

INTERNATIONAL COMMUNITY
— SCHOOL OF ABIDJAN —

**STUDENT - PARENT HANDBOOK
2019-20**

International Community School of Abidjan

Accredited by the Middle States Association of Colleges and Schools (MSA) and
the Council of International Schools (CIS)

Located in the Riviera 3 Section of Abidjan (near the Lycee Blaise Pascal), Côte d'Ivoire

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August 2019

Dear ICSA Students and Parents,

Welcome to the 2019- 2020 school year! As a school ICSA is constantly developing and growing. ICSA is a true community school and more than walls and facilities we are a collection of parents, teachers, staff and students. This year there will be more students at ICSA than ever before. The very core of the school is the student body and they as individuals and as a group create the atmosphere that is ICSA. I am confident that this year's group of students will set the bar at a high level in every area of school life and make this a very successful year.

ICSA is committed to providing a safe, challenging, and enriching academic environment for its students. Our mission is **learning and leading in a collaborative culture**, and we accomplish this mission through our curriculum, programs and activities. By working in partnership with students, teachers, parents and staff, we can ensure that ICSA is a school where its mission is achieved. We strongly encourage everyone to get involved in the life of the school and work towards serving our students.

This ICSA Student-Parent Handbook contains important information about the school and its community. Please take the time to familiarize yourself with its contents. It includes information about school programs, rules, and procedures. Review the contents with your child and refer to it when you have a question or concern about ICSA. If your question is not addressed, please just ask.



All parents and students are asked to return a signed copy of the *Handbook Agreement Form*, which acknowledges that you have reviewed, understood and agreed to the rules presented in the ICSA Student/Parent Handbook.

We look forward to working closely with all our partners this year and seeing everyone around the campus. Please take the time to drop by and say hello and share any ideas they can help as we move forward.

Sincerely,

Séamus Hennessy
Director

International Community School of Abidjan

Logo	
School Colors	Blue and White
Mascot	

Embracing the World - ICSA School Song

Lyrics by Daphne Neal Music by Jules Tchuate © 2010

Chorus

Embracing the world, for all to see
Embracing the world, for you and for me
Embracing the world, for our future someday
Embracing the world, ICSA

Stanza

Empowering students every day
Motivating excellence along the way
Broadening our world for all to see
Respecting each other happily
Working together in every way
Appreciating diversity
Children of all kinds
Celebrating cultures

We are of one mind

Spoken

Interacting respectfully in everything we do
Nurturing intellect and thinking it through
Growing confidently in every way
This is our mission at ICSA

International Community School of Abidjan

Academics

Academic Advisory Program (Upper School)

This program provides an opportunity for each student to relate and interact in a special way with his or her advisor. It establishes a medium of communication in a supportive environment. This helps create a climate conducive to learning through developing and maintaining a positive self-image and meaningful school experience.

The Advisory program transmits a sense of confidence to the advisees. Its importance is critical and its effects are enduring. The Advisory program will foster a school environment in which each student can be known as an individual by at least one professional in the school. Students and parents should view the advisor as an important link to the school and as a resource whenever questions or concerns arise.

Philosophy: The Advisory program helps to address this task. It recognizes the behavioral, emotional, and academic needs of each student and works to improve student performance.

Academic Integrity

Academic integrity means producing original work on all examinations, papers, projects, homework, and oral presentations. No matter what pressures students face, they are responsible for maintaining the originality of their work. They are responsible for organizing and preparing themselves properly and adequately, and completing all work. Students will be taught proper research skills and resource citation.

Academic integrity requires that all ICSA students:

- Complete their own work and not allow it to be copied or reproduced by anyone else.
- Complete examinations, tests or quizzes without seeking help from or offering help to others.
- Complete original research for a paper, project or oral report and acknowledge all others, contributing to that work by proper citation.
- Recognize that their grade on a test, exam or assignment is not linked to the worth of self, that there is greater value in integrity than in grades
- Realize that cheating of any kind, no matter how small, diminishes both personal and academic integrity.

Academic Probation

Students are expected to pass all of their courses, and students in the high school should be moving towards satisfying academic requirements for graduation.

If a student receives failing grades for a quarter in two or more of the five core academic classes (English, French, Math, Science, and Social Studies), the student is placed on REPORT for the following quarter. After the second quarter, the student will be placed on PROBATION if two or more of the five core classes were failed for the semester.

When a student reaches the probation level, a written remedial education plan in the subject areas the student failed for the semester will be drafted by the teachers of the subjects in question.

A student on probation who receives two or more failing grades in core classes in the succeeding (3rd) quarter will move to the WARNING level. Warning means that the student may be asked to withdraw if two or more of the core classes are failed for the semester.

In the case of withdrawal, every effort will be made on the part of school personnel to have the withdrawal at the end of the first semester or the end of the school year. This will allow students the opportunity to earn as many credits as possible and make an orderly transition to another educational institution.

Example: Two or more failing grades every quarter

Quarter	– Report
Semester	– Probation
Next Step	– Creating a plan for credit recovery

High School Semester Exams

At the end of each semester, several school days are designated for final examinations. A review period is given before the semester exams begin. Grades on final exams are used to compute final semester grades and could raise or lower a final semester grade depending on the quality of performance on the final examination. Final exams are worth a maximum of 20% of the semester grade. Under no circumstance will a final exam be administered before the scheduled date of the exam.

Late Work in the Upper School (ACADEMICS)

Each upper school teacher will have and communicate a late work timeline that holds students accountable and encourages student responsibility.

Make-Up Work in the Upper School

The decision as to what is required to make-up school work and the time and place of make-up work will be the responsibility of the teacher working in conjunction with the student. It is the student's responsibility to check with the teacher and to complete the required make-up work within the allowable make-up period following the student's return to school. Major projects and major exams with due dates known well in advance are exempt from this make-up time allowance. Students who skip class are not allowed to make up missed work.

Activities Program

For the 2019-20 school year, ICSA will continue to offer after school activities. A variety of academic, sports, or cultural activities supervised by teachers, parents and community members are offered. Students register for the activities in which they would like to participate. Enrollment is on a first-come first-served basis. Many activities are free; however, some have a fee. ICSA will provide a supervisor for all activities. Parents must give permission for their children to participate in the program.

Assemblies

At various times during the school year, students are asked to assemble for awards, special occasions and cultural events. Students are expected to behave in a courteous and polite manner during these assemblies.

Attendance, Absences, and Tardies

Attendance

Lower School Attendance: As children progress through the Lower School, time away from instruction becomes more detrimental. This is because much of the program is experiential. Children learn new concepts and skills through their class work as they work with teachers and peers. Projects, long-term assignments, and group work often require students to work together through a process that eventually results in a final product as fulfilled by a culminating event or activity. To be successful, this experiential process must be uninterrupted.

Upper School Attendance: Regular attendance in middle and high school classes is an important factor in a student's success in school. An integral part of the learning experience is the interaction between students and teachers. One indicator of dependability and general success is good school attendance. Students are more likely to have greater academic success if they have a good attendance record.

This attendance policy is attempted to establish reasonable standards regarding absences. One objective of the policy is to encourage a high rate of student attendance without imposing a hardship on teachers, parents, or students.

Absences

Every student is expected to be in school every day and attend every assigned class. When it is necessary for a student to be absent from school, parents should call the office on the day of the absence to report the absence. Student absences not verified within 48 hours will be considered unexcused. Students will lose the ability to earn credit for any work assigned on a day in which their absence is determined to be unexcused. Parents are requested and encouraged to work with students for good attendance and excuse students only for illness or an emergency. Students should not be excused in order to perform personal chores. Students

should also not miss school before or after a sporting event, a theater production, or an activity, which will or has taken them off campus.

If a student knows of a future absence, the student needs to request a Pre-Arranged Absence ([US FORM](#))/ ([LS FORM](#)) from the building office. The student must complete the form and get all necessary signatures from teachers and the building principal. The principal will determine whether the absences will be excused or unexcused.

