



STUDENT-PARENT
HANDBOOK
2022-2023

*International Community School
of Abidjan*

Dear ICSA Students and Parents,

Welcome to the 2022-23 school year! As a school, ICSA is constantly developing and growing. In August 2022, we turn 50 years old. 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. The students 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. We have teaching staff who have been in education for over 30 years and others who are in their second year of full-time teaching; we know that their collaboration will help create a great learning environment.

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 that achieves its mission. 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 do not hesitate to 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

MISSION, VISION, AND DEIJ STATEMENTS

ICSA MISSION STATEMENT

Learning and Leading in a Collaborative Culture

ICSA VISION STATEMENT

***We Learn**, so we develop confident, inquiring learners, experts in working with important concepts and critical competencies and equipped with a personal moral compass.*

***We Lead**, so we teach our students to lead and manage their own learning, and we build the leadership capacity of our learning stakeholders and of our school.*

***We Collaborate**, so we share information, co-create innovative ideas, and build relationships by reaching across traditional boundaries to involve people in all parts of our school community.*

***We Share a Culture** within which we are appreciative of the benefits we enjoy, openly welcoming a range of perspectives, embracing our differences, and building a community that is diverse in essence, united in direction.*

Adopted by the International Community School of Abidjan, Board of Directors, September 5, 2016.

ICSA DEIJ STATEMENT

The International Community School of Abidjan (ICSA) strives to be an environment where diversity is celebrated and all members of our community are included. We believe that this commitment to diversity, equity, inclusion, and social justice is vital to the realization and cultivation of character and intellect in our students and faculty.

Through active learning, we seek to explore and understand race, ethnicity, gender, sexual orientation, political and social values, culture, religion, and physical ability. We challenge ourselves to uncover our biases so that we can meet all members of the community with compassion. We are a school that teaches our students to value the differences of individuals and recognize strength in our community through our diversity.

Through our policies, programs, and practices, we are committed to actively promote a culture of respect, social awareness, and moral responsibility. We believe that a diverse community is essential for an excellent education. This commitment to Diversity, Equity, Inclusion, and Justice is imperative for ICSA to fulfill its mission.

INTRODUCTION TO ICOSA

A. School Address and Contact Information

Official U.S. Mail: DOS/Management Officer (ICSA) 2010 Abidjan Place Washington, DC 20521- 2010	International and Côte d'Ivoire Mail: O6 BP 544 Abidjan 06 Côte d'Ivoire, West Africa
Address: Off Boulevard Arsène Usher Assouan Road, Riviera III, Abidjan, Côte d'Ivoire 06 BP 544 – ABIDJAN 06	Telecommunications: Tel: (225) 0222471152 Fax: (225) 0222471996 info@icsabidjan.org

B. School Year

The official school year calendar is approved by the School Board and includes up to 190 teacher duty days and 180 days of instruction. The Director shall designate those days which are professional staff working days. All professional personnel are required to be present for their assigned duties on these days except as excused under policies governing absences. The school year begins in August and ends in mid-June. The academic year is divided into two semesters.

[2022-23 ICOSA Calendar](#)

C. School Hours

- Classes run Monday to Friday from 8:00 am to 3:00 pm for all grade levels.
- Staff is required, by contract, to arrive at school by 7:30 am. Provided there are no further duties, staff may leave for the day at 3:30 pm.
- Staff meetings take place on Tuesdays from 3:15 to 4:15 pm.
- After-School Activities and Service Learning take place from 3:15 to 4:15 pm, following quarterly cycles during the academic year.

D. Facilities

The school is located on our purpose-built facilities.

[ICOSA virtual tour](#)

E. Class Size

ICOSA 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. ICOSA's current cap is 24 students per class - there will be some classes above this. In ECC the current cap is 18 students per class.

