

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

HOMEWORK

Homework assignments are an important component of many courses. The assignments are structured as a learning tool as well as for practice. Teachers may assign a grade to homework assignments as part of the overall evaluation of the course. Students are responsible for the completion of homework assignments, even if the teacher elects to use them only as a formative assessment.

All middle school students can use a "Homework Planner" to record daily assignments, and planning projects. Parents and teachers can also use the student planners for communication between home and school. Many courses use Moodle to communicate assignments and homework.

In middle school an average of 30 minutes of homework is assigned for each core academic class and some 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. *There is a gradual increase in homework time expected to prepare students for high school.* Parents can support their children by facilitating a routine time and place which helps students study at home. The Counselor and our Resource Support Teacher can be of help to those students who need to develop better study skills.

ACADEMIC SUPPORT

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 up to acceptable standards due to either lack of effort or basic academic weakness. Any student whose performance and effort is consistently below a 1 or 2 will be placed on academic support, but support may be implemented for other reasons.

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. This plan may include weekly progress reports (signed by all the student’s teachers). Students on academic support may not be allowed to participate in sports or other extra-curricular activities and may be required to engage in other academic supports to improve their 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 will result in a student being counseled to find an alternative academic environment. Our guideline stipulates that students may not remain at ICS if they are on support more than three times in a two-year period.

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 semester credit, 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 a Review Committee composed of teachers and 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 the absence limits. It is not a matter of having excuses: 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 PROCEDURE

At those times when a student must be absent from school, please contact Tigist Kassa at 011 371-1544 ext 282, 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 OR LEAVING EARLY

- Students arriving to school after classes (including advisory) have started must check in at the middle school Office to obtain a 'late pass' before going to their class.
- 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 from a parent or guardian to the office. A gate pass to leave campus will be prepared.
- Parents arriving to pick up their student during the school day should check in at the office so the student can be called out of class. A gate pass for the student to leave the campus will be prepared.

ASSIGNMENTS/ATTENDANCE

A student returning from illness or other absences must see his/her 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 and making up assignments from the teacher or other students in the class.** 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 turn in 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 family activity or trip, it is the student's responsibility to obtain a "Trip Form" from their Advisor and submit the form to each teacher for assignments or projects.
3. Students can call classmates at home for assignments when they are absent from school.
4. Coming to school late or leaving early does not exempt students from tests or assignment due dates.
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 extended days, call our office to request homework and make arrangements to pick it up. In our block schedule, it often takes two days to request and receive the assignments from teachers.

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.

CERTIFICATE OF ATTENDANCE

A Certificate of Attendance can 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, the certificate will include the grade to which a student would have been promoted for the following school year.

LATE ASSIGNMENTS

Teachers will inform their students as to their individual course policy on late assignments. Students who anticipate being absent from school should make prior arrangements with their teachers should they plan to be absent on a test or assignment due date.

Major, long-term assignments and projects that are not completed by the assigned date will receive an incomplete until the work is completed. Students who are absent on the day that a long-term assignment is due should make arrangements to have the assignment delivered to the teacher that day. If neither the assignment nor the student appears, the assignment will receive an incomplete, until the assignment is turned in.

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 at the discretion of each class teacher.

In order to avoid lateness students should set their watches to the time found on computers connected to the school's Intranet. The school's bell system is calibrated to this time. Nevertheless, students with recurring unexcused tardy marks will be reported to the Principal. Currently, students that accumulate three tardy marks (total) within ten days will be given a lunch detention. After this each tardy will receive a detention. Students with recurring unexcused tardy problems will call their parents from the Principal's Office and will not return to school or classes until a parent/student meeting with the Principal is held.

UNEXCUSED ABSENCE

Students who do not report to a class within fifteen minutes of the beginning of the block are considered as "skipping" the class unless they have a note from a faculty member. If you miss a class because you "forgot" your schedule it will count as an unexcused absence. All work missed during the skip must be made up to the satisfaction of the teacher.

Students who are found skipping classes will be given a day of in-school suspension for the first offence, and a letter to the parents must be signed and returned to the Principal. The second offense will result in an out-of-school suspension and a meeting with parents.

STUDENT SERVICES AND SUPPORT

GUIDANCE SERVICES

The ICS Middle School has one counselor that is available to students for academic and personal counseling. Students are encouraged to visit the counselor for help with academic planning, class scheduling, and/or confidential personal counseling for any matter of concern. Our counselor welcomes new students and their families to the Middle School family, coordinates orientation activities and schedules students into appropriate classes. S/he introduces new students to their new teachers and provides teachers with background information.

