

HIGH SCHOOL
Parent and Student Handbook
2017 – 18



WELCOME

Dear ICS High School Students, Teachers and Parents

Please allow me to welcome you to our High School. The High School Program at the International Community School of Addis Ababa features a vigorous and engaging curriculum for adolescents in Grades 9 through 12. Our approach may be characterized as one of “High Challenge – High Support”; we offer academic and social counseling, learning support, enrichment opportunities and advanced courses, and a range of extracurricular activities to enliven the day-to-day experiences of the youths in our community.

Our Academic Program culminates in the International Baccalaureate Diploma Programme in Grades 11 and 12. Prior to this, in Grades 9 and 10, students follow a program of courses comprised of core subjects: English, World Languages, Social Studies, Science, Mathematics, the Arts, as well as a range of electives.

Throughout the four years of high school, students meet regularly with in Advisory groups for such purposes as team-building, academic counseling, reflection and planning our annual “Week Without Walls” program, wherein students move beyond the walls of the classroom to engage with the wider community on week-long grade-level trips. Student progress toward the ICS Learner Profile is also tracked in Advisories. In Grades 11 and 12, all students develop a portfolio of Creativity, Action, and Service (CAS) activities in partial fulfillment of ICS graduation and IB Diploma requirements. In Grade 11, all students participate in our week-long ICS Internship Program, when students leave campus to work with a mentor in various industries, enterprises, and organizations.

This Parent-Student Handbook is designed to provide information on the general operation of the high school, our guiding principles, and guidelines for student behavior. Information for contacting school personnel

has been included, as well as important dates in the Academic Year (our complete and updated calendar is located on the ICS website). The handbook is updated regularly throughout the year, so please be alert to changes as they are published online on the ICS website. All students are responsible for reading and following the guidelines indicated in the handbook and for sharing it with their parents. Inquiries may be made at any time to the appropriate office or individuals listed here, and any of us are more than happy to help you.

Welcome to ICS, and to the adventure in learning we are about to undertake!

Sincerely,

David Redmond, High School Principal

TABLE OF CONTENT

Core Values

Mission
Vision
Beliefs
Strategic Objectives
The ICS Way
The ICS Learner Profile

Communications

Communications to Parents
Communications from Parents
Parent/Guardian Contact Information
Temporary Guardianship
ICS School Directory
Photography/Videography
Channels of Communication
ICS Contacts
HS Leadership Contacts
Faculty Contacts

Campus

Early Dismissal on Wednesdays
Campus Access
Students Leaving Campus
Student Ids
Cafeteria
Student Store

Safety and Security

Temporary Guardianship
Child Protection Policy
Students' Responsibility
Other Safety and Security Concerns
Emergency Protocols, Drills and Procedures

Health Office

Medical Records
Non-Prescription Medications
Prescription Medications
Re-Entry after an illness
Insurance and Liability

p.3	High School Overview The ICS HS Diploma Program IBDP CAS Modified Diploma Program Transitions Diploma Program Admissions and Placement Week Without Walls
p.5	Scholarship Program Student Awards PLCs for Students

Academic Information

Courses
Grade Placement
Late Arriving Students
Graduation Requirements
Homework Policy
Independent Online and Summer Schedules
Transcripts
Withdrawal from School

p.9	Assessment Academic Achievement Grade Descriptors Grading Progress Reports Academic Effort Descriptors
p.12	Exams External Assessments Assessment Calendar for 2017-18

Academic Integrity

Student Support Services

Enrichment
Academic Support
Silent Study Hall
Academic Study Hall
Tutoring
Learning Support for Special Education Needs

p.14	
-------------	--

p.15	Attendance Excused Absence Unexcused Absence Persistent Absent Violations Absence Procedures Not Attending Class Tardy Policy Late Arrivals Teacher Responsibilities	p.36
-------------	---	-------------

Other HS Information

Automobiles and motorbikes
Bicycles
Events
Lockers
Lost and Found
Permission Forms
Personal property, money, valuables
Posting signs and posters
School-related travel

p.22		p.40
-------------	--	-------------

Technology

1:1 Program
Responsible Use
Student/Parent Expectations
Care and Troubleshooting

p.27		p.42
-------------	--	-------------

Student Life at ICS

National Honor Society
Senior Privileges and Activities
HS Student Council
Student Events

p.33		p.44
-------------	--	-------------

Student Rights and Responsibilities

Freedom of Expression
Extra-Curricular Activities

p.34		
-------------	--	--

Student Behavior / Rules and Regulations

Code of Conduct
Other Regulations
Dress Code for Students
Serious Behaviors
Tobacco, Alcohol, Drugs and Weapons

		p.46
--	--	-------------

Glossary

		p.52
--	--	-------------

CORE VALUES

The International Community School of Addis Ababa is a premier early childhood through grade 12 school offering a holistic, vigorous and inclusive program. An International Baccalaureate Diploma school, accredited in the United States, ICS serves a diverse, multi-cultural student body on a beautiful, well-equipped campus.

Mission

Our mission is to nurture the talents, character and intellect of all learners, challenging them to be a positive influence and empowering them to excel in their world.

Vision

Our vision for learning at ICS includes...

- engaging learning experiences through inquiry and reflection
- a broad range of local, global and virtual opportunities
- innovative and flexible use of resources

Core Belief Statements

We believe that...

- Embracing diversity strengthens our community
- All individuals have inherent worth and dignity
- Acting with integrity is vital to building and maintaining trust
- Curiosity and inquiry inspire learning
- Learning empowers people to create a better world
- Collaboration creates opportunities to achieve common goals
- The sustainability of the natural world is our responsibility

Strategic Objectives

1. We will deliver an outstanding educational program.
2. We will learn through inquiry, action and reflection.
3. We will provide enhanced program-driven facilities for a growing student body.
4. We will improve organizational culture and school climate.
5. We will develop and grow strategic relationships to increase support of ICS and its programs.

ICS Way

With students and parents from 60+ nations and many 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 and is integrally related to the ICS Learner Profile*

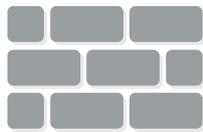
I can make a difference by . . .

- Taking care of myself
- Taking care of others
- Taking care of this place



ICS LEARNER PROFILE

The aim of all programs at ICS Addis is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. As ICS learners, we strive to be:



PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



THINKERS

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



BALANCED

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



COURAGEOUS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.



INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

COMMUNICATION

An informed and involved parent community is an asset in any educational environment. Two-way communication is essential.

Communication to Parents

ICS provides a number of ways to keep parents updated on what's happening at school, in the classroom and with your student. We are trying to decrease the number of printed hard copies given out. Most of our communications will be digital and/or online or in person.

- **Newsletter:** The MAIN source of information is the weekly newsletter, the Yezare Samint. This is delivered via email every Thursday. The email will direct you to our website for full information. It is critical that all parents read the Yezare Samint to stay informed.
- **Website:** The ICS website holds a wealth of information and downloadable documents. Be sure to save the address in your bookmarks.
- **Communications Hub:** The wall next to the cafeteria with the latest events and happenings.
- **Emergency SMS:** We will contact parents/guardians in the event of an emergency using email and our SMS system. We also use the SMS for cafeteria pre-paid account notifications.
- **Back to School Nights:** An evening at the beginning of the year to meet teachers and leadership and understand the plan for the year.
- **Board of Governors Meetings:** The board is the governing body at ICS. There are two Association General Meetings throughout the year that parents are welcomed and encouraged to attend. Strategic overviews are provided with an opportunity for parents to ask questions.
- **Monthly coffee mornings:** Each month a community coffee morning is held. Leadership will be present for you to interact with.
- **Quarterly Town Hall Meetings:** Open Town Hall Meetings will take place each quarter, providing another opportunity to interact with the leadership of the school and to be informed of happenings.
- **Class Room Parents:** In ES and potentially MS, each class or advisory will have a parent volunteer room parent that will support the teacher(s) and facilitate communications with parents in the class. (N.B. This

program will be successful if we have the parent volunteers to implement.)

- **Parent Portal – coming soon:** A parent portal will allow parents to view and monitor student assignments, schedules, exam results and progress, through a password protected online portal.
- **Progress Reports/Teacher Conferences:** Parents will receive interim and quarterly progress reports. Additionally, formal Teacher-Student/Parent conferences are scheduled two times a year.
- **Calendar/Directory:** Each year, each family will receive a printed calendar of ICS holidays and special events. Additionally, each parent will receive a class or grade level directory.

Communication from Parents

At ICS, we believe that feedback and constructive communication is important for the success of the school. Here are a number ways for parents to communicate with the school.

- **Teachers & Administrators:** Each year we provide an extensive list of teacher and administrator contact details. In addition, parents are welcome to set up an appointment with your teachers(s) and principal, assistant principle or any other administrator. If you have any feedback, please reach out.
- **Info@ICS Email:** This email is monitored throughout each day. Any general questions or feedback is welcome.
- **Feedback@ICS Email:** This email specifically for any feedback. Emails sent to feedback@ICS are monitored, logged and forwarded to the appropriate person, team or division.
- **Parent Community Link (PCL):** Join the parent community group. The PCL is set up to help facilitate two-way communication between parents and the school. Or email them at pcl@icsaddis.edu.et
- **Board of Governors:** The Board of Governors are elected by the Association each year. You can reach out to them directly or you can email the Board with any concerns or questions at board@icsaddis.edu.et
- **Show up at events:** Come to the monthly coffee mornings, come to the Association General Meetings, come to the Town Hall Meetings. These are forums for parent communication.

COMMUNICATION

Parent/Guardian 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.

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 Counseling Office and kept in the student's file. Temporary guardianship should also be recorded in the student's file.

Temporary Guardianship

All students must have a parent or guardian present in Ethiopia who assumes full responsibility for the student. If the parent(s) or current guardian(s) will be out of Addis Ababa, not in cell phone range or absent from Ethiopia, they MUST designate another adult as the guardian during that time. The designated guardian will be the primary contact for the named students during the dates of guardianship, including for emergencies. The appointed guardian has the authority to direct medical intervention and emergency evacuation from Ethiopia. Parents will also be contacted, whenever possible. Guardianship forms are available on our website under Information.

ICS School Directory

A school telephone directory is published in September. It is important that any change in telephone contact numbers be reported immediately to your student's school office. We use this directory to develop a "telephone tree" which is designed to contact as many of the ICS families as possible in case of an emergency or school closing (or partial closing) for any reason.