ICSA HISTORY, GOVERNANCE, AND PERSONNEL

History

The International Community School of Abidjan was founded with 12 students in 1972 by a group of Americans associated with the U.S. Embassy in Côte d'Ivoire. In 1989, the school moved to a 5.25-hectare site in Riviera III with 16 buildings, two libraries, and two computer facilities. In 2002, due to rising civil conflict, the school downsized from 450+ students to fewer than 100 students. In 2005, in order to address rising operating costs, ICSA relocated to a temporary residential location in Riviera III near the village of M'Pouto. Between 2007 and 2010, fostered by stable political conditions, the school steadily increased its enrollment. However, in November 2010, as a result of post-election violence, enrollment once again declined to less than 30 students by the end of that school year. After a year of uncertainty, the 2011-2012 academic year saw a marked increase in enrollment as a result of a stable political environment and a tremendous redevelopment effort in Cote d'Ivoire. In recent years, the enrollment has increased, and the 2022-2023 academic year is predicted to begin with 520 students.

Governance

ICSA is an independent, coeducational day school offering an international-style educational program from pre-kindergarten through twelfth grade. Sponsored by the U.S. Embassy in Côte d'Ivoire, ICSA is operated by the International Community School of Abidjan Association; membership in the Association is automatically conferred on the parents and guardians of children enrolled in the school. Special membership is conferred on members of the Faculty and Administration. The Association holds two meetings each school year.

A Board of Directors is responsible for the overall governance of the school. The U.S. Ambassador to Cote d'Ivoire appoints two members to the Board of Directors. The other seven members are elected by the Association. The Board of Directors sets policies for the operation of the school, and the Board hires the Director. The Director is responsible for the day-to-day management of the school.

2022-23 BOARD OF TRUSTEES

 Andrew GREENLAW	 Jean-François LE BIHAN	 Naomi Wanjiru Njeri MONOBOLOU	 Christopher NOHR	2022 / 2023
 Carina SUGDEN	 Jennifer You THEEUWES	 Clyde VACHER	 Bart WILLEMS	

Professional Affiliations

ICSA is accredited by the Middle States Association (MSA) from the USA. It is also recognized and supported by the U.S. Department of State through its Office of Overseas Schools. The school is a member of: the Association of International Schools in Africa (AISA), the Council of International Schools (CIS), the College Board, the Common Ground Collaborative (CGC), and the Association of the Advancement of International Education (AAIE). Since March 2016, ICSA has been authorized by the International Baccalaureate Organization (IBO) to offer the IB Diploma Programme in grades 11 and 12. Finally, ICSA is a member of the West African International Schools Activities League (WAISAL).

Personnel

1. Administration		
Seamus HENNESSY Director	Dr. Heather NARO LS Principal	Andrew PONTIUS US Principal
Binta TRAORE Head of Operations	Anne-Marie AMANY HR Director	Guy KOOU General Services Officer
Fiemah N'DRY Admissions Coordinator	Helena DOGORE Communications Coordinator	
2. Administrative Office Staff		
Prisca KOUADIO LS Admin Assistant	Patricia AMOUZOU Executive Assistant	Chito UDOH Nurse
Jessica CLARK US Admin Assistant	Christiane KOUAME Receptionist	
	Laurette KRE Main Office Secretary	
3. Business Office Staff		
Henri SOUKOU Business Office Manager	Armande KACOU Business Office Assistant	Esther MIKALU Bookkeeper
	Joseph KONAN Asset/Archives Keeper	
Alberto OQUELI Director of Technology	Arsene AKPA Technician	Frejus KOUA Technician

Faculty and Teacher Profile

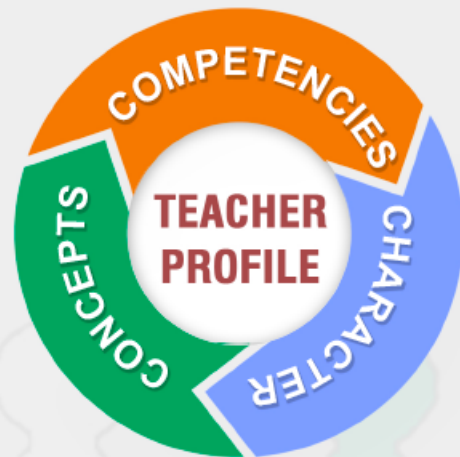
The International Community School of Abidjan employs approximately 63 full-time and part-time faculty members as well as 20 learning assistants. Full-time teachers are certified and have come to ICSA with a broad variety of professional experiences. More than half of the teachers possess master's degrees or other advanced diplomas in education or specific subject areas. Mirroring the international atmosphere of the school, the teachers represent many different nations. While the largest percentage of the faculty is American, ICSA teachers also hail from Canada, France, England, Côte d'Ivoire, and a number of other countries.