The counselor also serves as a parent resource for individual consultation, provides parent information/education or support meetings, as well as facilitating parent/teacher/student meetings. S/he for student's social and emotional well-being through short-term counseling, transition support, and refer to appropriate resources when necessary

Overall, the counselor represents student well-being in school-wide program planning.

STUDENT SUPPORT TEAM

A Student Support Team (SST) 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 SST's recommendations and/or requirements will be shared with parents. Anyone, including parents, may request a SST 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 4:30 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 notified 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 requires 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 8:00 AM to 3:20 PM (or 2:00 PM) for scheduled classes. Depending on availability, it may also be open at other times.

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 the permission of the Principal.**

EXTRA HELP/TUTORING

By prior arrangement, all faculty are available to help students during the regular school hours for review and explanation of work not mastered. Professional tutoring for a fee in out-of-school hours may be arranged privately by parents. The Guidance 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. Tutoring by other school employees requires permission of the Principal.

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 9:00 AM 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 issued 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 cannot switch lockers with another student.

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 can check out at the end of the year. Students will be assessed for damages, if the locker is damaged or disfigured through their use of it.

Please talk with Ms. 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 administration reserves the right to search students, bags or lockers when it believes there is cause for such an action.

LOST AND FOUND

A Lost and Found box is kept at the school reception area, in the library and in the cafeteria. Items are generally stored until the end of the quarter. Unclaimed items are donated to charity. Please call on the receptionist to enquire after the lost and found. Please label all possessions with your name.

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

LUNCH FOR MIDDLE SCHOOL STUDENTS

The middle school lunch period varies: Monday, Tuesday, Thursday and Friday from 11:35 AM-12:20 PM and on Wednesdays from 11:15 AM-11:55 AM.

All middle school students should eat in the cafeteria or on the verandah, whether they bring their own lunch or buy a hot cafeteria lunch. Students who cannot make wise choices on their own about where to eat will find their choices restricted by the Principal. Finally, please help us keep the ICS campus and cafeteria clean by disposing your trash in the trash cans provided. Middle school students must stay at the cafeteria or upper field until five minutes before their next class.

PHOTOCOPYING

Copying services are available to students in the library when the machine is working. *Under no circumstances should students enter 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, at lunchtime and just after school.

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 test 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

Most teachers distribute 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. Students losing a textbook during the school year will pay for its replacement before being issued a second text. Should the lost book be found, the replacement cost will be reimbursed to the family.

EXTRA/CO-CURRICULAR ACTIVITIES/SPORTS

EXTRA/CO-CURRICULAR ACTIVITIES

ICS sponsors various activities outside of class and the curriculum, depending on student interest and participation. Co-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 co-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.

STUDENT ACTIVITIES AND SPORTS

The middle school offers a variety of optional activities throughout the school year: intramural sports, special activities, clubs and councils. In addition, there are special events that are a major part of the overall program of the middle school. These special events include International Day and trips to museums and various historical and cultural sites in Addis Ababa and Ethiopia.

Listed below are some of the many student activities that have been sponsored by the school. Every ICS student is encouraged to participate in a sport or a club. Some of the opportunities may include:

- Drama
- Math Club
- Spanish Club
- Cooking Club
- Jazz Band
- MS Concert Choir
- French
- Tennis
- Knitting
- Soccer
- Drama Club
- Children's center visits

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 and field, cross country and tennis.

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 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 middle school student of the right age may play for a Junior Varsity or Junior team, but not both in one year. **ISSAAA defines Varsity as under 19 years of age, and Junior Varsity as less than 16 years of age.**

ISSAAA Member Schools: the other seven...

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

ISSAAA High School Sports

Season One October – December	Season Two January – March	Season Three March – April
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. Co-ed Basketball	JV Girls Basketball	JV Girls Volleyball
Tennis	Tennis	JV, Varsity Tennis
JV, Varsity Cross Country	Track and Field	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	ICS International Invitational 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!

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.

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 has helped students with financial difficulties in the past. If interested in Booster Club funds, parents should get involved!

International Travel for the Arts

ICS offers middle school students the opportunity to travel with the arts! This year band students may be able to audition for the *Association for Music in International Schools (AMIS) Band Festival* in Munich in April, 2012 or the *Middle School Honour Mixed Choir* in Belgium in March, 2012. Drama students (14 years of age) may attend the *International Schools Theatre Association (ISTA) High School Festival* at the British School in Brussels in February, 2012. Ask your teachers how to get involved.

International Travel for ISSEA or Other 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.