When a student must be absent for an unscheduled reason (such as illness), a written excuse or phone call to the homeroom teacher, advisor or building secretary is needed before attending class upon the student's return. The Building Secretary will then issue an admittance pass for an "excused or unexcused absence" to the student to give to his/her teachers. Failure to provide a written excuse will be registered as an unexcused absence. In such a case, no credit will be allowed for any schoolwork missed. Students are responsible for making up missed work. Students who have been absent from school for the day will not be permitted to attend after school programs, sports events, parties or other activities that may be sponsored by the school on that day. A note does not automatically grant an excused absence. An example of an excused absence could be a medical note or embassy visit to sort out visas, etc.

A student should not accumulate absences, including both excused or unexcused that add up to more than ten percent of their class time. If a student accumulates more than ten percent absences they may not receive academic credit for the school year.

Tardiness (Late to School or Class)

Lower School

In the Lower School, teachers will record a student tardy if they arrive after 8:00 am. If a student arrives to school at 8:01 am, he/she should report to the applicable building level secretary to receive a late pass before going to class. After three tardies, the school will contact the parents.

Upper School

Upper school students are expected to arrive and be seated in class at 8:00 am. Students arriving to school after 8:00 am must report directly to their first block class. If a student arrives after 8:05 they should report directly to the office to receive a pass to class. Students in the upper school should be aware that coming to school on time is their responsibility.

Students who arrive to school late disrupt the teacher, their fellow students and the general learning environment. Teachers will handle repeated tardiness to class based on the school disciplinary rules. Students with excessive tardiness to class or advisory (after 5 times) will be given a "U" for effort on their report card. If the problem persists, the student will be referred to the Administration for further disciplinary action

If a student is coming late from another class or the office, the teacher or administrator should provide that student with a late pass. The office will not give late passes when a student is tardy between classes or after recess or lunch. Teachers have the authority to handle repeated tardiness to class in various ways, as outlined in the disciplinary guidelines (see below).

Change of Contact Information

Parents are requested to inform the school whenever there is a change of their address or phone number. These changes especially become important in case of an emergency. All changes of address, phone number or email address should be directed to the attention of the Building Secretary, the classroom teacher or the Principal. It is important for families to update their personal information on Skyward.

Class Rank in High School

Due to the small size, the transient nature of the ICSA student body, and the educational systems students come from, high school class rank is not computed.

Class Size

ICSA believes that small class sizes are essential to the provision of quality education. At the same time it is essential to the well-being of the school to be fiscally responsible. ICSA's current cap is 24 students per class - there will be some classes above this.

Communicating Student Progress

Report Cards

Report cards are issued four times during the school year. They are posted digitally on our school information system. Written progress reports from teachers to parents may be sent at any time during the school year. Teachers may also occasionally wish to speak with parents by telephone or in person, especially when circumstances require discussion or clarification. Ideally, parents should not be taken by surprise by a low grade on a student's report card. It is expected that the teacher will have made the parents well aware in advance of potential problems. In addition, teachers will elaborate upon student difficulties on the comment section of the report card in Lower School, when a below average grade or a dramatic decline in performance or behavior occurs.

Lower School Grading Procedures (Pre-Kindergarten - Grade 5)

The academic progress of students in the elementary school at ICSA is measured by using indicators that demonstrate the work undertaken in each content area. Lower School teachers will send report cards to families at the end of each semester.

ICSA Lower School Grading Scales and Criteria

Academic Grade Key for PreK-5

Descriptors	
The student exceeds grade level expectations for concepts, knowledge and/or skills.	4 Exceeds Expectations
The student meets grade level expectations for concepts, knowledge and/or skills.	3 Meets Expectations
The student sometimes meets grade level expectations for concepts, knowledge and/or skills.	2 Sometimes Meets Expectations
The student rarely meets grade level expectations for concepts, knowledge and/or skills.	1 Rarely Meets Expectations

Life Skills Grade Key-Grades Pre-K - 5

Engaged Thinker	<ul style="list-style-type: none"> ● reflects on learning and takes action to improve ● demonstrates openness (see CGC Character standards) ● solves problems ● thinks creatively and critically ● makes thinking visible
Responsible Citizen	<ul style="list-style-type: none"> ● thinks before acting ● follows directions and classroom expectations ● demonstrates positive leadership skills ● works well with others ● shows compassion (see CGC character standards) ● shows integrity (see CGC character standards) ● resolves conflicts ● shows respect to all other people, self, resources and the environment ● demonstrates fairness (see CGC character standards) ● takes actions to help others
Active Learner	<ul style="list-style-type: none"> ● is motivated to excel ● responds to feedback ● applies new knowledge and skills ● participates in activities and discussions ● takes initiative ● demonstrates resilience (see CGC character standards)

	<ul style="list-style-type: none"> ● is independent
Self-manager	<ul style="list-style-type: none"> ● organizes work area and materials ● organizes written work in journals in a way that can be understood ● manages time effectively ● arrives punctually to classes ● is ready to learn with appropriate materials ● meets deadlines

Consistently Demonstrated	4
Usually Demonstrated	3
Sometimes Demonstrated	2
Rarely Demonstrated	1

Upper School Grading Procedures (Grades 6–10)

Upper School teachers are responsible for communicating their class expectations and method of grade calculation to students and parents in the form of a course syllabus. Teachers are obliged to allow students full access to their recorded grades.

Students in the Upper School receive the letter grades indicated below. Where appropriate, the percentage scores shown are represented by the letter grades indicated:

Letter Grade	Percentage	GPA	Letter Grade	Percentage	GPA
A+	97-100	4.00	C+	77-79.9	2.33

A	93-96.9	4.00	C	73-76.9	2.00
A-	90-92.9	3.67	C-	70-72.9	1.67
B+	87-89.9	3.33	D+	67-69.9	1.33
B	83-86.9	3.00	D	63-66.9	1.00
B-	80-82.9	2.67	D-	60-62.9	0.67

F - 59.9% and below Fail

P - Pass

Aud - Audit

Inc - Incomplete

PP - Pass for Progress - EAL designation

Explanation of Letter grades in the Upper School

A+ to A- (90% – 100%)

Students who receive grades in this category demonstrate excellent comprehension and application of all material taught. Their scholarship exceeds teacher expectations. Their contributions to the class exceed assignments. Their attitude is positive and beneficial to the entire class. Improvement is observable and measurable.

B+ to B- (80% – 89%)

Students who receive grades in this category demonstrate above average comprehension and application of all material. They consistently present outstanding work in all areas. Scholarship is accurate and complete. Attitude and cooperation are beneficial to the class and enhance the learning environment.

C+ to C- (70% – 79%)

Students who receive grades in this category demonstrate average comprehension and application of all material, or above average in some areas and below average in others. Work in general is of medium quality. Scholarship may be strong in one area and weak in another. All assignments are attempted. Attitude and cooperation are proper and acceptable.

D+ to D- (60% – 69%)

Students who receive grades in this category demonstrate comprehension and application of most material, but barely meet minimum quality. Scholarship is weak in most areas. Initiative is usually not evident. Attitude is neutral at best. Cooperation is neither positive nor effective.

F (59 % and below)

Students who receive grades in this category demonstrate failure to comprehend or apply most of the material presented. Scholarship is weak in all areas. Work in general does not meet the minimum requirements of the teacher. Attitude is generally apathetic or uncooperative. No initiative is evident.

PP (Pass for Progress)

Students who are acquiring language proficiency in English (**ELL**) may be graded on a pass for progress basis **P (Pass for Progress)**, until such time as they have been determined peer

competitive. Work may be modified to meet student individual needs and this designation will be reported on the report card.

P (Pass)

Students who are enrolled in a class for credit and they have met all requirements for the course, but who will not receive a grade for the course.

Aud (Audit)

Students who receive an audit grade are attending a class in which they will not receive credit or a letter grade. The course may have been retaken to improve skills.

INC (Incomplete)

Students who receive an incomplete have not completed enough assessments to receive a grade in the class. The course may remain as an incomplete for a limited period of time and then revert to a failing grade (F) if the work is not completed.

The letter grades, which reflect accomplishment and relative standing in the subject matter and skills being taught, are accompanied by effort and attitude marks. The criterion associated with these designations is delineated in “*Guidelines for Effort and Attitude Grades*”.

IB 1-7 Grading Scale (Grades 11-12)

The International Baccalaureate Diploma Programme (IDP), as an international curriculum, states its own grading scale which is different than the one described above. Students receive a mark from 1 to 7 in each of their six IB Diploma Programme courses.