Teacher Profile

COMPETENCIES

An ICSA teacher is able to...

CONTINUE LEARNING
LEAD
COLLABORATE |
COMMUNICATE
USE TECHNOLOGY
TAKE INITIATIVE
DOCUMENT LEARNING
THINK CREATIVELY



CONCEPTS

An ICSA teacher understands...

LEARNING THEORIES
CURRICULUM
PEDAGOGY
ASSESSMENT
INQUIRY
STUDENT AGENCY
PERSONALISATION
SERVICE LEARNING

CHARACTER

An ICSA teacher is...

PASSIONATE
RESILIENT
COMPASSIONATE
ADVENTUROUS
CULTURALLY AWARE
HUMOROUS
PRINCIPLED
REFLECTIVE

ASSESSMENT

ICSA Assessment Philosophy

We learn, we lead, we collaborate, and we share a culture when:

- *assessment is a reflection of meaningful learning.*
- *assessment is a process of collaboration.*
- *assessment enhances both the quality of student learning and the products of learning.*
- *assessment encourages students to understand their own learning.*
- *assessment makes accommodations for diverse learning styles.*
- *assessment provides multiple opportunities for continuous self-reflection and reassessment.*

Essential Agreements

1. Rubrics are a collaborative effort between students and teachers, transparent to all stakeholders, and vertically aligned in subject areas.
2. Feedback is timely and individualized and offers concrete steps students can take in their growth toward meeting the standards.
3. Assessment includes opportunities for self-evaluation and personal reflection to guide students' understanding of their own learning.
4. Assessments are differentiated to accommodate various learning styles and needs.
5. Transparency is achieved through frequent communication so that there is a clear understanding for all stakeholders (students, parents, and teachers).
6. There are multiple opportunities for assessments given to document the growth progress. These opportunities are clearly and timely communicated and reflect the meaningful learning taking place.
7. There is an emphasis on the growth and development of students rather than on academic products.
8. Teachers use a variety of assessments (pre-assessment, formative assessment, summative assessment) to inform instruction, check for understanding, and provide feedback while embracing the multiple intelligences.
9. Moderation is used to ensure curricular alignment and consistency in assessment.
10. Teachers are trained regularly to understand assessment criteria, both horizontally and vertically.

External Assessment

1. **MAP Testing:** The Measures of Academic Progress (MAP) tests are administered to grades 2 through 10 twice a year. MAP test results are discussed with parents after the first and second administration, and results are sent home. MAP test results should *inform instruction*. All relate
2. **EYE:** ECC children are assessed twice a year using EYE
3. **IB Diploma:** IB exams are administered May of every school year.
4. **PSATs:** The PSAT is administered to G10 and 11 in October of each year.
5. **SATs:** The SATs may be taken by G11 and 12 a number of times.

Assessment of Student Progress

Research into assessment suggests that learners learn best and attainment improves when learners:

- understand clearly what they are trying to learn, and what is expected of them.
- are given feedback about the quality of their work and what they can do to make it better.
- are given advice about how to go about making improvements.
- are fully involved in deciding what needs to be done next and who can give them help if they need it.

Report Cards

Lower School sends report cards twice a year whereas Upper School sends report cards home at the end of each quarter.

Portfolios

Lower School students will maintain a digital portfolio using Bulb. The purpose of the portfolio is to share their work and reflect on their learning.

Student-Led Conferences

Student-led conferences are held in LS and US in October and April of each academic year.