Photography/Videography

ICS takes photos and videos of students during school and class events, performances, presentations, in the classrooms and around school. Photos and videos are used in ICS promotional materials including but not limited to our website, information displays, brochures, flyers, banners, posters and recruitment materials. Students may be identified by grade level and/or first name only. Videos of concerts and presentations are made available on our website to ICS parents.

If you do not want your child's photo to be used in our promotional materials please email communications@icsaddis.edu.et with your request.

Channels of Communication

To raise/discuss any specific concerns about your student's schoolwork, the process is listed below:

- First meet with the teacher to discuss your concerns and develop a plan together. Appointments with teachers can be arranged through the respective school offices.
- Concerns that cannot be resolved through a conference with the teacher, may then be discussed with the respective school principal.
- Appointments with teachers can be arranged through the respective school offices.
- If the concern still remains unresolved, parents can involve the Head of School and Board of Governors. The Head of School, together with the Board of Governors will review the issue and come to a conclusion.

COMMUNICATION

To raise/discuss any specific concern about a teacher or an administrator, the process is similar:

- First meet with the teacher to discuss your concerns and develop a plan together. Appointments with teachers can be arranged through the school office.
- Concerns that cannot be resolved through a conference with the teacher, or if you have concerns about an administrator, these concerns may then be discussed with the school principal. Appointments can be arranged through the respective school offices.
- If the concern still remains unresolved, parents can involve the Head of School and Board of Governors. The Head of School, together with the Board of Governors will review the issue and come to a conclusion.

ICS Contacts

When you call the mainline you will get our main switch board receptionist. You can ask to be transferred to any office or you can leave a message.

Phone: +251 (0)11-371-1544	Fax: +251 (0)11-371-0722	Email: info@icsaddis.edu.et / feedback@icsaddis.edu.et
Emergency Phone: +251 (0)911-333-650		

Schoolwide Contacts:	Name:	Email: @icsaddis.edu.et
Head of School	Dr. Tim Stuart	tim.stuart
Deputy Head of School for Operations	Dr. George Zickefoose	george.zickefoose
Communications Office	Kristi Williams	communications

HS Leadership Contacts

The High School office contact information along with the High School administration team is below:

For general inquiries, you may email hsoffice@icsaddis.edu.et.

Name:	Position:	Email: @icsaddis.edu.et
David Redmond	High School Principal	david.redmond
Kevin Hewitt	High School Assistant Principal	kevin.hewitt
Heidi Zickefoose	IBDP Coordinator	heidi.zickefoose
Jim Berekman	Grade 11/12 College Counselor	jim.barekman
Alicia Brown	Grade 9/10 Counselor	alicia.brown
Martha Langille	Head Librarian	martha.langille
Siham Omar	CAS Coordinator	siham.omar
Mick Cooper	Athletics and Activities Coordinator	mick.cooper
Danel Kidane	Assistant Athletics and Activities Coordinator/Week Without Walls Coordinator	danel.kidane
Timaj Zaidy	Administrative Assistant To HS Principal	timaj.zaidy
Tigist Kassa	Administrative Assistant To HS Assistant Principal/IBDP Coordinator/Administrative Assistant for Attendance	tigist.kassa
Meron Tekalign	Administrative Assistant to HS/College Counselors	meron.tekalign

COMMUNICATION

Faculty Contacts

The high school faculty at ICS is comprised of professionally certified and highly qualified teachers from all parts of the world. Most come from the United States, Canada, and other western based educational systems. Our staff also includes teaching assistants (TA) that are highly trained and qualified educators from the Ethiopian system. These TA's receive additional training in western pedagogy throughout their time with ICS. We work diligently to find the best professionals to provide the highest level of education for your child.

Name:	Department:	Email: @icsaddis.edu.et
Kirstin Boutilier	English	kirstin.boutilier
Kyle Deuling	English	kyle.deuling
Lucy Venkova	English	lucy.venkova
Sisay Zewde	Amharic	sisay.zewde
Aida Bekele	World Languages	aida.bekele
Penninah De Viles	World Languages	penninah.nmdeaviles
Gabriela Gade	World Languages	gabriela.gade
Pascaline Dacharry	World Languages	pascaline.dacharry
Brian Greenough	Social Studies	brian.greenough
Nathan Haines	Social Studies	nathan.haines
Srini Kandaswamy	Social Studies	srini.kandaswamy
Greg Sitch	Social Studies	greg.sitch
Caleb Ado	Science	caleb.ado
Dorin Grecu	Science	dorin.grecu
Erik Hathaway	Science	erik.hathaway
John Iglar	Science	john.iglar
Mathew Pines	Science	mathew.pines
Yidnekatchew Hailu	Mathematics	yidnekatchew.hailu
Kevin Hewitt	Mathematics	kevin.hewitt
Antony Lewis	Mathematics	antony.lewis
Rob Maddock	Mathematics	rob.maddock
Greg Giles	Arts	greg.giles
Lia Hansen-Cohen	Arts	lia.hansen
Meghan Hardy	Arts	meghan.hardy
Jeffrey Quinto	Arts	jeffrey.quinto
Mark Jolley	Physical Education	mark.jolley
Kimberly Inge	EAL	kimberly.inge

CAMPUS

Early Dismissal on Wednesdays

All divisions of ICS dismiss at 2 PM on Wednesdays. Parents must arrange for pick up of their children by 2:15 PM on Wednesdays unless they are enrolled in school approved activities such as the Mother Tongue Program and community service or under the direct supervision of a parent in the following locations: the cafeteria's Lower Commons, lower field, track or tennis courts – all other areas including playgrounds are closed. All faculty and academic staff are involved in collaborative planning and professional development from 2:20–4:30 PM on Wednesdays and therefore there is no supervision possible for students.

Campus Access

First and foremost, ICS is a school and our facilities and campus need to be in the best possible condition and available for our students and school programs.

General

The ICS campus is open from 7:30 AM–5:30 PM on regular school days and from 8:00 AM–5:00 PM on weekends. Students remaining after 3:30 PM are expected to be in a supervised activity.

- Non-ICS people or groups are NOT allowed on campus, without a primary ICS ID holder or written permission from ICS Administration.

Wednesdays

- Every week all faculty and academic staff have professional development workshops on Wednesday afternoons from 2:00–4:00 PM.
- All students have an early dismissal on Wednesday at 2:00 PM. Students must leave the campus by 2:15 PM.
- Students enrolled in the Mother Tongue program go to class on Wednesdays and are expected to be picked up at 3:15 PM.
- No organized activities are allowed on campus.

Weekends

- On weekends from 8:00AM–5:30 PM, designated areas of the campus are open for use by the ICS Community. However, EC–G8 students must have adult supervision at all times.
- On weekends, anyone entering the campus, **MUST** wear their ID and sign in at the main gate unless there is an ICS sponsored event.
- EC–G8 students without an adult supervisor will not be allowed on campus. Adults must stay within visual contact of the student/s at all times.
- High school students are able to use the designated areas on campus without adult supervision.
- Non-primary Family ID holders must be accompanied by a Primary ID holder (current student or parent) on weekends to enter the campus.



CAMPUS

Students Leaving Campus

Students who leave campus during the school day must have an exit pass from the high school secretary. The secretary will contact the student's guardian before providing the exit slip. Any student who leaves campus must have a slip signed by the high school secretary if they plan on returning to campus for any reason.

STUDENT IDs

All students are issued an ICS identification card with name, grade level and photo. HS students must keep their ID cards with them at all times while on campus or participating in school activities off campus. Students may be asked to show the card to any staff or security member at any time and are required to do so. Students are required to use their card to borrow materials from the library.

Lost or stolen ID cards should be reported to the 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.

Cafeteria

ICS promotes and encourages healthy eating patterns for the community to support health and overall well-being. Students may bring snacks and/or lunch from home or purchase food items from the ICS food service facility. Microwave ovens and sandwich warmers are available for student use. The food service currently operates on a cash basis, offering a variety of foods, including a hot lunch, sandwich bar, fresh fruit, snacks, as well as drinks such as fruit juice. **Disposable plastic bottles will no longer be sold on campus.** All students are encouraged to bring their own refillable beverage containers from home. These can also be purchased at the school store.

The ID cards are also to be used as prepaid debit cards, within ICS only, to purchase a hot lunch/buffet or snacks from the ICS cafeteria. The prepaid account uses an electronic debit system, which means each time a purchase is made it will reduce the prepaid account by the amount of the purchase. The student ID card has a unique barcode that is used to access the student's ICS prepaid account by a simple swipe at the cafeteria cashier.

For more information, visit our website:

www.icsaddis.edu.et/prepaid/overview.

For assistance with your student's prepaid account, you can visit the cashier's office or contact us by email at prepaid.service@icsaddis.edu.et. Cash is also accepted to purchase food at the ICS cafeteria.

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.

SAFETY AND SECURITY

Temporary Guardianship

All students must have a parent or guardian present in Ethiopia who assumes full responsibility for the student. If the parent(s) or current guardian(s) will be out of Addis Ababa, not in cell phone range or absent from Ethiopia, they **MUST** designate another adult as the guardian during that time. The designated guardian will be the primary contact for the named students during the dates of guardianship, including for emergencies. The appointed guardian has the authority to direct medical intervention and emergency evacuation from Ethiopia. Parents will also be contacted, whenever possible.

Guardianship forms are available on our website at www.icsaddis.edu.et/sites/default/files/parent%20downloads/Guardianship%20Form.pdf

Child Protection at ICS

Schools fill a special institutional role in society as protectors of children and need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop. Educators have the opportunity to observe and interact with children over time and are in a unique position to identify children who are in need of help and protection. ICS seeks to be a safe haven for all students and as such has adopted the following comprehensive child protection program, which it will communicate annually to all staff, parents and new applicants. The child protection program defines the various forms of child abuse and outlines the school's requirements for:

- mandated reporters and procedures for reporting,
- screening and selecting staff, faculty, and volunteers,
- maintaining a child protection team,
- training and education about child sexual abuse prevention for staff and students,
- a code of conduct that guides interactions between adults and children,
- follow-up care and service plans for families in need.