Conversion of IB 1-7 Grading Scale

IB grade scale	Descriptor	ICSA	Percentage	GPA
7	Excellent	A+	97-100	4.00
		A	93-96	4.00
6	Very Good	A-	90-92	3.67
		B+	87-89	3.33
5	Good	B	83-86	3.00
		B-	80-82	2.67
4	Satisfactory	C+	77-79	2.33
		C	73-76	2.00
3	Mediocre	C-	70-72	1.67
		D+	67-69	1.33
2	Poor	D	63-66	1.00
		D-	60-62	0.67
1	Very Poor	F	59 and below	0

Guidelines for Effort and Attitude Grades

E: Excellent

S: Satisfactory

U: Unsatisfactory

Effort

A student demonstrates **Excellent (E)** effort by usually exhibiting most of the following:

- arriving punctually for class
- participating voluntarily and actively in class discussions
- completing nearly 100% of the assignments on time
- challenging him/herself to produce work of high quality
- actively pursuing knowledge, often beyond what is required by an assignment

A student demonstrates **Satisfactory (S)** effort by usually exhibiting most of the following:

- arriving punctually for class
- bringing necessary materials and supplies
- completing 75% or more of the assignments on time
- responding to questions in class and occasionally volunteering
- being attentive in class
- appropriately using class time provided for work or study

A student demonstrates **Unsatisfactory (U)** effort by usually exhibiting most of the following:

- habitually arriving late to class
- failing to bring necessary materials and supplies to class
- being unprepared for class
- completing less than 60% of assigned work on time
- wasting class time provided for work or study

Attitude

A student demonstrates **Excellent (E)** attitude by usually exhibiting most of the following:

- being aware of the needs of others
- encouraging others
- helping others
- demonstrating interest and enthusiasm
- contributing toward a positive class climate

A student demonstrates **Satisfactory (S)** attitude by usually exhibiting most of the following:

- being respectful of others
- not disturbing class
- cooperating with teachers and other students

A student demonstrates **Unsatisfactory (U)** attitude by usually exhibiting most of the following:

- making disrespectful remarks or body language communications to others
- indicating disinterest or lack of respect by disturbing the classroom climate
- failing to work cooperatively with teacher and peers
- failing to take responsibility for one's own behavior
- displaying consistent distracting behavior

Communication Chain

Constructive criticism of and suggestions for improvement to the school are welcome when it is motivated by a sincere desire to enhance the quality of the educational program and to equip the school to operate more effectively.

Parents wishing to express concerns regarding a classroom level issue should take the following steps:

- If you have a complaint, comment, or concern about an event, activity, grade, report regarding your child, please communicate directly with your child's homeroom or subject teacher first.
- If you find that you do not receive a satisfactory response from the teacher, you may communicate directly with the Principal.
- If you find that you do not receive a satisfactory response from the Principal, you may contact the Director.
- If, in the event that you are still displeased with how a situation has been handled by ICSA, you may appeal to the Board of Directors in a written letter to the board chair.
- Please refrain from emailing all people in the communication chain, as this may feel like intimidation, will consume several people's time when not necessary, and may lead to confusion, hurt feelings, and unnecessary meetings.

Community Relations and Special Events

The Board believes that the broader community should be well-informed about the school, its goals, and its activities. The community includes current and potential Association members, representatives of the international business and diplomatic communities in Abidjan, and the host country government.

1. ICSA's website, www.icsabidjan.org, is a constantly changing resource. On it can be found the *ICSA Today* newsletters, calendar, PTO information and more.
2. *ICSA Today* - this is the school's newsletter which comes out every second Friday. It has news from the director, the two principals, and often from the counselors, the Athletic Coordinator and teachers. The information is meant to be timely but oftentimes can simply be informative. A link is sent via email.
3. *Friday Flash* - on alternating Fridays with the *ICSA Today*, this is a simple one-page newsflash of what is coming up the following week, normally in the form of reminders. A table on the right side has a longer list of upcoming events past the following week. A link is sent via email.

4. *Special Flashes* - these communicate very important and targeted information to parents. These are sent via email and contain information about only one specific piece of information, unlike the Friday Flash which is general. An example of this might be the PTO's Quiz Night reminder.
5. SMS - ICOSA limits the use of SMS to only very important information such as school closures. We understand this is the quickest way to communicate important information so we take care in not overdoing this form in order for parents to pay close attention to when they do receive an SMS.
6. SKYWARD is our school's information system. Parents can log on to view their children's grades, homework, and so on. Parents can communicate with their children's teachers here.
7. A bulletin board with information from the ICOSA School Board and the PTO are on the wall by the school's entrance for people to read. Likewise, there is a bulletin board outside the main office with pertinent information.
8. ICOSA has Open House for parents at the beginning of each year. This is an opportunity for parents to get to know what is in store for their children that year. It is not a time to speak about their children as there are too many parents.
9. Individual Parent Meetings - parents are encouraged to meet with each of the children's teachers to get to know them better, know their expectations, and for the teacher to get to know their children from their point of view.
10. Parent-Teacher-Student Conferences - these are held twice a year (November and March/April).
11. Report Cards are sent to parents four times a year. As always, parents wishing to speak to teachers are more than welcome.
12. Various student publications are published at intervals throughout the school year.
13. The school yearbook, *Samanh*, is published at the end of the school year.

A good and sound public relation is a primary goal shared by the staff, administration, and the Board of Directors of ICOSA. Publications play a major role in accomplishing this goal.

Student names and pictures may be included in the school website and other school-related publications. Parents who do not wish their children's names and/or photos to be included must inform the Administration in writing.

Credit Recovery

In addition to meeting the academic requirements of ICOSA, students in high school must also recover all lost credits for any failed semester course required for graduation and the attainment of an accredited High School Diploma. In order to earn the required credits to recover a failed semester course, the school administration will determine if a student must:

- 1) repeat the course to earn a passing grade,
- 2) complete an approved distance learning course, or
- 3) earn credit through an independent study course approved by ICOSA.

Parents are responsible for all associated costs of external courses.

The missing credits from all failed semester courses must be recovered within one (1) semester from the end of the academic year in which the course was failed in order for a student to continue at ICSA. The last day for posting the successful recovery of missing credits will be on or before the first day of the second semester; otherwise, the student will not be allowed to continue at ICSA. Students who lack sufficient earned credits to remain on track for graduation with their current grade-level peers will not be allowed to matriculate to the next grade level and must either repeat the academic year or leave ICSA based on the determination of the school administration.

Curriculum

The language of instruction at ICSA is English. ICSA offers an American based curriculum using the American Education Reaches Out (AERO) standards that have been adapted to meet the needs of an international student population. Instruction in French as a foreign-language, the official language of the Côte d'Ivoire, is required of all students Kinder to Grade 12. ICSA is an International Baccalaureate World School, authorized to offer the Diploma Programme in grades 11 and 12.

ICSA also follows an inquiry framework developed by the Common Ground Collaborative in which units of study are developed that follow an inquiry cycle. French is taught based on the Common European Framework of Reference for Language. An English Language Learner program (ELL) may be offered to non-English speakers until they attain an academically functional level of proficiency in English.

All teachers are required to follow the curriculum that has been adopted by ICSA. This includes use of particular textbook series that are approved, as well as materials that have been selected for specific classes. The purpose is to ensure continuity and appropriate course guidelines. Teachers are encouraged to use a variety of supplemental materials. The library is also a rich source of reference materials and other supplementary information. School-wide standards and benchmarks are in place. Curriculum is reviewed on an on-going, cyclical basis and is one of the major focuses of our in-service and professional development activities.

Delivery by Drivers

Parents are discouraged from sending forgotten items to school with drivers during the school day except in emergency situations. ICSA's mission and character education program seek to develop students who are responsible learners, and this practice does not support that goal. When this happens, drivers and parents are accepting responsibility rather than the student. On the rare occasion that a driver does need to come to school, they are never to enter the classrooms. Rather, they are to drop off the item at the appropriate secretary.

Discipline Code

Students and faculty alike benefit when the rules are clear and understood. Standards of student conduct are important because they provide an orderly environment that is indispensable for the serious pursuit of academic excellence.