Parents are always welcome at ICSA. If parents have any questions, they are encouraged to contact the school for information. If a parent wishes to arrange a conference with teachers, counselors or the administration, they are requested to call in advance so a mutually convenient time can be arranged. Generally, these conferences will be scheduled after school

STANDARDS-BASED GRADING AND REPORTING

School Scales and Criteria

ACADEMIC DESCRIPTORS

Exemplary The student exemplifies grade level expectations for conceptual understanding, knowledge and/or skills. The student demonstrates a high level of mastery, exceeding expectations in relation to the standards.
Meeting The student meets grade level expectations for conceptual understanding, knowledge and/or skills. The student demonstrates grade level understanding, knowledge and skills independently.
Approaching The student sometimes meets grade level expectations for conceptual understanding, knowledge and/or skills, but the student requires adult support.
Beginning The student is beginning to meet grade level expectations for conceptual understanding, knowledge and/or skills. The student needs full adult support or other interventions.
Insufficient Evidence There is insufficient evidence to determine understanding or skills.
Modified Program The student is on a modified program to support his/her needs.
Not Applicable The student had not joined the school when this was taught

LIFE SKILLS

Engaged Thinker	<ul style="list-style-type: none"> ● reflects on learning and takes action to improve ● demonstrates openness ● thinks creatively and critically
Responsible Citizen	<ul style="list-style-type: none"> ● thinks before acting ● works collaboratively (shows compassion and demonstrates fairness) ● resolves conflicts ● shows respect to all other people, self, resources and the environment
Active Learner	<ul style="list-style-type: none"> ● participates to learn and grow ● responds to feedback ● applies knowledge and skills ● demonstrates initiative and resilience
Self-manager	<ul style="list-style-type: none"> ● organizes space and materials ● manages time effectively ● utilizes tools and techniques towards independence ● shows integrity

LIFE SKILLS DESCRIPTORS

The student **consistently** demonstrates the skills within the domain, acting independently.

The student **usually** demonstrates the skills within the domain, with few reminders.

The student **sometimes** demonstrates the skills within the domain, but requires reminders

The student **rarely** demonstrates the skills within the domain, and requires regular reminders

CURRICULUM

The language of instruction at ICSA is English. ICSA offers an international curriculum based on the American Education Reaches Out (AERO) standards in most subjects. The curriculum is built around the framework of the Common Ground Collaborative. Instruction in French, the official language of the Côte d'Ivoire, is required of all students from Kindergarten to Grade 12. 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. ICSA is an International Baccalaureate World School, authorized to offer the Diploma Programme in grades 11 and 12. School-wide standards and benchmarks are in place.

ICSA follows an inquiry framework, designed in collaboration with the Common Ground Collaborative, in most subjects. Students learn how to learn, as much as they learn content. Units of study develop conceptual understanding, subject-specific and 21st Century competencies and character values and dispositions. Our learners are taught and assessed, as far as possible, through real-world contexts. The aim is for our students to gain understanding, skills and dispositions which they can transfer to new, real-life situations, now and in the future.

All teachers are required to follow the curriculum that has been adopted by ICSA in order to ensure continuity and progression. Teachers are encouraged to use a variety of supplementary resources, including experiences such as field trips, expert speakers, service learning and collaborations within the community. The library is also a rich source of reference materials and other supplementary information. Curriculum is reviewed on an on-going basis and is one of the major focuses of our in-service and professional development activities, along with pedagogy.

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 Côte d'Ivoire 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 to their ICSA High School diploma.

Service Learning

Service learning helps us attain goals established in our mission: *Leading and Learning in a Collaborative Culture*. Service learning is a teaching and learning strategy that allows students to connect positive and meaningful action in the community with academic learning, personal growth and social responsibility. Through service learning students, as global citizens, take an active role in dealing with global issues in communities around them as they apply their academic learning in these contexts. At ICSA, service learning is incorporated into the curriculum and after school activities.

All upper school students must choose to belong to an after-school service learning project for at least one of the ASA cycles. IB students may engage in additional service experiences through their personal Creativity, Action, Service (CAS) journey.