Mandated Reporters and Procedures for Reporting

In conjunction with Ethiopian laws, ICS maintains that all school employees are mandated reporters of child abuse, neglect and/or harassment. If any employee of ICS has reasonable cause to suspect that a student is being mistreated in any way, he/she is to report the suspicion to a school counselor or administrator immediately. Failure to report may result in the termination of the employment contract and/or legal accountability. Reporting and follow-up of all suspected incidents of child abuse or neglect will proceed in accordance with the guidelines in this handbook. In the case of a staff member reported as an alleged offender, ICS will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child at the highest priority. Cases of suspected child abuse or neglect may be reported by the school to the appropriate employer, to the respective consulate in Ethiopia, to the appropriate child protection agency in the home country, and/or to local authorities.

For our full Child Protection Policy, visit our website at www.icsaddis.edu.et/sites/default/files/parent%20downloads/Child%20Protection%20Handbook.pdf

Students' Responsibility

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.

SAFETY AND SECURITY

Other Safety and Security Concerns

Please be advised of the following safety and security responsibilities.

- Parents and drivers are asked to drive carefully and slowly 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 cannot be guaranteed. Parents should be sure to lock vehicles and activate car alarms.
- Bicycles brought to school are parked at the student's own risk. All bicycles should be locked.
- Security guards are on duty in the buildings during the day and for evening activities. In the event of an after hours emergency please contact the security shift commander at: 0911-333-651 or 011- 371-8103.

Please note that the school does use video surveillance for safety and security reasons.

Other Safety and Security Concerns

Emergency Protocols, Drills and Procedures

ICS has a comprehensive emergency plan to cover on or off campus emergencies, a medial pandemic or school closure. This plan is reviewed and updated each year and is similar to the Emergency Plan used by the US Embassy.

The best way to be prepared for an emergency is to practice and prepare for one. Fire and/or emergency drills are mandatory throughout the year. Procedures are posted in each room. 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.

Types of drills/procedures:

- **Lockdown** – in the situation where there is an on-campus threat, students, staff and guests will be locked down. Every person will be in a room with the door locked and the curtains closed until there is no longer a threat.
- **Outdoor Evacuation** – in the situation like a fire on campus, students, staff and guests will be evacuated to a safe location.
- **Safe Haven Drill** – in a situation where there is an off-campus threat, students, staff and guests will be evacuated into a safe central location.

In addition to these drills ICS Security works closely with the Ethiopian Federal and Local Police in conducting bomb threat and civil unrest drills. ICS Security also works closely with the US Embassy Security and other Governmental and non-governmental security authorities to help ensure the safety and security of our students, staff, guests and campus.

HEALTH OFFICE

The Health Office is located at the elementary school end of the gymnasium and is open from 7:30 AM to 5:00 PM with a registered nurse in attendance. The nurse's office is equipped to:

- Provide basic first aid (daily bumps, bruises, scrapes and cuts)
- Managing any medical emergencies and contacting parents
- Maintain immunization and treatment records of students
- Dispense medication with written parental/guardian permission
- Evaluate students for minor illnesses
- Provide basic health screening
- Act as a referral source for health care problems

A student who requires assessment or care during class time should arrive at the Health 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.

Medical Records

Because student health conditions and concerns can change, parents must fill in a medical update form for the Health Office during the re-/registration process. This will help us maintain up-to-date health and immunization records, and will assist the nurse in diagnosing minor illnesses during the year.

The Health 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. Because student health conditions and concerns can change, parents should fill in a medical update form for the nurse during the re-registration process. This will help us maintain up-to-date health and vaccination records, and will assist the nurse in diagnosing minor illnesses during the year.

For emergency purposes, other professional staff may be notified of a child's medical needs.

Non-Prescription Medication

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 share them with other students.

Prescription Medication

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.

Re-Entry Protocol

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.

If your child is not feeling well or has a fever, please keep your child home to recover.

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.

HIGH SCHOOL OVERVIEW

ICS Addis offers four High School programs, designed to meet the needs of a variety of students.

1. **The ICS High School Diploma Program** - Study within the college-preparatory high school program at ICS is focused on the objective of earning an ICS high school diploma.
2. **International Baccalaureate Diploma Program** - 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 courses and scoring well on the Internal Assessments and IB exams.
3. **ICS Modified Diploma Program** - Students with special learning needs may take the ICS Modified Diploma, which may allow them to enter Community Colleges after graduation but not usually university.
4. **ICS Transitions Diploma Program** - Students with a high need of learning support may pursue the Transitions Program, which focuses on building skills to prepare students for independent living.

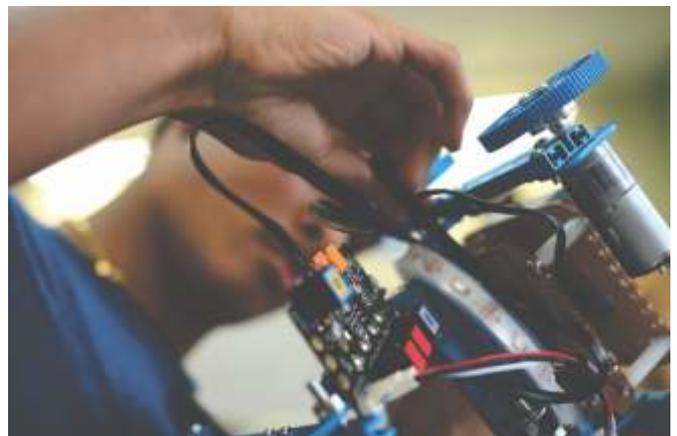
The four programs are briefly outlined in this document.

The ICS High School Diploma Program

The ICS High School Diploma is a fully recognized and U.S. Accredited High School Diploma program that prepares students for admission to U.S. universities. It is a four-year program and the curriculum is designed to be consistent with most international schools, facilitating transfer of expatriate students among these schools. Students who take the full IBDP will normally also qualify for ICS High School Diploma requirements. ICS High School students must meet the ICS High School graduation requirements as outlined in this Handbook. Full course descriptions are included in the ICS High School Course Guide.

ICS Diploma Requirements

- All students must take G9 Biology, Modern World History, PE.
- The PE requirement for graduation should be met in grades 9 and 10. Students attending ICS for grades 9 and 10 will be required to have two credits of physical education. Students who transfer to ICS in grade 10 with no physical education credit in grade 9 will be required to complete one credit in physical education at the grade 10 level.
- Incoming grade 11-12 students may be excused a fine art credit if they are IB Diploma candidates.
- Students should take at least two years of the same language or Amharic literature, but are advised to continue in taking the same language for 3 to 4 years.
- Elective credits are additional courses in any discipline.
- All students are required to complete the Creativity, Activity and Service (CAS) program as outlined in this document.



HIGH SCHOOL OVERVIEW

The International Baccalaureate Diploma Program (IBDP)

The IB Diploma Program is an internationally recognized university preparatory two-year academic program. Students in grades 11 and 12 are encouraged to participate in the IB Program, which challenges students to master content knowledge and to acquire advanced critical thinking skills. Students are expected to use their creativity, to be actively involved in community service, to demonstrate proficiency in conducting independent research, and to be reflective through a balanced interdisciplinary approach to learning.

International Baccalaureate Diploma Program Requirements

Over the course of two years, Diploma candidates must complete the following:

- A course in Theory of Knowledge (TOK)
- The Extended Essay (a four thousand-word independent research project with an ICS supervisor.
- An individualized program of extra-curricular learning achieved through Creativity, Activity and Service (CAS) activities in grades 11-12
- One course in each of the following six Groups
 - Group 1: First Language
 - Group 2: Language Acquisition
 - Group 3: Individuals and Societies
 - Group 4: Sciences
 - Group 5: Mathematics
 - Group 6: The Arts and Electives

Three subjects must be taken at a Higher Level (HL) and three should be taken at Standard Level (SL). Students should choose their HL courses based on their strengths and interests. Humanities-oriented students may take English and History HL classes, whereas a future engineer might want to take Math and Science HL classes.

One course, Environmental Systems and Societies SL, is designated as both Group 3 and Group 4; it meets the requirement for both Groups.

For their Group 6 course, IB Diploma Candidates can choose IB Visual Arts or a second course from Groups 1-4. Some students have opted for a third language, or Geography SL. Students interested in engineering typically take Chemistry with Physics as their Group 6 elective, and students interested in medicine as a career are advised to take Chemistry with Biology as their elective, with one of them at the Higher Level.

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, Ms. Heidi Zickefoose at heid.zickefoose@icsaddis.edu.et. General information about the IB program is also available from www.ibo.org.

Creativity, Activity and Service (CAS) Requirement

Creativity, Activity and Service (CAS) Requirement
In accordance with our mission and philosophy, all ICS graduates must fulfill Creativity, Action and Service (CAS) requirements. CAS is one of the core components of the IB Diploma, and completing the CAS requirements and reflection pieces complements our school community's belief that formal classroom education is only one part of lifelong learning. Most of our graduates easily document more than the required 150 hours of CAS activities in G11 and G12.

CAS requires students to complete, document and reflect upon 150+ hours of weekly out-of-class activities in their final two years of high school: sports, drama, arts, service projects, peer tutoring, student council, etc. CAS may be school-based or outside-of-school activities. The three areas (creativity, action and service) should be equally represented in the student's individual two-year program.

- CAS includes student reflection on their learning outside of class, with documentation to support it.
- Grade 11 students should complete at least half of their CAS activities prior to beginning their senior year.
- Students who join ICS as seniors will be required to fulfill 75 hours of CAS activities, plus reflections, to graduate with an ICS high school diploma.

HIGH SCHOOL OVERVIEW

ICS Modified Diploma Program

The ICS Modified Diploma Program is designed to meet the needs of students who do not intend to enter university directly after a four-year high school diploma program. In order to support such students, modifications may be made to our graduation requirements, assessments, and to actual course content. Note that the ICS Modified Diploma does not prepare students for admission to universities. Students in the ICS Modified Diploma Program will work with the Student Support Team and HS Counselor to create an Individual Learning Program (ILP) and to determine appropriate modifications in light of future academic aspirations and career goals. The HS Counselor will work with the families of such students to plan for appropriate post-secondary work or academic programs.

ICS Transitions Diploma Program

The ICS Transitions Diploma Program is designed to meet the needs of Special Education Needs students to prepare them for independent life, potential career plans, and community living. The requirements of the program are individually created to meet the needs of each student. Students in this program will be required to complete courses in the Assessment of Functional Living Skills (AFLS) Curriculum Guide under the three following domains: Basic Living Skills, Home Skills, and Community Participation Skills.