This section of the Student-Parent Handbook is to assist students, parents and teachers in understanding the guidelines for student behavior at ICSA. It is also recognized that an increase in age and maturity implies a greater responsibility on the part of the student for his/her personal actions. Therefore, rules and consequences may differ depending on the age of the student. The primary responsibility for student behavior rests with the individual student. Students will be held accountable for their behavior by the school faculty and staff. There is also an expectation that teachers set clear guidelines for behavior in their individual classrooms and develop procedures for dealing with infractions of the rules.

All disciplinary rules and actions at the International Community School of Abidjan are developed with the purpose of creating a positive school climate and learning environment for all students. Ours is a school in which all students can reach their maximum potential and it is our goal that students learn and practice intrinsic motivation with regard to exhibiting self-control and the resolution of interpersonal issues.

Ideally, the classroom teacher should deal with most circumstances of student behavior. However, when the teacher has exhausted all means of dealing with a specific discipline problem within the classroom, in cooperation with the student's advisor, the student should be referred to the Principal. Whenever a student shows a persistent or serious behavior problem, the parents shall be notified at once and consulted frequently, in an effort to work together with school personnel towards a resolution of the problem. Teachers have the right and obligation to physically restrain a student from doing harm to his/herself or to other students, or to school property. All incidents will be reported at once to the appropriate Principal.

The Administration reserves the right to modify or individualize any assigned discipline. The rules described are enforced while students are on campus, while students are transported in vehicles, and while students are at school-sponsored events including field trips, athletic functions (both home and away), and any other activities where students are under the jurisdiction or supervision of ICSA faculty or other school personnel.

It is our belief that each student at ICSA has the right to:

- be secure and safe in his/her person and property,
- be treated with respect, courtesy and consideration by all, and
- benefit from proper instruction and receive accurate and constructive guidance.

Disciplinary Behaviors and Consequences

Tier 1 Behaviors

These are behaviors that demonstrate a student's lack of respect for the desired school climate at ICSA. Consequences may include, formal warning, detention. Repeated offenses may progress into more serious consequences as determined by administration. Teachers are asked to provide documentation and to inform the student and his/her classroom teacher or advisor.

Examples of these behaviors may include the following:

- Tardiness
- Dress code violation
- Rude and disruptive behavior
- Hat in class
- Backpack blocking passageways
- Chewing gum
- Unsafe or reckless behavior
- Copying another student's homework
- Misuse or abuse of Library and IT resources
- Accessing restricted types of websites without permission

Tier 2 Behaviors

These behaviors indicate a significant or persistent disruption of the desired ICSA school climate. Teachers are required to document the behavior and to inform the student's advisor and parents. At the teacher's discretion, consequences may include any of the following: detention, a designation of "unsatisfactory" for the student's effort and attitude evaluation, a parent-teacher conference, or a reduction of the student's quarter grade. The principal will be notified. Consequences may include detention, suspension among other designated consequences. Examples of these behaviors include the following:

- Defiance or Failure to Comply
- Disrespectful/Abusive Language or Behavior
- Inappropriate Severe Disruption
- Excessive Displays of Affection
- Graffiti
- Selling items
- Skipping Class/Truancy
- Any persistent Tier-1 behavior that a student seems unwilling or unable to correct
- Accessing forbidden types of websites such as pornography, hate sites, etc

Tier 3 Behaviors

These are behaviors that are considered serious and reflect a student attitude that is undesirable and having a very negative influence on school climate at ICSA. Such behaviors must be documented and reported to the principal. In consultation with the reporting teacher and/or the student's advisor, the principal will develop a plan of correction. Consequences might include suspension or expulsion of the student from school. Examples of these behaviors include the following:

- Using or possession of a weapon
- Assault
- Destructive Behavior
- Alcohol/Drugs/Tobacco (buying, selling, using, etc.)
- Theft
- Plagiarism
- Forgery
- Harassment (includes social media)
- Bullying/Intimidation (includes social media)
- Contributing to the delinquency and demoralization of another student through the willful encouragement of another's involvement in any Tier 1, 2 or 3 behaviors
- Any persistent Tier 2 behavior that a student seems unwilling to correct

Other Rules Related to Student Conduct

Alcohol and Drug Use

ICSA is a drug-free campus. The use of alcohol by students and their guests is prohibited at all times. The use of drugs, with the exception of those taken under a physician's supervision for medical reasons and with the knowledge of the school nurse, is prohibited. Any illegal use of drugs or alcohol will result in an automatic one-week out-of-school suspension, pending determination of support services or school expulsion.

Bullying

Bullying occurs when a person (or a group of people) deliberately and persistently targets someone with the intention to cause harm. This definition includes verbal abuse, physical abuse, psychological abuse, cyber abuse, property theft and vandalism. ICSA believes that acts of bullying are always unjustifiable and inexcusable, and we support the right of our students to be secure, safe and confident in school. It is everyone's responsibility to report bullying, regardless of the circumstances. Bullying is considered a level three behavior.

Cell phones

Upper School students may only use cell phones outside school buildings before and after school, at break and at lunch. Lower School students are not permitted to use cell phones during the school day. LS students must keep cell phones turned off and stored inside backpacks during school hours. If a cell phone is observed or heard during a class, in the library or the computer labs, or during an assembly by a faculty or staff member, the following consequences will apply:

- On the **first** offense, students will receive a warning from the classroom teacher to refrain from cell phone usage.
- On the **second** offense, the cell phone and SIM card will be confiscated and the Principal's office (principal) will hold them for a period of up to two school days before being returned to the student.
- A **third** offense will result in a parent conference where the parents must retrieve the phone from the Administration, and the student will not be permitted to have a phone in her/his possession at school for the remainder of the school year.

If Cell phones should become lost or stolen (no matter where they were stored), ICSA will not be held liable or responsible. ICSA administration and faculty have the right to question students regarding their use of electronic devices and to confiscate items in question.

Dress Code

All ICSA students must wear the school issued uniform shirt (a polo shirt) and beige or navy blue slacks, shorts, or skorts as part of the ICSA dress code. The polo is available in different colors and students can wear the color they choose. There is an official hoodie as well for those students needing an extra layer of warmth. On PE days, LS students should dress in the PE uniform for the day whereas US students are required to come in the daily uniform and then must change in and out of their PE uniform in the change rooms. The shirts and PE uniforms can be purchased at the school. All students are required to adhere to the dress code unless instructed otherwise.

On non-uniform days, students are to dress in a reasonable and modest manner. The clothing should not be a distracting factor to the learning environment. Students are responsible for observing basic standards of cleanliness and grooming, and are expected to dress appropriately for school. The Administration will make the final decision and could require a student to change clothing or return home to change into more appropriate attire. Clothing considered inappropriate for school includes: pants or trousers with holes, shirts or blouses with bare midribs, tight clothing, clothing that is too short, tank tops or muscle shirts, halter tops, tube tops or similar styled clothing, the display of undergarments and underwear, cut-off shorts, spaghetti straps, strapless shirts, and clothing accessories with suggestive, offensive or profane slogans or advertisements including references which are sexual in nature, cigarettes, illegal narcotics, and alcoholic beverages.

Shirts must be worn at all times, even on the sports field. Shoes or sandals must be worn at all times. Flip-flops are not allowed to school as wearing these can be very dangerous, especially during the rainy season or in emergencies. While students are encouraged to wear hats at recess, they are not allowed in school buildings and classrooms.

Public Displays of Affection (PDA)

Excessive displays of affection are inappropriate at school. The administration or faculty will inform students when their PDA behavior is considered inappropriate for school.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances or requests and other inappropriate verbal, written or physical conduct of a sexual nature. It is the responsibility of the administrative staff and teaching faculty to recognize possible acts of sexual harassment and to take prompt necessary action. Any student who believes he or she has been the victim of sexual harassment by a student, faculty member, staff member of the school should report the act immediately. Any person with knowledge or belief of conduct that may constitute sexual harassment should also report the act immediately. One may report sexual harassment to the school counselors and/or principals orally or in writing. An opposite sex member of the faculty or staff shall be named as an alternate person for receiving such reports if requested by the student. If the complaint involves members of the school administration, the complaint shall be filed with the school director. All reports or complaints of sexual harassment will be investigated promptly, and immediate steps to protect the complainant or alleged victim may be taken. If the

complaint is substantiated, the director will recommend and effect disciplinary action, including but not limited to counseling, suspension, dismissal, or expulsion. The confidentiality of the complaint and the individuals involved will be respected to the greatest degree possible.