Parents and community members are encouraged to participate in service learning too. This can be through connecting us with potential service learning partners or being involved in a service project.

HIGH SCHOOL GRADUATION REQUIREMENTS

High School Program (Grades 9-12): There are three streams towards graduating from ICSA. In all three streams, students must obtain 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/ Humanities
4*	Science
4*	Mathematics
4*	Foreign Language
2	Physical Education/Health
2	Technology, Music, Art, or third language

* in some cases students obtain 24 credits, but only 3 credits in one of these subjects

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.
3. Students may also earn a standard American High School Diploma along with one or more IB courses.

CREDIT RECOVERY

In addition to meeting the academic requirements of ICSA, 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 ICSA.

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.

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.

HOMEWORK

1. Homework Guidelines

- a) **Lower School:** All students are expected to read or be read to (in any language) for a minimum of 10-20 minutes a night. Building reading stamina (the ability to read for longer periods of time) positively impacts student learning. Parents are also strongly encouraged to read aloud to their children. This provides a model of good reading at home, promotes interest in reading, and helps to foster a love of reading. No other homework is required for LS learners.
- b) **Upper School:** Homework serves a variety of purposes for US students: review and revision, consolidation of skills, preliminary exploration of new ideas, completion of class work, progress on extended investigations, and collection of data/materials for class investigations.

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 or chromebooks 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.

SUPPORT SERVICES

English Language Learning (ELL) Program

1. Criteria for Support

English Language Learner (ELL) support is required for all non-English speakers until their English language proficiency is either peer competitive or until the end of G8. There is limited support of ELL in G9-12.

2. Assessment and Placement

All new students whose first language is not English are required to take the World-Class Instructional Design and Assessment (WIDA) test (Screening Model) to determine English proficiency levels and the type of service required. They are also assessed in their mother tongue/s (if possible) to determine their proficiency level in their own language/s.

3. Services

In accordance with the ICOSA ELL Policy, ELL services for children enrolled at ICOSA are assigned to classes according to their language proficiency.

Two types of ELL services are provided:

Pull-out support: Students whose English language proficiency is at Entering or Beginning levels receive English language lessons outside of their regular classroom based on specific student needs.

Push-in support: For the remainder of the school day, students follow the same instructional program as their peers in their respective grade-level classes. However, both the ELL and classroom teachers are responsible for differentiation and scaffolding. During push-in sessions, the classroom teacher and the ELL teacher work in a co-teaching model where both are responsible for co-planning, co-teaching, and co-assessing students.

With these services, English language learners benefit from direct language instruction that meets their specific needs while at the same time, they obtain maximum exposure to English in the content areas within their mainstream classrooms.

Although ICSA was founded by a group of parents employed by the U.S. 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 cases, 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, ELL teachers work with English language learners 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 and simultaneously obtain maximum exposure to English in the content areas within their mainstream classrooms.

Learning Support Services Department (LSS)

ICSA defines Learning Support Services as any planned instruction or activity which is added to the prescribed curriculum in order to contribute to an individual's well-being, attendance at school, access to and engagement with the curriculum, environment, and achievement.

The LSS endeavors to provide an appropriate education for all students, including non-native English speakers and students with mild to moderate learning and cognitive challenges. ICSA, however, is not fully able to provide a comprehensive range of special services for all disabilities, more severe cognitive, physical, and behavioral challenges.

In cases where a student is admitted and requires additional support, support will be determined through qualitative and quantitative data and the SST process. Furthermore, in cases where more specialized services, such as educational psychological evaluations, occupational therapy, speech therapy, behavioral therapy, and other therapies are required, parents may be referred to obtain assistance beyond what is covered at ICSA.

ICSA recognizes students who are highly capable (Gifted/Talented) will be accommodated within the school's regular programme through differentiated instruction, curriculum accommodations, and extracurricular activities. Moreover, the Learning Support Department may provide enrichment and extension support for the general classroom and individualized or small group support as required.

1. Criteria for Support

All students need to meet the eligibility requirements to receive formal learning support services at ICSA through an Individual Learning Plan (ILP). Eligibility requires a formal identification/ diagnosis of the areas of exceptional needs.