The exact number and which modules a student follows in these particular course areas is determined by his Individual Learning Program (ILP). Students in the ICS Transitions Diploma Program will work with the Student Support Team and HS Counselor to create an Individual Learning Program (ILP) and to determine appropriate modifications in light of future academic aspirations and career goals. The HS Counselor will also work with the families of such students to plan for appropriate post-secondary work or academic programs.

Admissions and Placement

The International Community School Addis Ababa accepts students who can be successful in one of the programs in the divisions for which they are applying. 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,
- the ability of the student to meet the behavioral and academic guidelines of the school.

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.

- Students entering ICS are enrolled as full-time students. ICS does not offer part-time, partial, or correspondence programs.
- 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.
- Students must be living with their parent(s) or a designated adult guardian.

HIGH SCHOOL OVERVIEW

Week Without Walls

A very important part of our program is the variety of activities provided throughout the year to help students to develop an appreciation for the people and culture of our host country, Ethiopia, and to take their learning beyond the walls of the classroom. Each year students are provided the opportunity to engage in meaning learning experiences outside of school. During our Week Without Walls program, students provide helpful community service, work in various industries in Addis Ababa, interact with a number of individuals and groups and challenge themselves in new environments. Each grade level has a different focus.

Grade 9: Students travel to the Bale Mountains ecosystems, including the Gaysay plains, the Dinsho reserve and Harena forests. Students will engage in a variety of ecology sampling techniques and get a first-hand look at the Bale Mountains National Park, which is a 2200 km² area that protects the higher reaches of the Bale Range (the altitude ranges from 1500m - 4377m).

Grade 10: Students focus on an introduction to our Creativity, Activity, Service program. Students increase awareness of self, undertake new challenges, plan and initiate activities, work collaboratively with others, show perseverance and commitment in their activities, engage in issues of global importance, consider the ethical implications of their actions and develop new skills. The students spend five days with members of the Common River Community, a sustainable development project located in Aleta Wondo, in the Sidama region. Students work in adult literacy, teach in a local elementary school, and work on a coffee plantation.

Grade 11: Students take part in our ICS Internship Program, which consists of one week (approximately forty hours) of real-world learning under the guidance of a mentor in an environment beyond the school campus. Students are placed with a mentor outside of school who volunteers to supervise and instruct the student as he or she carries out duties within a real work environment, normally related to a profession or career of the student's interest. Some of our cooperating organizations are Zemen Bank, Hilton Hotel, National Motors, the African

Union, CARE, UNICEF, several embassies and other NGO's. ICS Internships offer the kind of real-world work experiences that challenge students and provide mentors the opportunity to participate in the education of youths in our community.

Grade 12: Students will carry on our tradition of cooperation with a community in Woliso, where students visit a local school to interact with the children, refurbish facilities, and go hiking at Wenchi Crater. Part of this week for Grade 12 students also entails finalizing projects and may include working on Higher Level subjects.

Scholarship Program

ICS Addis grants four scholarships a year to high achieving grade 9 students from schools throughout Addis Ababa. Each scholarship covers full-tuition for four years, enrolling each scholarship recipient into ICS throughout high school. The scholarships are totally need-blind and based on merit.

The selection process begins with applications from the top students from public and private schools around the city. Applicants must be nominated by their school and cannot apply independently. Applicants then take a three-hour exam in in English, mathematics, and cognitive ability.

Each year we have 16 scholarship students in grades 9, 10, 11 and 12. Our scholarship students have always demonstrated a high level of participation and service to the school and community. ICS has been successfully in facilitating internships with national and multinational institutions in the sectors of health, aviation and finance.

HIGH SCHOOL OVERVIEW

Student Awards

Grade 9-11 Awards

- **Outstanding Student Award (one per Grade 9 to 11)**
This award is presented to the student who exemplifies personal academic excellence. The student has also made extraordinary contributions to the school community while demonstrating the values of integrity, participation, responsibility and respect. This will be decided upon by the high school faculty, as per Grade Level.
- **U.S. President's Award for Educational Excellence (Gold Seal) (Grade 11)**
Presented to a student who has demonstrated academic excellence based on academic achievement and also demonstrated high motivation, initiative, integrity, intellectual depth, leadership qualities, and/or exceptional judgment. This award is selected by the high school faculty.
- **U.S. President's Award for Educational Achievement (Silver Seal) (Grade 11)**
Presented to a student who has demonstrated outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria of the Presidents' Award for Educational Excellence. This award is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning. This award is selected by the high school faculty.
- **Head of School's Award for Critical Thinking (Grade 11)**
Awarded by Teachers of Grade 11 students to a student who has demonstrated they can imagine different solutions to a problem, seeks out and understands different points of view, does not accept ideas at face value, is intellectually curious, does not give up when solutions are not readily apparent, challenges self and others in solving problems, makes use of symbolic expressions through language, art, music, dance or drama, uses humor in the thinking process and is not afraid to have an opinion that is different to others. Selected by the Head of School and Teachers of Senior Students.

- **Steve Plisinski Award (one award overall for Grades 9 to 11)**

Awarded to a student who adheres to the qualities of an all-around student; who is balanced in sports, academics, honesty and has a positive impact on the school community and beyond.

Honor Awards

- **Honor Roll**
The Honor Roll gives public recognition each semester to students who have distinguished themselves academically through outstanding effort and achievement.
- **Academic Achievement Honors**
Students who earn all grades of 5 or higher (one grade of 4 is allowed if there is also at least one grade of 6) are eligible for the Academic Honor Roll. No Honors Awards are given to seniors during their final semester.

Subject Awards

Subject awards are given to students who have exhibited the best approaches to learning and commitment throughout the school year and have demonstrated a genuine appreciation and interest for the subject. Subject Awards are not based simply on their academic achievement. The selection of the Subject Award winners is coordinated by the Head of the Department.

G12- Senior Awards

- **Valedictorian and Salutatorian**
The Valedictorian and Salutatorian are the students with the highest and second highest point total sum for each of the two semesters of grade eleven, the first semester of grade twelve and the mid-semester grades for the second semester of grade twelve (all subjects are included in the calculation except those with grades of Pass or Fail). In case of a tie, the highest point total for higher level subjects and the judgement of the secondary principal will be used to determine the winners. The Valedictorian student will present a speech at the graduation ceremony and the Salutatorian will introduce the Graduation speaker.

HIGH SCHOOL OVERVIEW

- **Outstanding Student Award**

This award is presented to the student who exemplifies personal academic excellence. The student has also made extraordinary contributions to the school community while demonstrating the values of integrity, participation, responsibility and respect. Selected by the Teachers of Senior Students.

- **U.S. President's Award for Educational Achievement (Silver Seal)**

Presented to a student who has demonstrated outstanding educational growth, improvement, commitment or intellectual development in their academic subjects but do not meet the criteria for the President's Award for Educational Excellence. This award is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning. Selected by the Teachers of Senior Students.

- **Head of School's Award for Critical Thinking**

Awarded by Teachers of Seniors along with the Director to a student who has demonstrated they can imagine different solutions to a problem, seeks out and understands different points of view, does not accept ideas at face value, is intellectually curious, does not give up when solutions are not readily apparent, challenges self and others in solving problems, makes use of symbolic expressions through language, art, music, dance or drama, uses humor in the thinking process and is not afraid to have an opinion that is different to others. Selected by the Head of School and Teachers of Senior Students.

- **The Community Service Award**

The Community Service Award is given to the student who has contributed most in time and enthusiasm to community service while in Ethiopia. This student has taken risks with and for others and her/his contributions have made a difference. (Award one to 9-12). This award is presented and selected by the CAS Coordinator.

- **Subject Awards**

Subject awards are given to student who have exhibited the best approaches to learning and commitment throughout the school year and have demonstrated a genuine appreciation and interest for the subject. Subject Awards are not based simply on their academic achievement. Students may receive more than one subject award.

- **Extended Essay Award**

This award is given to the student who produced an in-depth study of their own initiative that demonstrated considerable engagement in independent research, together with exemplary levels of analysis and argument and a deep appreciation of formal presentation.



HIGH SCHOOL OVERVIEW

Assembly

Once per week ICS HS Students and Faculty gather in the Upper Commons to celebrate our successes, to re-affirm school values and to nurture a positive school culture that stresses the ICS Way, The ICS Learner Profile, and the pursuit of all forms of academic and extracurricular excellence. The High School Student Council (STUCO) takes part in planning and facilitating assemblies. Attendance at Assembly is compulsory for all teachers and students.

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

Advisory Program

The advisory program is a student-centered, holistic program that promotes the social, emotional, and academic development of our students. Our program is designed to ensure that the overall wellness of each student is purposefully considered and that ongoing counsel is provided in the following domains:

Socio-emotional Domain

- Provide a safe and trusting environment at school
- Foster relationships with peers and trusted adults
- Encourage self-awareness and personal growth
- Promote a positive school climate

Academic Domain

- Develop skills necessary for academic success
- Promote collaboration and teamwork to contribute to the community
- Foster independence and responsibility
- Encourage goal setting and planning for the future

In Grade 11 and 12, students develop and complete their Creativity, Activity, and Action (CAS) portfolios as part of the Advisory Program. Grade 11 and 12 Advisors provide guidance and support and oversee documentation of student progress in managebac, our online CAS portfolio. The Advisory program is planned by the High School Counselors and CAS Coordinator and led by High School teachers. Students meet in Advisory twice per week for thirty minutes.

Personal Learning Choices for Students (PLCs)

ICS High School teachers meet in teams every Friday morning from 7:45 to 8:45 AM to focus on individual student learning. At this time, students are free to pursue Personal Learning Choices. This period will begin at 8:00 AM (or earlier in some cases) and will last until 8:45 AM. During this period, we offer a variety of opportunities for students to enrich their learning, collaborate with their peers, receive extra help on assignments in various tutoring centers, and participate in different activities. In addition to these choices, there will be some required sessions for specific groups and grade levels, to be determined by the students and their supervisors.

Here are examples of some of the activities on offer:

- Fitness training
- Open Gym
- Library
- Silent Study Hall
- Detention
- Maker Space
- Math tutoring
- Science tutoring
- English tutoring
- NHS student tutoring
- Student Council
- Homework and Breakfast
- Epads
- Clothing drive

ACADEMIC INFORMATION

Courses

Course Guide

A complete description of all high school courses is available on our website. Parents and students are advised to consult this when working with our counselors to select courses.