Smoking

ICSA is a smoke-free campus. The use of tobacco and tobacco products by students, staff, or parents is not permitted anywhere (indoors or outdoors) on campus. Use of tobacco and tobacco products by students is prohibited at all times, and during any school activity on or off campus. The school considers on-campus as any area within a 50-meter radius of the school walls. All staff members and parents are also to refrain from smoking on campus.

Student Interrogations and Searches

When there is evidence to support the belief that harmful, stolen, or illegal items or substances are possessed or being stored by a student while attending school or a school-related function, the Administration has the obligation to question that student and to inspect their possessions. Student cubbies and lockers are considered as school property and may be searched if the Administration deems it necessary to do so.

Suspension

When severe disciplinary action is necessary, a student may be suspended from all classes and school activities for a specified number of school days. Any suspension from school should be seen as a firm warning that a student's behavior is unacceptable in the school community. Students suspended "in-school" will be removed from the general student population for the duration of the suspension. Schoolwork will be administered to a student serving in-school suspension. If a student receives an "out-of-school" suspension, they must take any missed test or submit a long-term assignment on their first day back to school. When a student is on an out-of-school suspension, the student is not permitted to be on campus, nor allowed to participate in any co-curricular or other school-related activities. A student is considered absent when out of school due to suspension.

Prior to any suspension the Administrator will:

- Advise the student in question of the particular misconduct and the basis for the accusation.
- Provide the student the opportunity to explain his/her version of the situation.
- Immediately remove the student from the school premises without benefit of the above procedures any student whose continued presence in the school poses a danger or threat to persons or property or an on-going threat of disruption to the academic climate of the school.

In some cases students who are suspended may not be readmitted to school unless accompanied by a parent or guardian to meet with the Administration.

Expulsion

The Director will recommend expulsion to the Board, which alone has the authority to expel a student. In the case of expulsion the Board of Directors shall decide what, if any, alternative arrangements shall be made.

Emergency Situations Impacting School

Cancellation of School

Cancellation of school takes place only during extraordinary circumstances such as extreme weather, equipment failure, or public crisis. The School Board and Administrators are aware of the hardship that can be caused by an abrupt cancellation. Therefore, school will not be cancelled unless a significant safety risk has been created by unusual circumstances.

In the event of civil unrest or weather conditions that may delay students being sent home, students will remain at school under the supervision of the staff until parents, or their official representatives (i.e., Embassies/High Commissions, emergency points-of-contact) can arrange to pick up students. More detailed emergency procedures will be outlined in an Emergency Action Plan.

Fire and Emergency Drills

Students and staff periodically practice how to quickly evacuate the buildings on campus in case of an emergency. Students may also practice lockdown drills and moving to the school's safe haven area. All teachers will post a map for emergency drill descriptions and routes to assembly areas in their classrooms. Students are required to behave responsibly and to respond to teacher instructions during drills. Teachers will lead their classes to safety, take roll, remain with their students, and await further instructions. If campus must be evacuated due to an actual emergency, parents will be notified by phone and directed where to pick-up their child. More detailed emergency procedures will be outlined in the Emergency Action Plan.

International Baccalaureate Program

Founded in Geneva, Switzerland in 1968, the International Baccalaureate (IB) offers high quality programs of international education to a worldwide community of schools. The IB aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IB works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.- IB Mission Statement

ICSA offers the IB Diploma Program for juniors and seniors. The IB Diploma Program is a rigorous two-year academic program that prepares students for university and emphasizes critical thinking, internationalism, research skills, academic integrity, and community service. Throughout all of the components of the IB Diploma programme students acquire valuable skills to evaluate information and make sound decisions.

In 2016, ICSA became the first school (public or private) in Ivory Coast to offer the IB Diploma Program. Students enrolled in the IB Diploma Program have the opportunity to earn an internationally recognized IB Diploma in addition their ICSA High School diploma.

Click [here](#) for additional information on the International Baccalaureate Diploma Program at ICOSA.

English Language Learning (ELL) Program

Although ICOSA was founded by a group of parents employed by the US Embassy to provide an American-style, English Language education for their children, the students and families we serve today come from a wide variety of backgrounds and nationalities. In fact, many of the children enrolled in the school come from families where English is used as a second or third language, and in some case, where it is not spoken at all. In order to meet the needs of these students, who must rapidly learn to function in an environment where English is the primary language of communication, a program has been designed to provide extra language support. In this program, English as an Additional Language (EAL) teachers work with English Language Learners (ELL) to assist in upgrading their language proficiency to grade-level competence.

For the remainder of the school day, the students follow the same instructional program as their peers in their respective grade level classes. However, the classroom teachers are responsible for the differentiation and scaffolding that might be necessary to meet the needs of those students. With these services, the children benefit from language instruction to meet their specific needs while at the same time, they obtain maximum exposure to English in the content areas within their mainstream classrooms.

Referral Process for New Applicants

All new students whose first language is not English are required to take the WIDA test (Screening Model) to determine English proficiency levels and the type of service required. They also are assessed in their mother tongues (if possible) to get to know their proficiency levels in their own languages.

Click [HERE](#) for additional information on the ELL Program at ICOSA.

Field Trips

ICOSA encourages field trips as a means establishing a better appreciation for the local community. Field Trips also serve a resource to broaden the educational experiences offered at the school, to provide community service opportunities for our students, and to complement the curriculum. Parents will be notified in advance of all field trips and will be asked to sign a parental permission slip. Parents may be asked to help chaperone field trips. The school usually provides transportation for field trips, but from time-to-time, parents may be asked to assist with transporting students. *If your company or sponsoring organization has a policy, which does not allow your child to use the transportation provided by the school, please inform the school in writing at the beginning of the school year.*

Financial Aid

A limited amount of financial aid may be available, depending on the financial situation of the school. Applications are reviewed by the ICOSA Board Financial Aid Committee, which makes all decisions concerning financial aid. All information submitted is confidential and the decisions of the Committee are final. Financial Aid is meant to help families during a tough economical time and is not meant for long term. There is an application form that must be completed by each family requesting financial aid.

The following conditions apply:

- Students are required to maintain a “C” average. Financial aid students whose grades fall below this average will not be allowed to reapply for aid benefits in subsequent years.
- Financial aid is awarded on year-by year basis.
- Financial Aid is not granted to families in their first year at ICOSA.
- Financial Aid is granted for a maximum of three years per family.
- Financial Aid cannot exceed 50 percent of tuition.

Food and Drink

ICOSA is serviced by a canteen where students can purchase and consume food and drink before school, after school, during recess and at lunch time. Students are not permitted to take or consume food, drink, or snacks in the Library and classrooms. Classroom teachers may permit the consumption of food in their classroom from time to time. Due to the warm weather in Abidjan, students are encouraged to bring a labeled water bottle to school, which can be stored in their classroom or in their backpack. Water may be consumed in classrooms and is often distributed during assemblies.

Students will not be permitted to bring soft drinks to school. We will also not be serving soft drinks at school events. We highly recommend parents not to send fruit drinks (these have as much sugar in them as soft drinks) with their children to school.

Good Study Habits

At ICOSA, we believe that the attributes of **concentration**, **organization**, and **commitment** are necessary in order to be a successful student. Being a successful student does not just entail the completion of written assignments. It is the systematic review and study of the day's lessons and the conscientious planning and preparation for the next day's classes. It is strongly recommended that students study at a regular time each day and in an atmosphere that is conducive to concentration. We also recommend that students study in a place where school supplies and materials are readily available. Parents should keep school supplies replenished and encourage their children to practice good organizational skills and study habits.

Grade Placement

This [table](#) compares the French and British educational systems with the educational system used in the United States and at ICOSA. Student ages in classes may vary dependent on a

number of factors. Grade placement is at the discretion of the ICSA Administration; consideration is given to prior school records, placement test results (where applicable), prior school recommendation, and other.

Health Services

ICSA has a full-time school nurse on staff. In the event of illness or injury during school, the school nurse will provide appropriate assessment and care of the student, will contact parents/guardians concerning their child, and will recommend a referral to outside medical personnel when necessary.