2. Assessment and Placement

Assessment for eligibility is typically done in the form of a full educational psychological evaluation. However, in some instances, there may be additional report data from speech and language therapists and/or occupational therapists; this data may serve as additional basis for eligibility. The response to intervention (RTI) approach may also be used in the classroom to identify students for informal support prior to referral.

ICSA does not have the facilities to conduct clinical/ diagnostic assessments and testing; however, these services are sought outside of the school.

Parents are required to seek assessments from certified and registered Educational Psychologists. General

psychologists, therapists, social workers or counselors may provide additional data, but this does not suffice without a psychoeducational evaluation. All assessments done in other languages besides English will need to be translated by a certified translator.

3. Services

The Learning Support Department provides tiered levels of support for students receiving direct learning support as a result of having an ILP. This includes:

- Consultation for students, teachers and parents
- Self-management, self advocacy skills and executive functioning skills
- Customized supports such as:
 - 1:1 and small group support (pull-out or push-in)
 - Individualized instruction
- Guidance for teachers in recommended differentiation

4. Shadow Teachers:

The admission of students with learning and behavioral challenges who require more intensive, individualized guidance and support will be employed through the support of a Shadow Teacher. Their role will be to provide one-to-one support with guidance from the Learning Support Department and classroom teacher during the school day.

The Shadow Teacher will:

- be employed at the expense of the family.
- be overseen by the US/LS Learning Support Specialists and Coordinator.
- work in collaboration with the classroom teacher and adhere to curriculum and behavioral expectations, school routines, and schedules.
- participate in school events as needed.
- uphold professionalism at all times.
- comply with ICSA Child Protection Policy and training, ICSA Security Policies and procedures, and Learning Support Policy and procedures.

5. Exiting Criteria

Students are exited from Learning Support Services when they:

- are working to their potential on grade-level standards for a sustained period of time, at least half of the school year based on standardized assessments.
- understand their learning profile and demonstrate effective self-advocacy skills, self-management skills, and responsibility over their learning.
- demonstrate independent use of taught self-management strategies (academic and social/emotional, self-regulatory).
- demonstrate mastery of their ILP goals, in addition to academic and social progress.

6. Documentation

All students with an ILP require an Educational Psychological report to enable them to qualify for internal accommodations, modifications, and examination accommodations. The Individual Learning Plan (ILP) is a working document and plan of services developed from the Educational Psychologist recommendations and student progress data. Students with ILPs attend the ILP meeting with their families where goals are set and agreed upon for each academic year. The accommodations and support are based on the availability of services and resources at ICSA.

Counseling

ICSA employs two full-time, qualified counselors and one College and University Counselor; all are available to students and parents who have issues of concern related to a student's well-being, academic progress, emotional state or general emotional or psychological health.

Services

Under the guiding Principles of the International School Counseling Association, ICSA counselors provide services to students, parents, school staff, and the community in the following areas:

- **School Counseling Curriculum:** The counseling curriculum is infused throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities. Lessons and units could include information on bullying, conflict/resolution, mindfulness/wellness, responsible social media usage, sexual harassment, etc.
- **Responsive Services:** These are activities designed to meet students' immediate needs and concerns and may include counseling in individual or small-group settings or crisis response.
- **Individual Student Support:** This is ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **System Support (Indirect Student Support):** System support services include parent and teacher support, information on social justice advocacy, international school model for counseling, etc.

HEALTH SERVICES

1. Nurse's Office

A nurse is available Monday to Friday from 7:30 am to 4:00 pm, for consultation and emergency situations. However, the office remains open until 5:30 pm on WAISAL training/tryout season/days.

2. Medical Information

ICSA has two school nurses on staff. In the event of illness or injury during school, a 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 parents/guardians to keep the school updated on existing or emerging medical conditions, allergies, injuries, illness, and current vaccination records so that the nurse can provide appropriate care and support for your student.

A nurse will inform the homeroom teachers if there are any changes or updates to student information. Likewise, homeroom teachers should inform the nurses of any health updates that they may receive from parents.