Course Load

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

Course Changes

Course 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. All requests for course changes are subject to scheduling and availability. Students may drop or add courses only during the first 10 days of the semester. Students must complete a Course Change Request Form which indicates the approval of the HS Counselor, IBDP Coordinator (where necessary), teacher and parents before altering their program of studies. The HS Counselor and Principal will determine if a class may be dropped under other unusual circumstances.

Course Repeats

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

Credit

Academic credit is awarded for each course passed with a grade of '3.' No credit is awarded for grades of 2, 1, or Incomplete. A full-year course is worth one credit toward graduation for the year. A semester-long course is worth 0.5 credit. For incoming new high school students, a maximum of eight transfer credits may be awarded per year of prior study.

Incomplete (Time limit and no-credit) Grades

A grade of incomplete INC is issued in two situations:

1. When a student has not submitted sufficient work for achievement to be evaluated; or
2. When a student has been absent for such a long period that s/he has been unable to complete the 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 granted with approval of the principal. Students will not receive credit for an "I" in any course at the end of the year.

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.

ACADEMIC INFORMATION

Late Arriving Students

If an applicant has been attending school in the current school year and prior to their arrival at ICS and is admitted to ICS during the semester, then the following guidelines will be applicable:

- 1) If a student arrives after 1 September (1 February), but before 1 November (1 April), the following will apply:
 - a) a Pass/Fail grade will be earned for the semester in each matching course.
 - b) semester credits may be earned in each matching course.
 - c) teachers will provide evidence of a student's progress by giving grades on assignments, projects, works in progress, etc.
 - d) no grades or credit will be earned for courses that do not 'match up' with a course they were taking in their previous school. Students are placed in these courses, even though they may not receive grades and credit, in order to avoid gaps in their learning and adequately prepare them for the following semester.
- 2) the inbound student must submit:
 - a) an official document from the sending school confirming grades "to date" for each course at the time of withdrawal
 - b) an official certificate/confirmation of enrollment noting attendance and absences
- 3) Applicants having been in school will generally not be admitted after 1 November (1 April).
- 4) If an applicant is admitted after 1 November (1 April), no grades or credit will be awarded by ICS.

When an applicant has NOT been in school, and enters ICS during the semester, then the following guidelines will be applicable:

- 1) If a student arrives prior to 1 September (1 February), then a student will earn:
 - a) semester grades, and
 - b) semester credit for all courses
- 2) If a student arrives after 1 September (1 February) but prior to 1 October (1 March), the following will apply:
 - a) a Pass/Fail grade will be earned for each course
 - b) semester credits may be earned for all courses
 - c) teachers will provide evidence of a student's progress by giving grades on assignments, projects, works in progress, etc.
- 3) Applicants that have not been in school will not be admitted to ICS after 1 October (1 March).



ACADEMIC INFORMATION

Graduation Requirements

ICS HS Credits Required for Graduation*

Subject Area	ICS Diploma	ICS Diploma	Transitions Diploma
English	4 credits	4 credits	4 credits
Social Studies	3 credits	3 credits	1 credits
Science	3 credits	3 credits	3/4 credits
Mathematics	3 credits	3 credits	3/4 credits
PE/Health	2 credits	2 credits	n/a
Fine or Performing Arts	1 credits	1 credits	n/a
World Languages	2 credits	n/a	n/a
Electives	8 credits	4-8 credits	n/a
Functional Living Skills	n/a	n/a	4 credits
TOTAL	26 Credits	20-26 credits	19-24 credits
Functional Living Skills			

* .5 credits are awarded for successful completion of each semester of courses

Graduation Requirement Waiver

In the case where a student is not able to meet ICS graduation requirements due to a late transfer or otherwise, the requirement may be waived with approval of the High School Principal.

Early Graduation

Students who complete the requirements of one of our programs may be eligible for early graduation. As each case is handled differently, arrangements for this may be made through the High School Counseling Office.

ACADEMIC INFORMATION

Homework Policy

Homework assignments are an important component of many courses and 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 ICS students should use a “Homework Planner” (electronic or paper) to record daily assignments, and planning projects. Parents and teachers can also use the student planners for communication between home and school. All ICS teachers communicate information about assignments through the e-learning site Moodle.

Forty-five minutes of homework is assigned on average for each academic course. 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 student support team can be of help to those students who need to develop better study skills. There are supervised study halls available for students after school.

No homework after ISSEA

No homework may be due or tests assigned on the first day after holidays (fall, mid-year, spring) or on the day immediately after any major multi-day extra-curricular event, such as the high school musical, ISSEA events, or MUN.

Late Homework Policy/Procedures

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 submitted. Students may be required to attend study hall to complete late assignments.

Homework during Vacations

Assigning homework during vacations is discouraged. Students may have homework during vacations as a result of self management regarding long-term assignments.

Independent Online and Summer Courses

All student online and summer courses must be approved through a collaborative process involving the principal and counselor(s). Students may only take courses which are not offered in the master schedule at ICS, unless otherwise approved by the Principal.

ACADEMIC INFORMATION

Schedules

The academic scheduling of students is completed in partnership with students, parents, faculty and the school counselors. 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 difficult decisions between two or more courses. Students new to ICS are tested or interviewed at the time of enrollment for correct placement in world language, English, and mathematics classes. Other assessments may be required for placement in subjects that require prior knowledge or skill levels.

Transcripts

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

Withdrawal From School

A family withdrawing a student from ICS must initiate a checkout procedure by notifying the appropriate school office administrative assistant. Initial contact should include written notification 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 and other important school records are prepared for you before your departure. You will be asked to participate in an exit interview. 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.

ICS reserves the right to require a student to be withdrawn if:

1. the student's best interest and needs cannot be met effectively by the school's programs and services,
2. the student's behavior is deemed to jeopardize the welfare of the school community,
3. the parents' behavior is deemed to be disruptive, disrespectful, or to otherwise violate the ethos of the school,
4. the parent or student acts contrary to the expectations laid out in the Parent-Student-School Expectations agreement,
5. educationally significant information is withheld from the school by the parent, or
6. school fees are not paid in accordance with the expectations communicated to parents each year.

ASSESSMENT

Academic Achievement Grade Descriptors

ICS Academic Achievement Grade Rubric	
Exemplary	
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.
Proficient	
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	
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	
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	Minimal achievement in terms of the objectives.
INC	Insufficient evidence of achievement of the objectives.

The scale defines specific levels of achievement in relation to subject specific assessment criteria.

For the full Assessment Policy at ICS, please visit our website at www.icsaddis.edu.et/sites/default/files/parent%20downloads/ICS%20Assessment%20Policy%20SY1617.pdf

ASSESSMENT

Grading

Change of Grade

In cases where a student's grade is to be changed due to late submission of work or for other reasons, the High School Principal may approve the change. A Change of Grade form shall be completed and submitted to the counseling office for this purpose.

Modified Grades

Some students may receive accommodations for earning 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.

The Student Support Team (SST) must make a recommendation in order for a student's grades to be modified. 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 and on the transcript. Modified grades are not included in honor awards.

Pass/Fail

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

Class Rank

ICS does not rank students according to academic achievement.

Progress Reports

The primary purpose of Progress Reports is to communicate student effort and achievement according to ICS standards to parents. Because accountability of learning is shared by students, teachers and parents, our reports are intended to provide a common understanding of the student's progress and facilitate next steps in learning. They report student performance over a designated period and provide feedback regarding student strengths and concerns. They are not the only means of communicating progress. Teachers and parents normally engage in regular communication regarding student progress through conversation, email, or other means.

This year, the school will open a parent portal on Power School for the purpose of improving communication between school and home. Parents, teachers, and students will be able to access grades and attendance information online. We will communicate more on this midway through the first semester.



ASSESSMENT

Academic Effort Descriptors

ICS HIGH SCHOOL EFFORT DESCRIPTORS			
	Commitment to Learning Reflective Inquirer Thinker Knowledgeable	Collaboration and Respect Caring Open-Minded Communicator	Self Management Principled Courageous Balanced
Exceptional: Consistently excellent effort; a model for other students	Consistently: <ul style="list-style-type: none"> tries to improve their work by seeking out extra help or asking and answering challenging questions; INQUIRER shows work that demonstrates their best effort; THINKER fully engaged in the lesson; KNOWLEDGEABLE Reflective; REFLECTIVE 	Consistently: <ul style="list-style-type: none"> participates without monopolizing the class; COMMUNICATOR facilitates learning by sharing ideas, listening attentively; OPEN-MINDED encouraging others to contribute and working to keep the group on task; CARING 	Consistently: <ul style="list-style-type: none"> prepared with required materials ready before the bell rings to start the class; PRINCIPLED completes assignments with care, on time; BALANCED pays attention follows instructions the first time they are announced; COURAGEOUS
Appropriate: Consistent effort	Usually: <ul style="list-style-type: none"> tries to improve their work by seeking out extra help and asking questions; INQUIRER shows work that demonstrates their best effort; THINKER engaged in the lesson; KNOWLEDGEABLE 	Usually: <ul style="list-style-type: none"> participates without monopolizing the class; COMMUNICATOR Contributes to learning by sharing ideas, listening attentively; OPEN-MINDED encouraging others to share ideas & working to keep the group on task; CARING 	Usually: <ul style="list-style-type: none"> prepared with required materials ready before the bell rings to start the class; PRINCIPLED completes assignments with care, on time; BALANCED pays attention and follows instructions the first time they are announced; COURAGEOUS not distracted by others or technology
Needs Improvement: Inconsistent effort	Inconsistently: <ul style="list-style-type: none"> tries to improve their work, ask questions or seek extra help; INQUIRER shows work that demonstrates their best effort; THINKER engaged in the lesson; KNOWLEDGEABLE 	Inconsistently: <ul style="list-style-type: none"> participates in class; COMMUNICATOR shares ideas; listens attentively; OPEN-MINDED encourages others and works to keep the group on task; CARING 	Inconsistently: <ul style="list-style-type: none"> prepared with required materials ready before the bell rings to start the class; PRINCIPLED completes assignments with care, on time; BALANCED pays attention, and follows instructions the first time they are announced; COURAGEOUS distracted by others or technology and often distracts others.

ASSESSMENT

Exams

At the end of each semester, assessments and/or exams are scheduled in all their academic subjects. These assessments may take the form of a formal examination or other culminating activity designed to meet the needs of individual courses. Assessments are scheduled so that students take no more than two per day, at prescribed times. Assessments are not given early for any reason. Make-ups are only possible for absences excused by the principal. Students are required to be in attendance during the scheduled exam periods. In all cases, teachers will inform students well in advance about the content and format of this final exam or assessment.