It is the responsibility of the parents/guardians to keep the school updated on existing or emerging medical conditions, allergies, injuries and illness, and current vaccination records so that the nurse can provide appropriate care and support for your student.

Parents/guardians will be notified about health concerns face to face, via email or a phone call.

Student Dismissal & Exclusion Policy

ICSA students will be dismissed from school if exhibiting one or more of the following:

- Temperature of 37.8°C (99.9°F) or above
- Diarrhea (more than one abnormally loose stool)
- Vomiting
- Physical injury that needs further, immediate medical attention
- Persistent illness/discomfort that prevents normal participation in class activities

To be dismissed for medical reasons, a student must be assessed and given approval for dismissal through the nurse's office.

- Students **may not** simply call a driver to go home if feeling unwell.
- Drivers and caregivers cannot dismiss students for reasons of illness without medical approval from the nurse's office and parent notification.

Students **should be kept home** from school if:

- They have had a fever of 37.8°C (99.9°F) or above in the past 24hrs
- They have had diarrhea (repeated abnormally loose stools) in the past 12 hrs
- They have a highly communicable condition such as chicken pox
- They have open, uncovered sores or infected wounds that could lead to contact with fluids by other students or staff
- It has been recommended by a doctor that they be excluded from school

Students **may be excused from Physical Education** if:

- They become ill or injured during school and the nurse determines they should not participate

- They present a note from a parent/guardian or medical certification that explains clearly the reason, nature and duration of exclusion from PE.
- *While a medical note excuses a student from class they still may lose credit.

Head Lice Procedure

- Families of students found to have head lice in school will be contacted via a phone call in order to pick up their child. They'll be advised to treat the condition promptly. Until the child has been treated, he or she is to remain at home.
- All classmates of a student found with lice will be checked by the nurse.
- Likewise, head lice discovered by the family should be reported to the school nurse so that classmates can be advised to do head checks within their families.

It is only with complete community cooperation and good communication that we can quickly tackle this annoying but harmless problem.

Medication Policy

Any student who needs to take medication during school hours should do so with the oversight of the school nurse; ALL medication should be kept and administered in the nurse's office.

- This includes inhalers or other asthma medications and epinephrine auto-injector pens (Epi-pens) taken for emergency use.
- The only exception to this rule is that middle school and high school students may, with joint approval from the school nurse and their parents/guardians, carry their own inhalers or Epi-pens, however a backup inhaler or Epi-pen **MUST** also be available in the nurse's office.

Medication needs to be delivered to the nurse's office in the **original container**, and a medication release form needs to be completed and signed by the parent or guardian with the following information:

- The student's name, grade, and homeroom teacher
- The name of the medication
- The diagnosis or description of the child's condition
- The exact dose to be taken and the mode of administration
- The time and frequency the medication should be taken
- The expected duration of treatment (number of days)
- The name and contact information of prescribing physician (if applicable)

Some over the counter medications are dispensed at the discretion of the school nurse for pain, upset stomach, sore throat and eye irritation in addition to topical treatments for open wounds, bites and stings.

No oral medication will be dispensed to any pre-kindergarten or lower school student without a phone call first to the parent/guardian. Upper school students may receive medication at the

discretion of the nurse unless instructed otherwise by parents/guardians. All medication dispensed is documented.

Privacy

The nature of students' visits to the nurse's office, student medical records, including those on SKYWARD, and information on students' medications and medical conditions are held confidential. Medical information is only shared where the safety of the student is involved. An example of this would be making the physical education and classroom teachers aware of students who have conditions such as asthma or physical injury or epilepsy, to guide their assessment of participation and speed proper access to appropriate care in the case of an emergency. Otherwise sharing the details of your child's health with ICSA faculty or staff as they pertain to school participation is at the discretion of the parent or guardian.

All families are required to have current health forms and immunization records on file at the school. Newly admitted students must provide proof of a physical examination from a medical doctor along with the health and immunization forms. The physical should be less than 6 months old.

In addition, upper school students who wish to participate in the school's after school sports program must have had a recent physical examination (less than six months old) and it must be presented to the coach of the team, prior to the first practice. The school nurse will verify that the physical has taken place and clear the student to participate in the sports activity.

In the case of an emergency, and the school is unable to contact the parents, the student will be taken to the emergency room at the Polyclinique Internationale Sainte Anne-Marie (PISAM) for treatment.

High School Graduation Requirements Credits and Grade Designation

High School Program (Grades 9-12): There are three streams towards graduating from ICSA. In all three streams, students must meet obtains a minimum of twenty-four (24) credits. These credits should consist of:

ICSA Graduation Requirements

Number of credits	Subject Area
4	English
4	Social Studies/ History
4	Science
4	Mathematics
4	Foreign Language
2	Physical Education/Health
2	Technology, Music, Art

1. The standard **ICSA High School Diploma** (equivalent to an American High School Diploma) is awarded to those students who complete the credits in the table above.
2. The **International Baccalaureate (IB) Diploma** is awarded by the International Baccalaureate Organization to those students completing all its requirements. For more information, please see our [website](#).
3. Students may also earn a standard American High School Diploma along with one or more IB courses.

High School Credit Information

Credit is only awarded when a student receives a passing grade (60% a D- or higher) in Grades 9-10 and an IB grade of 3 or above in Grades 11-12. Students who audit a course will not receive credit for the class. However, students may take courses for pass/fail credit with permission from the Administration. Credit can be withheld on the basis of poor class or school attendance. When this is likely, both the student and the parent will be notified in writing as early as possible.

The Administration is granted the right and the responsibility to interpret, to adjust, or to waive certain graduation requirements in regard to the individual educational needs of a student or if the school is unable to offer a course deemed needed for graduation.

High School Grade Designation

In order to qualify for the ICSA High School Diploma, students are expected to obtain a minimum of twenty-four (24) units of credit. The following minimum credits must be obtained for grade designation. In order to have:

- **Sophomore standing** (grade 10) a student should have accumulated 6 credits.
- **Junior standing** (grade 11) a student should have accumulated 12 credits.
- **Senior standing** (grade 12) a student should have accumulated 18 credits.

A student must be enrolled on a full-time basis to attend ICSA. In the rare instance where a student cannot engage in full-time study, special arrangements must be agreed upon between the student, parents and the ICSA Administration. The special agreement must be made in writing. A student must attend ICSA for the entire senior year (grade 12) in order to be eligible for an ICSA Diploma. It is rare that a transfer student can enter ICSA during the senior year (grade 12).

Homework

Absence is no excuse for failure to complete and submit homework assignments. It is the student's responsibility to obtain assignments from his/her teacher and to make up all work in a timely fashion. Absence due to family travel is not an excuse for not making up assigned work. Homework assignments for periods of absence due to family travel may be provided by the teacher before the departure. Teachers cannot be held responsible for work missed by students. No school textbooks should be taken on trips outside of Cote d'Ivoire. Parents are requested to plan vacations around holidays in order to minimize the time missed from class.

Lower School

In the Lower School, the main benefits of homework are for students to practice reading and reinforce skills taught in school. Students should be familiar with the work they are given for homework, and be able to work on assignments with minimal parental assistance. Homework should not be a frustrating experience for students or for their parents. Guidelines for amount of homework (*includes Core Subjects, French, Specials*):

- GRADES 1, 2: 20 minutes per day maximum
- GRADES 3, 4: 30 minutes per day maximum
- GRADE 5: 45 minutes per day maximum

Grade-level teams create and follow the same homework system. Parents will receive specific information about homework at their fall Open House.

Upper School

Homework serves a variety of purposes:

- Review and revision
- Consolidation of skills
- Preliminary exploration of new ideas
- Completion of class work
- Progress on extended investigations
- Collection of data/materials for class investigations

Guidelines for the Amount of Homework:

- GRADE 6: 1 hour
- GRADES 7-8: 1.5 – 2 hours
- GRADE 9: 2 hours
- GRADES 10-12 2 – 3 hours

Leaving Campus During the School Day

Once a student arrives on campus to attend school for the day, they are allowed to leave campus only under pre-arranged circumstances with written, phone or email parental permission. Parents of students in the Lower School should present their note or send an email to the classroom teacher or principal. Parents of Upper School students should present their note or email to the building secretary or Principal. All students must obtain a pass from their

building level secretary in order to be allowed to leave campus, even if in the company of their parents or guardian.