3. Parent/Guardian Contact Information

- Parents/guardians will be notified about health concerns in one or more of the following three ways (depending on which is more efficient at that point in time): telephone, email or health notes.
- Parents/guardians will be called when their child needs to be dismissed due to illness or medical emergency, or simply to notify them of the circumstances of a head or other injury that occurred at school.
- Parents/guardians may be emailed concerning frequent visits to the nurse, to request updated medical information or for treatment approvals when calls home fail.
- Parents/guardians may receive a note that details the medical assessment of their child, any medication dispensed, the child's condition at the time of dismissal, the circumstances of a routine visit, and any suggested follow-up care.

4. Student Dismissal and 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

5. COVID Protocol

In addition, ICSA has a strict [COVID protocol](#). 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 24 hours.
- they have had diarrhea (repeated abnormally loose stools) in the past 12 hours.
- 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.

6. Head Lice Procedure

- Students found to have head lice in school will not be dismissed. Their parents/guardians will be contacted via a phone call or email, and they'll be advised to treat the condition promptly when the child arrives home. Parents/guardians should notify the school that the child has been treated.
- All classmates of a student found with lice will receive a notice asking parents/guardians to check everyone in the household and treat those found with lice.
- 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.

7. Medication Policy

Any student who requires 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 or as topical treatments for open wounds, bites and stings.
- No oral medication will be dispensed to any LSI school student without a phone call first to the parent/guardian. In cases where pre-authorization to administer certain medicines has been obtained on paper, the student may receive approved medication at the discretion of the nurse, and parent(s) will be notified.
- US students may receive medication at the discretion of the nurse, unless instructed otherwise by parents/guardians.
- All medication dispensed is documented.

8. **Privacy**

The nature of students' visits to the nurse's office, student medical records (including those on Rediker), and information on students' medications and medical conditions is confidential. Medical information is only shared where the safety of the student is involved. An example of this would be making 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 students' health with ICSA faculty or staff as they pertain to school participation is at the discretion of the parent/guardian.

9. **Accidents**

Procedures when Students have Toileting Accidents* at School

- Students are sent to the nurse's office with a note from the classroom teacher explaining what has happened. Students in Pre-K and KG are escorted to the nurse's office and left in the custody of the nurse on duty.
- If a student has a change of clothes, the nurse can give verbal instructions on how to change clothes. If a student does not have a change of clothes, the nurse on duty will contact the student's family and request clothes be brought to school.
- Students are sent back to the classroom. Students in Pre-K and KG are escorted back to the classroom by the nurse on duty or, if only one nurse is on duty, the teacher or LA can return to pick up the student in an appropriate amount of time. Students are not to be isolated from class or excluded from activities.
- The nurse on duty contacts the student's parents/guardian to report the toileting accident. All incidents must be reported to parents, just as with any other visit to the nurse's office. The nurse's office reports only the incident and does not share details around the incident with the families; that is the responsibility of the student's teacher.
- The classroom teacher contacts the parents/guardians that same day with more details surrounding the incident. This can be via phone or with an email, but it needs to happen before the student is sent home.
- All adults involved take care not to embarrass or shame the student. The goal is to ensure students are not isolated from the classroom or activities and that no teasing happens.

*Toileting accidents include when students wet or soil themselves.

LIBRARY

- Library hours are from 7:30 A.M. to 4:00 P.M. each day.
- Students in Pre-K to G5 are permitted to check out books for a period of one week. US students are invited to check out books for two weeks and are welcome before school, after school, and during breaks or lunch.
- Charges will also be made for books which are lost or damaged.
- The details regarding library rules and regulations and hours of opening are discussed with all students during their initial library classes.

CHILD PROTECTION

Child protection at ICSA is committed to ensuring the protection of all of our students. In August 2017, ICSA adopted a [Child Protection Policy](#) which sets definitions for child abuse and outlines preventative measures and guidelines for the school's response in case of suspected abuse. The School believes that every child has the right to be protected from harm and all forms of abuse, including physical, sexual and emotional abuse, domestic violence, and neglect. The School also believes that no child bears the responsibility for the abuse perpetrated on her or him by another. If a child is harmed, she or he has the right to treatment and support.