IBDP Mock Exams

IBDP Mock examinations for Grade 12 IBDP courses: All students in grade 12 (and grade 11 students who are registered for an IBDP course as an anticipated candidate) will take mock exams in the second semester in each academic subject. The grades from the mock exams will be included in the semester grade. IBDP Mock Exams take place from 26 March to 30 March, 2018.

IBDP Exams

All students registered in IBDP course take the IBDP Exams in May, as per the IB external exam schedule. IBDP students also take a number of internal assessments which are scheduled throughout the year by the school. The schedule for IBDP internal assessments is available on our zimbra calendar.

ICS Grades and Final IB Scores

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

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

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



ASSESSMENT

External Assessments

ICS facilitates a number of external assessments.

- **Measures of Academic Progress**

Developed by the Northwest Evaluation Association (NWEA), the MAP is a computer-based, adaptive test that measures students' skills in reading, language, and mathematics. Altogether, the test will take about 2 to 3 hours to complete. ICS students in Grades 9 and 10 take the test twice yearly, once in the fall and again in the spring. Results are reported to teachers, students and parents.

- **Preliminary Scholastic Assessment Test (PSAT) / National Merit Scholarship Qualifying Test (NMSQT)**

The PSAT/NMSQT is a shortened version of the SAT measuring critical reading, writing and mathematical skills. All grade 10 and 11 students take the test in October on the school campus during school hours. By taking the PSAT/NMSQT, American 11th grade students enter the annual scholarship competition administered by the National Merit Scholarship Program.

- **Scholastic Assessment Test (SAT) – Reasoning Test**

This is a four-and-a-half-hour test of objective questions and a writing sample designed to measure the ability to do college work. The critical reading part of the SAT measures the extent of reading comprehension, vocabulary, ability to interpret and relate ideas, ability to reason logically and to draw conclusions correctly. The mathematics section tests ability to reason mathematically and to handle general number concepts rather than measure specific levels of achievement in mathematics. The writing section measures a student's ability to write a coherent and high-quality essay.

- **Scholastic Assessment Test (SAT) – Subject Tests**

The SAT subject tests are a group of one-hour tests designed to measure the student's level of achievement in a particular subjects of the student's choosing. Tests are offered in various subjects including science, history, math, English and world languages. Students can take between one and three tests in a single setting. These tests are often used by colleges in the admissions process.

- **Test of English as a Foreign Language (TOEFL)**

The Test of English as a Foreign Language may be required for college admissions for students whose native language is not English or who do not hold a US passport or a passport from an English -speaking nation. The test consists of a listening comprehension, structure and written expression, reading comprehension and vocabulary sections.

Application Procedures for Tests

Regular announcements are made in the daily student bulletin and also in the Yezare Samint about the deadlines for registering for these tests.

College Entrance Testing

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

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



ASSESSMENT

ICS High School Assessment Calendar 2017–18

Assessment	Students	Dates	Registration Deadline Dates	Comments
NWEA Writing	G9		n/a	
MAP	G9/G10	18-19 September; 23-24 April	n/a	
PSAT	G10/G11	11 October 2017		Booklets have been ordered 2 June SAT exam will be Subject only
SAT	G11/G12	7 October 2017 2 December 2017 10 March 2018 5 May 2018 2 June 2018	8 September 2017 2 November 2017 9 February 2018 6 April 2018 3 May 2018	
ACT	G11/G12	9 September 2017 28 October 2017 9 December 2017 10 February 2018 14 April 2018 9 June 2018	4 August 2017 22 September 2017 3 November 2017 5 January 2018 9 March 2018 4 May 2018	
Semester One Assessments	G9-11	4-15 December 2017	n/a	
Semester Two Assessments	G9-11	6-11 June 2018	n/a	
IBDP Mock Exams	G12	26-30 March 2018	n/a	
IBDP Exams	G12	26 April-18 May 2018	n/a	

High school students must not have more than two major in-class assessments and one long-term assignment due on a single day. Quizzes and chapter tests are not considered major. Teachers always give students notice of major assessments so they can plan ahead for review and preparation. All High School assessments are noted online on either the Grade 9-10 Assessment Calendar or the Grade 11-12 Assessment Calendar, to facilitate this planning. Teachers always communicate with one another to avoid over-scheduling assignments in order not to burden students with undue stress that might adversely affect academic performance. Communication between teachers and students via the assessment calendars is essential for teachers and students to manage their time and commitments responsibly.

For the full Assessment Policy at ICS, please visit our website at www.icsaddis.edu.et/sites/default/files/parent%20downloads/ICS%20Assessment%20Policy%20SY1617.pdf

ACADEMIC INTEGRITY

ICS is a community of learners. One of our highest ideals is ethical practice in learning, or Academic Integrity. With this in mind, it is critical that both faculty and students protect and maintain our integrity in academic work. In order to ensure high standards, all students are expected to learn the ethical practices of research and scholarship, both individual and collaborative. An understanding of Academic Integrity, including Academic Misconduct, is crucial to a student's participation in the IBDP in high school and to his or her overall success at ICS.

“Academic Integrity” refers to the practice and concept of assuring that all academic work is the product of one's own thinking, research, creativity, and inquiry and, where it is not, that all sources of information that is not common knowledge are acknowledged according to standard acceptable practices.

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 student may include:

- loss of credit for work or tests dishonestly completed,
- requirement to meet with their parents and a school representative, and
- on repeated offenses suspension or even expulsion from school.

The full Academic Integrity Policy including consequences for misconduct, can be found on our website under Information.

STUDENT SUPPORT SERVICES

Enrichment

We believe that every child develops at a different rate both educationally and social-emotionally. All of our educators are trained and skilled in differentiation and pro-actively adjust content, process, product and the learning environment to accommodate the individual needs of our students. Further, we have a comprehensive Student Support Team (SST), which includes an Enrichment Specialist who supports teachers and students in meeting individual needs, both inside and outside the classroom.

Though enrichment through differentiation is common practice at ICS, we also recognize the fact that there are occasions where student needs may be better met in an accelerated learning environment. To provide for this fact, we offer two additional types of acceleration, content based and grade based.

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 3 will be placed on academic support, but support may be implemented for other reasons. Our guideline stipulates that students may not remain at ICS if they are on support more than three times in a two-year period.

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

Students that are on academic support are expected to put in the necessary effort to meet standard academic levels in the future. It should be noted that a recurring

lack of academic progress or effort will result in a student being counseled to find an alternative academic environment.

Silent Study Hall

ICS offers an afterschool Silent Study Hall for high school students weekly, from 3:30 to 4:30 PM on Mondays, Tuesdays and Thursdays. This Study Hall is supervised by ICS teachers and provides students time for quiet studying, working on academic assignments, or meeting with advisors and teachers. Attendance data is taken only to determine the demand. Students are required to work quietly in this space. Room: S018

Academic Study Hall

ICS offers an afterschool Study Hall for high school students twice weekly, from 3:30 to 4:30 PM on Tuesdays and Thursdays. The Study Hall is supervised by ICS teachers and provides students time for quiet studying, working on academic assignments, or meeting with advisors and teachers. Students may take assessments during this time to make up for missed classes, or complete outstanding assignments under supervision. ICS educators may require students to attend Study Hall in order to improve student learning; in such cases, the requirement to attend Study Hall supersedes any other school activities.

Academic Study Hall Guidelines

- Academic Study Hall is intended to be used exclusively for academic purposes; it is NOT punishment or detention as a consequence for behavioral issues.
- Students must arrive to Study Hall on time, prepared, and with materials.
- Students are required to check in at the beginning of Study Hall to ensure that their names have been recorded as present.
- Students may be released from the Study Hall to meet with teachers or carry out projects with the Study Hall supervisor's permission.
- Eating is not permitted during Study Hall.
- Study Hall attendance is recorded.
- Room: S110

STUDENT SUPPORT SERVICES

It is an expectation that students attend study hall when assigned. Students who are displaying a pattern of absence to Academic Study Hall may be subject to the following consequences:

- A letter will be sent to parents and a copy will be placed into the student's cumulative file.
- 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.
- 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 or Assistant Principal.

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 to protect the integrity of our school.

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 Counseling Office maintains a list of suitable 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.

Learning Support for Special Education Needs

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 we currently have available. Some indicators the school uses to determine potential 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 educational psychologist
 - Willingness to hire a tutor at parent's expense
 - General support for the school's efforts of school and follow-through at home.

3. Any need for extra support in regular classroom is within the capability of ICS.
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 to protect the integrity of our school.

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.

Teachers will report attendance to the office at the start of class period using the school's electronic database.

- **Present:** Student is inside the classroom when the bell rings or at the published start of the period.
- **Tardy:** The student arrived after the period started but within the first 10 minutes of the period.
- **Absent un-excused:** The student did not attend class or arrived after 10 minutes of the lesson had passed and was sent to the HS office.

The HS office will enter Absent Excused in power school to acknowledge the appropriate contact from the parents or guardians.

Excused Absence

An excused absence is one for which a parent or guardian has informed the HS office with a valid excuse. Any absence or tardy is considered un-excused, except where the administration is satisfied that the absence is for a valid reason. Valid reasons for being absent are as follows:

- Personal Illness
- Family Emergencies
- Dental or Medical appointments;
- Parents are urged to make medical appointments outside of school hours.

Excused absences may also be granted for religious holidays, exceptional educational opportunities, travel difficulties, or for any other reason which the administration deems to be valid, provided that all such absences have been requested by the parent or guardian.

If a student misses a class for which work is due and is at school at any time during the school day on which it was due, the assignment will be due that same day. This includes situations such as late arrivals, visits to the Health Office, doctor's appointments, or early departures.

Students who need to go to the Health Office during the school day must obtain a pass from their teacher. If a student wishes to go to the Health Office during a break, then the pass should be obtained from the teacher whose class starts immediately following break or lunch. The Health Office will send a student back to class with a pass.



ATTENDANCE

Attendance Expectations

It is essential that students attend their classes daily. The importance of daily attendance is further underscored given the school's block schedule, which consists of four 85 minute block periods each day.