Other Clubs and Activities

ICS offers several clubs and organizations to middle school students. Offerings may include:

- French Club
- Spanish Club
- Drama Club
- Drama Club
- Executive Skills Club
- Sign Language Club
- Math Club
- Chinese Language Club
- Knitting

Middle school clubs are designed to enhance student development and expand students' interests. Clubs meet by arrangement before or after school. Some clubs may incur a small expense.

Community-Sponsored Activities

Additional activities are available for students, sponsored by a variety of community organizations or by outside activity leaders. They may include soccer, baseball, tae kwon do, swimming, Scouts and others. Offerings change from year to year, depending on interest and availability of sponsors. Most of these activities do not require fees to participate. **Parents are invited to sponsor student activities!** Contact Kirby Boychuk at the school to learn more.

GENERAL INFORMATION

EMERGENCY CLOSURE, EVACUATION 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. At the beginning of school 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.

In the recent past our teachers phoned all of our school families using our "emergency phone tree" during several of the civil disturbances that occurred in Addis Ababa. Having accurate information is vital for us, so don't forget to keep us informed of any and all 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 50 ETB. ICS identification cards are not transferable to others and should not be loaned to others to give them campus access. ID cards may be usable to receive student discounts from a variety of vendors, museums or other attractions.

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.

Each family should have medical insurance coverage 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. Forms are available from the office.

CAMPUS ACCESS

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 basketball courts) does not interfere with student activities. However, for reasons of safety and security, some restrictions are necessary

The campus is open to middle school 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 in place. 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 room and tukul
- 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 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 are requested to keep the school apprised of current 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.

- Cars parked off campus are not monitored by the school's security guards, so owners do so at their own risk.
- 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 in the buildings during the day and for evening activities.
- Please note that the school does use video surveillance for safety and security reasons.

SCHOOL PHOTOGRAPHS

A photographer comes to the school during the school year 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.

SCHOOL-RELATED TRAVEL

Any student participating in a school-sponsored field trip must have written permission and obtain this permission in compliance with the procedures indicated by the Principal, teacher or sponsor of the group involved. At the beginning of any sport season or activity participants will be informed of anticipated financial necessities.

Students who have encountered 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 may be restricted from participation in such trips.

BEHAVIOURAL GUIDELINES AND PROCEDURES

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 that it is possible to establish a clear set of expectations without issuing an exhaustive list of rules and prohibitions, and to teach students to live up to these expectations without a rigid system of policing or an elaborate set of disciplinary procedures. The ultimate goal of the school is to assist each student to develop self-discipline and to learn to accept responsibility for his or her actions.

This requires students to learn discernment so that they may distinguish, for example, between behaviors expected at an assembly versus behaviors expected at a basketball game. Students should learn to discern appropriate dress for special occasions such as Honor Assemblies or music concerts. 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.

Teachers will not learn to put up with inappropriate behavior...we want to help students learn to change these behaviors. 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.

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.

CODE OF CONDUCT

ICS is a community of students, parents and teachers dedicated to the process of learning. We believe that this process must take place in a safe and nurturing environment where teachers and students can learn.

Excellent schools with high expectations for behavior and academic achievement are schools that emphasize discipline and safety on campus. Therefore, we take responsibility for clearly outlining what behaviors are expected of students and for modeling these behaviors. Staff members will consistently and positively reinforce student behaviors that demonstrate dignity and respect for others.

In order to encourage appropriate behavior, all students, teachers and parents are expected to model the following behaviors:

- Treat people and property with dignity and respect
- Participate actively in the learning process
- Exhibit a positive attitude
- Act responsibly and honestly
- Use appropriate language

School Policy and Procedure

The ICS staff will help students understand and follow the code of conduct, attempting to implement it in a fair, clear and consistent manner, using one or more of the following management procedures when students exhibit inappropriate behaviors:

- Counseling by administrators, counselors and teachers
- Management plan by the teachers
- Parent contact by telephone or written letter
- Parent conference
- In-school suspension
- Suspension at home
- Recommendation for expulsion made to the Director of the school

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 additional disciplinary measures applied 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, the following consequences will be applied:

- A letter will be sent to parents and a copy will be placed into the student's cumulative file for all rule infractions.
- Lunch/transition detention or restriction.
- Parent and student conference with a teacher and/or the Principal.
- In-school suspension. Students suspended in-school are expected to complete all class work missed, but credit for assignments missed is at the discretion of the teacher.
- Social probation (explained below).
- Restrictions from field trips and other activities on and off campus.
- Loss of privileges, e.g., senior privileges, Student Council or 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 rule infractions may be placed on social probation. This means that the student may be prohibited from participating in extracurricular activities. Probationary status will be 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 should this be necessary 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: 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. U.S. and other courts have consistently upheld the right of school 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 up 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.