ADVISORY - 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.

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.

ATTENDANCE

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

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.

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 office assistant is needed before attending class upon the student's return. The office assistant 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.

Upper School

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

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.

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 office assistant, the classroom teacher or the Principal. It is important for families to update their personal information on REDIKER (Plus Portals).

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 ICSEA, 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

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 updated resource. On it you can find the current *Friday Flash*, calendar, PTO information and more.
2. *Friday Flash* - this is the school's newsletter which comes out every Friday. It has news from the director, the two principals, and often from the counselors, the Athletic Director and teachers. The information is meant to be timely but oftentimes can simply be informative. A link is sent via email.
3. *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.
4. SMS - ICSA 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.
5. Rediker (Plus Portals) 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.
6. A bulletin board with information from the ICSA 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.
7. ICSA has an 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.
8. 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.
9. Student-led Conferences - these are held twice a year
10. Report Cards are sent to parents four times a year for US students, and twice a year for LS students. As always, parents wishing to speak to teachers are more than welcome.
11. Various student publications are published at intervals throughout the school year.
12. The school yearbook, *Samanh*, is published at the end of the school year.

ICSA believes in a clear two-way communication. Publications play a major role in this.

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 relevant Principal in writing.

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.

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.

STUDENT CONDUCT

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 ICOSA faculty or other school personnel.

It is our belief that each student at ICOSA 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.

Other Rules Related to Student Conduct

Alcohol and Drug Use

ICOSA 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. ICOSA 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:

If Cell phones should become lost or stolen (no matter where they were stored), ICOSA will not be held liable or responsible. ICOSA 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 midriffs, 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/slippers 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 following guidance from the child protection policy. One may report sexual harassment to the designated safeguarding lead, school counselors and/or principals orally or in writing. 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

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 canceled 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 the 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.

FIELD TRIPS

ICSA encourages field trips as a means of establishing a better appreciation for the local community. Field Trips also serve as 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 ICSA 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 as a long term solution. There is an application form that must be completed by each family requesting financial aid. This is available in the Business Office and can be returned to the Director. The committee meets twice a year - in June and in December.

The following conditions apply:

- Students are required to maintain a meeting 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 a year-by year basis.
- Financial Aid is not granted to families in their first year at ICSA.
- Financial Aid is granted for a maximum of three years per family.
- Financial Aid cannot exceed 50 percent of tuition.

RECESS/LUNCH

Recess and lunch are a break from the structured classroom routine and are a standard feature of the school day. Students are free to socialize, have a snack or a drink, and otherwise relax. During recess/lunch, students must remain within the confines of the areas designated by the principal. These areas may change depending on the instructions of the principal. During recess/lunch 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.

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, office assistant or principal. Parents of Upper School students should present their note or email to the office assistant or Principal. All students must obtain a pass from their office assistant in order to be allowed to leave campus, even if in the company of their parents or guardian.

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 the US are assigned a locker. Valuables can be safely kept in their lockers. This includes wallets, phones, headphones, Chromebooks, etc during PE or after school activities.

LOST & 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 the office assistant. Unclaimed items in the lost and found will be donated to a local orphanage at the end of each semester.

OPEN HOUSE

Open House (or Back-to-School Night) is held at 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. 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.

SCHOOL RECORDS

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 office 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/semester will be provided with a report, if they have attended class for more than half of the number of days in the quarter/semester.

Students withdrawing from ICOSA or leaving early on holiday during the last quarter/semester 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. All reports are available electronically.

RE-REGISTRATION

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.

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 (3:00 pm). 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 preau area.
- 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.

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.

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.

TECHNOLOGY

All students in G 6-12 are issued a Chromebook by the school. G11 & 12 can opt out of the chromebook agreement and register their own device. 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 to the school to provide information regarding the students' temporary guardian. Such information is very critical in emergency situations.

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 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 and sign the following:

**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, the 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