- When a student is absent for more than 10% of the block periods (approximately four absences) of a class in a semester the high school administration will send a written alert to the student and the parents or legal guardian. The consequences of missing more than 15% of the class periods of a course in a semester will be included in this communication.
- When a student is absent for more than 15% of the block periods of a course (approximately more than seven absences) in a semester the student and parents or legal guardian will be notified in writing. A conference including the student, the parents or legal guardian, counselor and/or the administration will be held to discuss the reasons for the absences. Unless there are extenuating circumstances, the student will not earn any academic credit for that class in that semester. The student will remain enrolled in the class but a grade of "NC" (No Credit) will be listed on the transcript.
- When a student is absent for more than 15% of the class periods of a course in a semester, the student and parent may appeal in writing to the Principal for a waiver of the policy stating the extenuating circumstances. All decisions are at the discretion of the Principal.

The high school offers a vast array of opportunities that take students away from class and their classroom obligations. The school acknowledges the value of participation in these activities, but is also aware that being out of class puts additional pressure and stress on students to make up missed work and assessments. Absences due to school-sponsored activities **do not count** toward absence limits.

For this reason, students and parents need to look carefully at the schedule of activities and opportunities that are available at ICS and make decisions about which trips, events, and activities are a priority. It is not a matter of having an excuse: attendance is important, regardless of the reasons for extended absences.

Assignments and Attendance

Students who have been absent are responsible for getting assignments from the teacher and making up the work promptly. ICS teacher email addresses and e-learning (Moodle) facilitate this for students as well as for teachers. Students returning after an extended absence will be given sufficient time to complete assignments and tests.

Students who do not complete assignments on time may be required to attend a supervised study hall after school. In the case where the study hall conflicts with an after-school activity, the student must attend the study hall until the assignment is submitted.

- Assignments, tests and quizzes must be made up on the first day back to school.
- As a matter of courtesy, students who know they will be absent from a teacher's class should talk with that teacher before class and learn about any assignments that will be missed. When students know that they will be absent from school for a school activity or trip, it is the student's responsibility to obtain a "Trip Form" and submit the form to each teacher for assignments or projects.
- Students will have access to our eLearning site in order to access course information and to submit assignments 24/7, even when they are absent from school. They can also contact classmates or teachers for assignments when they are absent from school.
- Coming to school late or leaving early does not exempt students from tests or assignment due dates.
- 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.
- A student who is absent from class may not participate in after school activities or sports on the day of their absence.

ATTENDANCE

Unexcused Absences

Students are expected to attend all classes as indicated on their individual schedule. If the parents have not called in notifying the school of an absence, if the student is on campus and does not attend class, and/or if the student is not signed into the health office an unexcused absence will be recorded. The responses to unexcused absences are as follows:

First unexcused absence:

- Parents will be notified, reminding them of possible methods of communicating to the High School Office.

Second unexcused absence:

- Parents will be notified.
- The student will be assigned to after school detention study hall for 1 day.
- Conflicts between study hall and ASA's or Athletics will result in the student missing the

Third unexcused absence:

- Parents will be notified.
- The student will be assigned 3 days of after school detention study hall.
- Conflicts between study hall and ASA's or Athletics will result in the student missing the ASA or Athletic practice.
- The student will be placed on disciplinary probation. (may include restrictions on extracurricular activities, and/or the requirement that study periods be spent in a supervised space to strengthen the student's internalization of the rule(s).

Persistent Absent Violations

If a student continues to violate attendance expectations in a manner that demonstrates a willful disregard of the policy, the student may be subject to disciplinary measures up to and including expulsion.

Absence Procedures

At those times when a student must be absent from school, please contact the HS Office at 011-371-1544 ext 288, or via email: High School: hs.office@icsaddis.edu.et If a student's parent has not contacted the school, ICS will call home to verify that the parent is aware of the absence.

Not Attending Class

Students who do not attend class within 10 minutes of the beginning of the block are considered as "cutting" or "skipping" the class unless they have a note from a faculty member. If students miss a class it will count as an unexcused absence. All work missed during the skipped class 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 will be sent to the parents. The second offense will result in an out-of-school suspension and possibly a meeting with parents.

Note that a student who is absent from class may not participate in any after school activities on the day of the absence. In consideration of extenuating circumstances, appeals to this policy may be made to the Principal or Assistant Principal in advance of the absence.



ATTENDANCE

Tardy Policy

Tardy: The person is physically not in the expected room location before the bell rings. Tardies will be recorded electronically in the student information system. Students and parents are responsible for regularly checking details online. Examples of tardies which are unexcused include but are not limited to oversleeping, traffic, driver is late, confusion on the schedule. When arriving late students are required to sign-in at the high school before going to the class. A late pass will be issued.

If a student is late to class without a valid excuse, the following responses will occur: Tardies are calculated as accumulated in all of a student's classes.

Accumulation of four tardies:

- The High School Administrative Assistant will email will the student, parent and teacher; noting the tardies and outlining the response if six tardies accumulate.

Accumulation of six tardies:

- The student will meet with the assistant principal.
- The student will be assigned to one lunch detention.
- An email will be sent to the student, the parent or legal guardian and counselor noting the tardies and outlining the study hall requirement and the response if eight tardies accumulate.

Accumulation of eight tardies:

- The student will meet with the assistant principal.
- The student will be assigned to two lunch detentions.
- An email will be sent to the student, parent or legal guardian, and counselor noting the tardies and outlining the study hall requirement and the response if ten tardies accumulate.

Accumulation of ten tardies:

- A meeting including a representative from the high school administration, the parent(s), and student will be held to discuss concerns;
- The student will be assigned to three lunch detentions.
- An email will be sent to the student, the parent or legal guardian and counselor noting the tardies and outlining the study hall requirement and the possible responses of the accumulation of more tardies.

Continued accumulation of tardies:

If the responses listed above do not change the behavior, the student's actions may be judged as a willful disregard of school expectations resulting in the matter being brought to the attention of the Principal. Parents will be required to meet with the Assistant Principal and/or the Principal. The student may be subject to further disciplinary measures up to and including expulsion and/or loss of credit.

Late Arrivals

Any student who arrives after 8:10 AM is expected to sign in at the high school office before going to class. This includes but is not limited to the following examples: bus or car arrives late, oversleeping, traffic, illness, doctor or dentist appointments, or study period during first block.

Teacher Responsibilities

Students must be dismissed from class on time so that they have the full passing time to reach their next class. Students that are kept after class should receive a note of explanation to hand to the next classroom teacher.

OTHER HS INFORMATION

Automobiles and Motorbikes

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

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

Bicycles

Bicycles brought to school are parked at the student's own risk. All bicycles should be locked.

Events

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

No supervision for students will be provided beyond the indicated times of an after-school event. Parents should arrange to collect their children on campus promptly at the end of an activity at the indicated time. Students must wait on campus at the main gate for parents or drivers to collect them.

Note that a student who is absent from class may not participate in any after school activities on the day of the absence.

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 is not responsible for lost or stolen items. Students are not permitted to put a personal lock on their locker without permission from the principal. Students are not permitted to 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 go to the office if you have a problem with your lock or locker, or if you suspect someone else knows your combination. Please label all possessions with your name. Lost and found areas can be found at the school reception area, in the library and in the gym. Items are generally stored until the end of the quarter. Unclaimed items are donated to charity. Please phone the receptionist to enquire after the lost and found.

Personal property, money, valuables

Students and parents are asked to report all lost items to the High School Office AND the security Office as soon as possible. ICS is not responsible for loss or theft of personal belongings on campus.

Posting signs, posters

Students may post signs for their clubs or organizations. Events that are not school-sponsored may not be advertised at the school without the permission of the principal.

OTHER HS INFORMATION

School-Related Travel

Any student participating in a school-sponsored field trip must obtain written 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.



TECHNOLOGY

1:1 Laptop Program

All students in the ICS Middle and High Schools participate in the 1:1 laptop program. Students are expected to carry, use and be responsible for a laptop computer in their school work. Students may use additional equipment in school, including their own devices. These technology guidelines, while written specifically for use of the laptop, also cover student use of other devices.

Responsible Use Policy

Privacy and Safety

It is important that you actively protect your privacy and safety while using a computer. First and foremost, your user ID and password at school should be kept secret and not shared with anyone, including friends and family. Your privacy and the security of your schoolwork are guarded by your password. Make it a strong one that you can remember, but that is hard to guess. Don't share it with anyone. If you think someone has learned your password, change it. (You should do the same with your other passwords – for your email accounts, or accounts on various websites including social networking.) When online, you need to take some basic steps to protect your identity and privacy. Personal information (contact details, phone number, identification numbers, full name, etc.) should not be given out. Don't chat or friend people you don't know.

While using your laptop, you must remember that it and any documents you store on it or on the school network can be accessed by members of the IT Department or school staff if there is cause to think that there is a problem. Do not assume that documents you save, your web browsing history, chats or emails can not be seen by other people. ICS staff will not “snoop” but we do reserve the right to investigate problems.

Should we need to investigate your data on the laptop or on the network, we will do so with the knowledge and approval of school principals and you and your parents will be notified.

Students should also understand that any personal equipment (computers, tablets, phones, flash drives, etc.) that is brought into school can be subject to search if we have reasonable cause to suspect that it may be involved in a problem.

Digital Citizenship

ICS students are expected to respect the intellectual property rights of others by not illegally or without proper permission copying, distributing or sharing materials (including software, music and videos) that are copyrighted by others. If students are unsure about this, they should ask a teacher or parent. Similarly, students are expected to respect the security systems set up by ICS or others. Any attempts to hack the safeguards set up on the laptop, the ICS network, or external networks will face ICS disciplinary procedures and consequences.

Students should not store any type of media (including videos and music) on their laptop unless they have the legal and ethical right to use them. This includes original work of the student, files shared by teachers for academic purposes, or files that have been purchased or licensed. Students are encouraged to store their personal media files on external disks such as USB flash drives.

Academic honesty is a priority at ICS, and students are expected to actively avoid plagiarism or other forms of academic dishonesty. Materials found while doing online research, in any form (written words, pictures or other images, video, music, etc.), must be properly cited in student work. Quoted work must be cited, and even summarized work must be given credit in a bibliography or other reference.

TECHNOLOGY

Email, chat, and Netiquette

Students have been given ICS email addresses, and are expected to use this address for school work or school related work. The ICS communication system also includes a calendar and schedules and shared documents.

Students should always use appropriate language, and should not transmit language or other material that is profane, obscene, abusive or offensive. Students should not send mass emails, chain letters or spam.