Library

The Library is a place where students may study, research, and read. The purpose of the library is to help students develop academically, as well as to explore their own interests and aspirations. In keeping with these goals, students are reminded to be considerate of others when using the library or computer lab.

Students who are disrespectful of others, who do not follow the rules, or who are noisy or disruptive, will be asked to leave. If the inappropriate behavior continues, the student will lose the privilege to use the library.

Lost and Found

A collection of lost and found articles is located in the glass-enclosed cupboard in the hallway just after the main office. Students and parents are urged to look through this collection of lost and found items whenever personal or school property is missing. Report any lost or found items immediately to the classroom teacher or the Administration. In order to facilitate the return of lost items, it is advised that students place their names in all textbooks, notebooks, book bags, clothing items, and any other personal item they bring to school. Lost jewelry, money, and glasses will be left with building level secretaries. Unclaimed items in the lost and found will be donated to a local orphanage at the end of each semester.

Open House (Back to School Night)

Open House (or Back-to-School Night) is held in the beginning of each school year. Open House provides an opportunity for parents to be informed about the curriculum, teaching procedures, grading practices, textbooks and materials, and general class management activities of the school and its individual classes. Parents may also want to request general information on what they can do to assist their child(ren) at school. Open House is not meant to be a parent conference. Parents who wish to discuss specific issues or student concerns are asked to schedule a separate conference time mutually convenient to parent and teacher. This is a parent and teacher event, parents are discouraged from bringing their children along.

Parent Expectations

The International Community School of Abidjan (ICSA) believes that the success of our students can only take place when there is a positive partnership between parents/guardians and the school. The parent/guardian understands their responsibility to contribute to a positive school environment and that a constructive working relationship between the School and a student's parents/guardians is essential to the fulfillment of ICSA's mission.

To ensure parents/guardians fully understand what is expected of them, they are asked to affirm their willingness to be part of this partnership by adhering to the points listed below.

As a member of the ICSA community, parents/guardians agree to:

- be an advocate for ICSA in the larger community;
- read and promote the ICSA Mission;
- model the Mission of ICSA for their children in their day-to-day behaviors;
- model respect to all ICSA staff and ICSA larger Community (parents and students) in their communication with them;
- read all school communication in order to keep abreast of events, important dates, etc.
- seek to resolve issues/concerns in a positive way and following the appropriate lines of communication;
- respect the security directives, school guards and staff and adhere to our driving/parking rules;
- supervise your children carefully if you are with them on campus, after school or at a school activity during non-school hours;
- find ways to volunteer time at ICSA when possible and contribute actively to the positive atmosphere of the school, within and outside school premises;
- support the homestay policies of WAISAL for tournaments and events hosted at ICSA;
- be an active partner in their children's education by attending when possible school events, parent conferences, and any other school activity(ies);
- understand that ICSA is an **apolitical, non-religious, inclusive learning institution**, that presents a range of political, economic, religious and social ideas without promoting any particular one
- adhere to the policies and guidelines outlined in the ICSA Student/Parent Handbook, and respect the rules and laws of the host country.

The parent/guardian understands their responsibility to avoid conduct that creates or promotes intolerance or disharmony between and/or among the members of our school Community. The parent/guardian will, as well, avoid making unfounded comments that may damage the image of the School or the staff. The parent/guardian also understands that the School reserves the right not to continue enrollment or not to re-enroll a student if the School reasonably concludes that the actions of a parent/guardian are inconsistent with such a positive and constructive relationship or seriously interferes with the School's accomplishment of its educational purposes. Further measures involving parent/guardian access to campus might as well be brought for consideration.

Parents on Campus

For safety reasons and to protect instructional time, if parents need or wish to meet with a teacher during the day, please let the teacher know ahead of time so that they can coordinate

your arrival with the secretary and the guards. Should you not do so, the guards will not let the parent through.

Parent & Teacher Organization (PTO)

The PTO is a support organization for ICSA. Parents are welcome to attend all meetings. The PTO sponsors family, educational, cultural, and fundraising events. Meetings are generally held once a month. Check the school calendar for meeting dates and special events. We encourage all parents to become involved. The PTO has a bulletin board where they post notices in the Preau.

Posting Commercial and Personal Announcements

Anyone wishing to post announcements within the school campus must get permission from the Administration. This includes posters produced by any student or staff group, as well as parents or any member of the wider community. **The announcements will be stamped and dated, posted and removed after two weeks.** The school takes no responsibility for community announcements when posted at the school.

Recess

Recess is a break from the structured classroom routine and is a standard feature of the school day. Students are free to socialize, have a snack or a drink, and otherwise relax. During recess, students must remain within the confines of the areas designated by the principal. These areas may change dependent on the instructions of the principal. During recess time, supervision is provided by teacher assistants, teachers and administrators who have been assigned to keep order and to oversee the safety of the students.

Release of Records and Transcripts

Official transcripts and records of ICSA students are kept on file at the school. The school ensures that the privacy of students, parents, and alumni is not violated.

Upon the written request or official notification from a parent or a former student, the Administrative Assistant will send a copy of an official transcript. All requests for transcripts (including personal copies) must be in writing. An allowance of at least one week must be made for preparation and handling of the paperwork.

Students withdrawing from ICSA before the end of a quarter/trimester will be provided with a report, if they have attended class for more than half of the number of days in the quarter/trimester.

Students withdrawing from ICSA or leaving early on holiday during the last quarter/trimester of the school year will not receive a final report until after the end of the term, provided all financial obligations have been met by the family. The Administration will inform all students and parents of the date of distribution of reports. Students leaving Abidjan prior to the end of the school year may designate a person to pick up the reports on their behalf, or they can leave a stamped, self-addressed envelope in the school office so that the school can mail the report to them.

Re-Registration and Re-Enrollment

Re-enrolling students will have priority in admissions until mid-May, after which time admissions decisions will be made on a first-come, first-served basis. It is important to note that unless the registration fee is paid in advance, enrollment at the school cannot be guaranteed. It is also important to note that this fee is non-refundable.

Responsibility for Personal Property

Students are responsible for items they bring to school. Book bags, water bottles, lunch boxes and sports bags should be kept out of the walkways, and hallways, and should not be left unattended anywhere on campus. Parents and students should label all items to help to insure their identification. Parents can assist the school by instructing their children to take responsibility for their personal items, as this is an important life skill. All students in US are assigned a locker and lock. Valuables can be safely kept in their lockers. This includes wallets, phones, headphones, Chromebooks, etc during PE or after school activities.

School Counselor

There are three school counselors on staff who assist the ICSA community by working with students on issues affecting social and emotional well-being. In addition, the Counselors collaborate with students, teachers and parents to ensure school success for all students and implements career awareness programs and aid upper school students in the college search and application process. The counselors are available before school, during recess, after school and by appointment. Confidentiality is maintained in all student-counselor meetings except for issues relating to personal safety.

School Day

The school day is from 8:00am to 3:00 pm , except on early dismissal days, when school dismisses at 12 noon. Teachers in the lower school will send home a detailed schedule to parents. Upper school students will be issued a class schedule. If parents want to know specific times for classes and breaks, they should review their child's schedule or consult the schedules posted outside the main office by the Administrative Assistant. The school publishes an annual school calendar. Any changes to the published school calendar will be announced in advance in the *ICSA TODAY* (the school newsletter), via email and/or through a special written community notice.

In terms of dismissal, once an upper school student leaves the campus at the end of the day, they will not be allowed to return back onto campus.

School Supplies

All students are expected to come to school with the materials they need to do their work. The school provides a school supply list at the end of the school year and this list can also be found on the school website. Parents should ensure that their children come prepared to school with the proper supplies each day and provide supplies at home for assignments. Upper school students will be expected to electronically generate many of their assignments and bring them to school. It is recommended that students have access to a computer at home along with a printer and an internet connection.

Security

The ICSA campus is surrounded by a high perimeter wall and strong gates. In addition, the school employs a security service to provide guards who help to assure the safety of the school community and the facilities.