ICS DRESS CODE FOR SECONDARY STUDENTS

ICS does not have a required uniform. However, it is our professional belief that school performance and future success are enhanced by appropriate dress and grooming. 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 in 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 cultivate and celebrate a passion for learning.

- ✓ Trousers / pants and shorts must be securely fastened between the waist and hips.
- ✓ Shoulders must be covered. Halter tops, exposed midribs, strapless tops, low cut tops (e.g., those which show cleavage), exposed backs, spaghetti or lasagna straps, see-through clothing, and tank tops are prohibited.
- ✓ 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 worn with leggings or thick tights.
- ✓ 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 2nd 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 3rd occurrence will result in 1 day's in-school suspension.

P.E. 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 up: slacks, button-down shirts or nice blouses, leather 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 slacks and white shirts or blouses (with a tie for the boys).

***Note: Interpretation of the dress code is at the discretion of the Principal and his/her decision is final.**

CLASSROOM AND CAMPUS ENVIRONMENT

Students are encouraged to contribute to the appearance of their school by putting rubbish in the trash cans 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 consequences may also be imposed.

GUEST/VISITORS

Permission for a student to host a guest during the day should be obtained from the Principal at least two days in advance of the visit. A permission slip must be signed by all of the host's teachers for the day of the visit. 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 regulations that apply to ICS students.

GUM

Chewing gum is not permitted on the ICS campus.

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 basketball court or other out-of-class venues.

Racial slurs or abusive words, regardless of your color or 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

Mobile phones are a major convenience and are valuable for student safety. However, they are also a significant distraction in classrooms and can cause students to be late for class. In the past, some students would even disappear to the toilets to use their mobile phones during class! **Mobile phones may be used only before school, during lunch and after school.** Any phones found in use during class time or between classes (this includes study hall) will be confiscated and sent to the Principal's office regardless of your excuse for using it.

Parents, please refrain from calling your children during the day, except at their lunch period or after 3:20. Let them learn, free from distraction!

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

PERSONAL SOUND SYSTEMS

MP3 players, iPods, CD-players and other personal sound systems are permitted on the campus. However, their use should not distract students from their primary job at ICS: *learning*.

MP3 players may NOT be used in our library at any time. Many teachers will not allow their use in class at any time, 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 stolen. If you must bring one, be careful with it. ICS will assume no liability for loss or theft of students' personal sound systems.

***Note: Hearing loss is a significant risk from loud and/or prolonged exposure to noise. Please keep the volume down!**

PERSONAL CODE OF CONDUCT

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, or hugging of an intimate nature is not acceptable in our ICS culture.

SCHOOL DANCES/EVENING EVENTS

ICS supports students participating in positive, well-organized after-school and evening activities such as student dances. **Students must attend school of the day on which the dance is held.** A list of absentee students will be provided to dance chaperones on the day of the dance.

All school rules and guidelines apply during dances 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 smoking and drinking. Students may not leave campus during a dance and then return later. Dance chaperones have the responsibility to stop a dance or song if they consider it to be contrary to the moral values of our ICS community.

Students should also plan to leave the dance on time. Middle school students who force chaperones to remain late after a dance will be prohibited from attending their next dance or evening function at school.

SERIOUS BEHAVIOUR 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, gossiping, persistent teasing

Emotional – tormenting, threatening ridicule, humiliation, exclusion from groups or activities

Racist – racial taunts, graffiti, gestures

Sexual – unwanted physical contact, abusive comments

Written – name-calling, threats, SMS, via Internet, tormenting, etc.

If you are the victim of or a witness to bullying please report the situation to a teacher 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. Cheating or plagiarism will result in zero credit for the assignment or test. Cases of repeated or major cheating or plagiarism will be brought to the Principal for appropriate disciplinary action.
- **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 a teacher whom you trust, the Guidance 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 *qat* and alcohol may be available to ICS students in the wider Ethiopian community, their use/abuse is not acceptable.

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 initiate 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 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.

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 to withdraw 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”



Middle School Student/Parent Handbook Acceptance

2011–2012

Parents and guardians please review the information in this handbook with your middle 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 Middle 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
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Parent name (printed)	Parent Signature	Date
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Please cut this acceptance form out on the dotted line provided and return to your advisor or to the Middle School Office.