Students should remember that ICS email or other communication through the ICS network or ICS property, including the laptop, is subject to inspection by members of the IT Department and/or ICS Administration.

Consequences

The laptop, user name and ICS account are the responsibility of the student to whom they are assigned. Any misuse or violation of The ICS Way in Technology or the Responsible Use Policy will result in disciplinary actions. Consequences may include anything from detention or suspension to loss of computer or internet privileges, or even consequences from parties outside ICS, should the situation merit it.

Student and Parent Expectations

Student Expectations

Students are expected to be responsible for the care and maintenance of their laptop. Appropriate instruction will be given to students as part of classroom activities and via email, online videos and courses. Students are to bring the laptop to school every school day with a fully charged battery. Students must report any problems with the laptop to the IT Help Desk before school on the first morning after the problem becomes apparent or as soon as it develops during the school day. Students are expected to be responsible “digital citizens” by following The ICS Way in Technology and respecting their own and others' privacy, intellectual property, and security.

Parent Expectations

Parents are asked to supervise the security of the laptop while at home or in the car, and to assist students with making sure that laptops are stowed securely in the carry case within the student's backpack while in transit from home to school. Parents are asked to assist in ensuring that the laptop comes to school fully charged with the student every normal school day. We also ask parents to supervise student use of the laptop and any internet connection while at home. Parents are encouraged to take an active interest in students' activities online and on the laptop. Parents are also encouraged to have frank and honest discussions with their children about staying safe and avoiding inappropriate material online. While the school network is filtered to screen out inappropriate materials, no such filtering is foolproof and the school cannot control access outside of our network.

Parents will be asked to pay a refundable deposit of 3,000 birr as security for any repair costs for damage to the laptop or loss of the laptop. Additional deposits or costs for replacement or repair of the laptop, AC adapter, battery, or carry case will be billed to the family in case of loss, theft or damage.

Care & Troubleshooting

Students are expected to be responsible for the laptop throughout the school year – both within school and outside. Any damage, loss or theft to the laptop will be the responsibility of the student and families will be charged for repair or replacement.

Students are not to bring laptops to the sports fields, gymnasium, cafeteria tables, or other places where the laptop may be damaged or lost. Laptops are to be locked up in the student's locker during meals, PE classes, sports practices, etc. Any damages or difficulties with the laptop should be reported to the IT Help Desk in room C042 immediately, or email help.desk@icsaddis.edu.et

STUDENT LIFE AT ICS

National Honor Society

The National Honor Society (NHS) was created in the USA in 1921 to recognize and develop the ideals of scholarship, leadership, character and service. There are local chapters of the NHS in high schools around the world.

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

Senior Privileges and Activities

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

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

Students are encouraged to propose additional Senior Privileges through the ICS High School Student Council. Decisions regarding Senior Privileges are at the discretion of the High School Principal.

High School Student Council

The purpose of the High School Student Council is to provide leadership training and opportunities for representative leadership among High School students. The High School Student Council represents the students' interests on a variety of school-wide issues and may work with students, teachers, administrators, and board members in this respect. Student Council members support, initiate, plan, and carry out events for the betterment of the ICS school community. Student Council members are supervised by a faculty advisor, the High School Assistant Principal, and are elected by High School Students. The High School Student Council follows the procedures and policies as outlined in the ICS High School Student Council Constitution.

Visit the STUCO Constitution at:

www.icsaddis.edu.et/sites/default/files/parent%20downloads/ICS%20HS%20Student%20Council%20Constitution.pdf

Student Events

Student groups wishing to plan an event must apply to the high school principal through their Activity Advisor. Major events are scheduled before the end of the preceding year and appear on the annual ICS calendar. Additional activities must be scheduled at least four weeks in advance. Requisition for the use of school facilities must be obtained by securing, completing and submitting the necessary form to the administration at least ten days before the event.

STUDENT LIFE AT ICS

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.

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 disrupt or otherwise intrude upon the rights of others at school. Courts of law in North America and elsewhere 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 community guidelines.

Extracurricular Activities

ICS sponsors various activities outside of class and the curriculum, depending on student interest and participation. Extra-curricular activities offer students an opportunity to meet friends and get involved with their school and community. Students are urged to give serious consideration to their extra-curricular sports and after school activities (ASA).

Because ICS views participation in an ASA as an extension of the regular school day, school guidelines and rules apply. 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 their activity starts. Teachers who supervise evening activities may arrange exceptions to these guidelines by consulting with the principal and providing a list of student names. Students returning for evening activities will be readmitted to campus if their name is on the list provided to security by the teacher of the activity.



STUDENT BEHAVIOR/RULES AND REGULATIONS

Code of Conduct

ICS is a community of students, parents and teachers dedicated to the process of learning. We believe 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 honesty and 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 teachers
- Parent contact by telephone, email or written letter
- Parent conference
- In-school suspension
- Suspension out of school
- Recommendation for expulsion made to the head of 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 form.

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 wise 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.
- 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.
- 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. 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 to protect the integrity of our school.

STUDENT BEHAVIOR/RULES AND REGULATIONS

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 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.

Other Regulations

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 jest, frustration or anger. This includes during sports or other out-of-class venues. Racial slurs or abusive words, regardless of one’s own race or the language they are spoken in, cannot be tolerated and will result in disciplinary action. This includes such 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. Tools on phones, particularly smartphones, can be useful in classes and teachers may allow or require their use during class times. However, phones can also be a distraction and disturbance in classrooms. Students should switch off or mute their phones when they are not being used.

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

Students are welcome to use our office phones if they must make calls during school hours.

Personal Technology and Entertainment

Mp3 players, tablets, iPads, smart phones and other personal technology are welcome on the campus. However, their use should enhance and enable learning, not distract students from their primary reason for being at ICS. When listening to music, earphones must be used and the volume may not distract others. Students may use earphones in class only if a teacher permits it. Students may not listen to earphones during assembly. These electronic devices may not be used during emergency drills, assemblies or at other times and places when specifically announced. Note that these valuable items are easily lost or stolen. ICS is not responsible for lost or stolen items.

Public Displays of Affection

Students should be sensitive to how others around them may react to public displays of affection. The inappropriate public display of a private relationship creates discomfort, and distraction for others. This applies to all members of the school community, regardless of age. Therefore, kissing, touching, and embracing of an intimate nature are not acceptable in our ICS culture. This applies to students in all school activities, whether on or off campus.

Classroom and Campus Responsibility

Students are encouraged to contribute to the appearance of their school by putting rubbish in the trash cans and by NOT participating in 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.

Chewing Gum

Chewing gum is not permitted on the ICS campus.

STUDENT BEHAVIOR/RULES AND REGULATIONS

Dress Code for Students

By emphasizing safety, neatness and consideration of others in dress and grooming, we as educators and learners can build self-esteem, sustain self-discipline, and help everyone to focus on learning. 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 respectful of all members of our multicultural community. Any item of apparel or appearance that distracts from learning is unacceptable.

Acceptable Dress	Unacceptable Dress
<ul style="list-style-type: none">• Clean jeans or trousers/pants that fit.• Leggings (solid, opaque, thick material) when worn with a conservatively long loose top.• Shorts, skirts or dresses that extend to the knee.• Tops or shirts with sleeves that cover the shoulders and mid-drift.• Athletic or casual shoes/sandals.• A hat for the sun that can be removed in class.	<ul style="list-style-type: none">• Excessively loose and low-slung trousers on boys.• Clothing that is too tight, too short or too revealing.• Sleeveless, transparent or open-back tops.• Underwear that is visible.• Ripped clothing.*• Clothing promoting alcohol, tobacco or drug use, sex, cults, violence, etc.• Wearing sunglasses in class.

Note: Students may wear ripped jeans in school provided that the rips are below the fingertips of the wearer and as long as the rip does not extend more than one seam to another seam, and the rip should be no bigger than the palm of the wearer. Jeans with rips in them as defined above may only be worn on Fridays. This is an initiative of the Student Council.

If you are not sure about a garment, ask a teacher. Students who come to school dressed unacceptably will incur the following consequences:

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

Interpretation of the dress code is at the discretion of the principal and his/her decision is final.

STUDENT BEHAVIOR/RULES AND REGULATIONS

Serious Behaviors

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 counselor immediately. If you are still concerned about it, meet with the principal.

Dishonesty: telling the truth is a basic expectation. Lying or obstructing the truth is not acceptable. Academic honesty is highly valued at ICS and is described in greater detail in the section on academics.

Theft: stealing of personal or school property, including food, money, or other items, destroys the trust of the school community and will be severely dealt with. Involvement with the buying or selling of stolen property is considered an equally serious offense.

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 adults and ICS staff, and parents, including guards, cleaners and 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 counselor or the principal. Any request that jeopardizes your welfare or property should be reported to the principal.



STUDENT BEHAVIOR/RULES AND REGULATIONS

Tobacco, Alcohol, Drugs and Weapons

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 enrolled in grades 6 through 12, along with their parents, are responsible for knowing and supporting ICS's **Tobacco, Alcohol and Drug guidelines**, and understanding the potential consequences of violating them.
- 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 community, their use/abuse is not acceptable.

Consequences

Appropriate consequences (as described on the next page) 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 whenever possible.

STUDENT BEHAVIOR/RULES AND REGULATIONS

Tobacco

1. A student found in their first violation of this policy will set in motion a number 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 head of school 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 head of school 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 head of school for expulsion.
6. Trafficking in illicit drugs on or off campus will result in a recommendation to the head of school 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.

GLOSSARY

Abbreviations and Acronyms used in the High School at ICS Addis Ababa

ILP	Individual Learning Plan
IEP	Individual Education Program
CAS	Creativity Activity and Service
IBDP	International Baccalaureate Diploma Program
EE	Extended Essay
TOK	Theory of Knowledge
SST	Student Support Team
EAL	English as Additional Language
ELL	English Language Learners
STUCO	Student Council
NHS	National Honors Society
PLC	Professional Learning Community
SEC	Secondary Extended Campus
MPR	Multi Purpose Room
FCD	Freedom From Chemical Dependency
ASA	After School Activities
IBO	International Baccalaureate Organization
IT	Information Technology
ES	Elementary School
MS	Middle School
HS	High School
ISSEA	International School South and East Africa
ISSAAA	International School Sports Association of Addis Ababa
AISA	Association of International Schools in Africa
MSA	Middle State Association
GPA	Grade Point Average

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