Parents or students who witness an unsafe act or condition should immediately report the circumstances to any staff member. The Administration will respond to the report and/or try to correct the problem as soon as possible. Do not hesitate if you feel something should be reported; err on the side of being cautious. Remain vigilant at all times.

Access to the school

The basic purpose of a more effective security and control system at ICSA is to:

- Provide a safe environment for our students, staff and parents.
- Protect students, staff members and parents from harm or injury.
- Protect school property from damage, misuse or theft.

Therefore, the security system we have in place focuses on a method to control entry onto school property and to control the use of school property.

Identification Badges

It is our expectation to issue identification badges to faculty, staff, parents and upper school students who enter the ICSA grounds, as early in the school year as is feasible. The badge should be shown to the security guards when asked to do so. This security measure helps the security staff easily identify people who have a right to be inside the campus. All badges are the property of the school.

Service Learning

Service learning helps us attain goals established in our mission: *Leading and Learning in a Collaborative Culture*. At ICSA, service learning will be incorporated into the curriculum and after school activities. Service learning creates opportunities for students to connect positive and

meaningful action in the community with academic learning, personal growth and social responsibility. Service Learning empowers students to develop new skills and knowledge through integrated connections to the curriculum.

All upper school students grades 6-10 must choose to belong to an after-school service learning project for at least one of the three trimesters. IB students will design and implement their personal Creativity, Action, Service (CAS) project. ICSA is building new partnerships in the community and strengthening existing ones in order to provide venues for our service learning.

Parents and community members are encouraged to participate in service learning too. Please share potential service learning partners with us or become involved in a project. For more information, please contact the Service Learning Coordinator, Maipelo N'Guessan.

Student Activities and Organizations

ICSA sponsors a variety of activities, organizations and clubs. These activities may change from year to year based upon the availability of instructors, advisors, and coaches, and student interest. Students may initiate an activity provided they find a faculty sponsor or get approval from the Administration. All students are invited and encouraged to participate, as their involvement will enhance their overall school experience.

Student Checkout and Final Clearance

All students must complete a year-end checkout form before receiving their final report card and before being cleared for receiving transcripts or a leaving certificate. Students must also complete their responsibilities to all of their teachers, the library, the Administration, Tech Team and the business office before leaving for the school year. The checkout form verifies that this process has been completed.

Student Insurance

The school provides accident insurance for all students. Students are insured for any accident that occurs on the school grounds during the school day, during school activities, and on school-sponsored field trips.

Student Rights and Responsibilities

One of the basic purposes of education is to prepare students for responsible self-expression. Schools provide structured opportunities for students to question and to exchange ideas. Students have the right, based on their level of maturity and the scope of their course work, to study a variety of issues and to have access to varied material. They should be encouraged to participate in discussions in which many points of view are freely expressed.

Students also have the responsibility to respect the rights of others who have differing viewpoints and for expressing themselves in a manner which does not infringe upon the rights of others nor interferes with the orderly educational process of the classroom or school. Students have the right to study issues free from bias and prejudice.

Students on Campus after School

All students who are not enrolled in a supervised afternoon activity are expected to return home after classes end. Students in the Lower School may remain on campus under the following conditions:

- When participating in a school sponsored activity.
- When accompanied by a parent or responsible adult and when in their company and under their supervision.
- When waiting for a ride/transportation home, the student must remain in the preau area near the Early Childhood Center or in the main office area with the LS adult supervisor. After 3:15, students are to move to the play area behind the Early Childhood Center.
- When working with a teacher, or completing school work in the library or computer lab.
- When students have received the Principal's permission.

Lower school students must be picked up no later than 3:15 pm, unless they are involved in an organized or supervised activity.

Students in the Upper School (Grades 6-12) may remain on campus after school under the following conditions:

- When participating in a school sponsored activity.
- When working with a teacher or on a group project.
- When waiting for a ride/transportation home (the student must remain near the lunch area or in the Library).
- When completing school work in the library or computer lab.
- When students have received the Principal's permission.

Upper School students not involved in an organized or supervised school activity must leave the campus by 3:30 pm .

Students may remain after school as long as they adhere to the school's rules and regulations. Remaining after school is a privilege and this privilege can be revoked at any time. All students must be off campus by 4:45 as there is no supervision (nurse or teacher) after this time.

Technology, Textbooks and Other School Property

All students in G 6-12 are issued a Chromebook by the school. The Chromebook will be the same used the previous year for returning students. Parents must sign a parent-school agreement and are responsible to supervise the use of the Chromebook at home. More on our one-on-one Chromebook policy and the parent-school agreement can be seen [here](#).

Textbooks and other teaching materials are assigned/loaned to students for their use at the beginning of the school year. At the end of the school year, or upon student departure, all Chromebooks, textbooks and other materials borrowed by the student must be returned to the school.

The school places the responsibility of the proper use and care of Chromebooks, textbooks on the parents of those students to whom they are assigned. Students who damage or lose Chromebooks, books or material that are the property of ICSA, will be billed the cost of the replacement. Students should make sure that their names are written in their textbooks for identification purposes. Students should take care of textbooks and consider covering them for protection. Students, who damage a textbook to the point where it is necessary to have the book rebound, will be charged the cost of the rebinding or the cost of replacement, if rebinding is not practical. Departing students will receive school records only once all obligations have been met and cleared by the teachers, the Teach Team, the Librarian and the Business Office Manager.

Traveling Parents

It is important for the school to have current contact information about the adults at home who are responsible for students. When parents plan to travel away from Abidjan, they are required to call, email or write the school to provide information regarding the students' temporary guardian. Such information is very critical in emergency situations.

Visitors to School

Students may be permitted to invite a visitor to school by following these procedures:

- The student must have his/her parents request the visit through the Administration and the student and his/her family must take responsibility for the visitor.
- The student must give the school at least two days advance notice.
- The visitor can come to campus for lunch only with approval.
- The visitor must agree to abide by all school rules or the visit may be terminated.
- Visitors cannot accompany students on field trips, special activities or programs.

Withdrawing from School

Parents are advised to keep original copies of all school documents to facilitate transfer to other institutions. ICSA understands that it serves a mobile population, and will do its best to serve the needs of transferring families. ICSA also recognizes that each day of the school year is a valuable component in a student's educational career. Therefore, additional time is required to summarize the student's progress if all the days of attendance are to be evaluated.

Parents are requested to inform the school in writing at least two weeks in advance for early withdrawal from school. Students must complete and a withdrawal form and all the formalities

associated with departure, in order to receive a leaving certificate and official school documents. Records will be held until this process is completed.

-- Please Print, fill-in and sign the next Page --

**International Community School of Abidjan
Student/Parent Handbook**

A Home-School Partnership

It is our firm belief that students at the International Community School of Abidjan (ICSA) will be best served when the school can work together in partnership with parents. We encourage and strongly believe in the effectiveness of a home-school partnership. This partnership begins by both parents and students reading this handbook, understanding all of the contents and agreeing to abide by the policies, rules and guidelines contained in the handbook. Parents and students must show that commitment by signing the acknowledgement and agreement section at the bottom of the page.

Other ways that parents may assist us and their child work towards success are listed below:

- Ensure that your child arrives at school on time each day.
- Send your child to school dressed appropriately.
- Ensure that your child gets plenty of rest each night.
- Provide school supplies and re-supply them as needed.
- Guide your child with nightly homework. Do not do it for them. Give them a chance to try the homework and then assist if needed.
- Provide a quiet place and set a time each night for your child to do their homework.
- Ensure your child is picked up promptly after school or at the conclusion of after school activities each day.
- Have reference books, reading books, internet, and a dictionary available in your home.
- If you have concerns about your child, first consult with the teacher,
- Read and understand the ICSA Student-Parent Handbook, especially sections on attendance, dress code, academic honesty, appropriate use of computers/internet, and the discipline code.

Acknowledgement and Agreement

We have read the ICSA Student-Parent Handbook. We agree to work together with ICSA to achieve the greatest possible level of success. We have read this handbook thoroughly and understand the information within the document, including policies, rules and guidelines. Our signatures below indicate that we agree to abide by the policies, rules and guidelines contained within the handbook.

Parent Printed Name

Student Printed Name

Parent Signature/Date

Student Signature/Date