

PARENT

STUDENT

Primary & High School

Handbook

ROUND SQUARE

CAMBRIDGE International Examinations

Cambridge International School

WE ARE A CIS MEMBER SCHOOL

SEPTEMBER 2023



Published exclusively for use by ICS Students, Parents & Staff and is approved by Core Management.

Every Learner is an Achiever!

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WELCOME



OUR GOVERNANCE STRUCTURE

BOARD OF DIRECTORS



Board Chair
MR. STEPHEN ANTWI-ASIMENG



Member
MRS. MATILDA YEBOAH



Member
MR. SKANDER OUESLATI



Member
MRS. ABIOLA OJO – OSAGIE



Member
MR. BRAD ROUTH



Member
DR. CHARLES YEBOAH

CORE MANAGEMENT

The Senior Management of ICS is the Core Management, made up of the Directors, Principals, Vice-Principals, Head of Administration, and the Chief Finance Officer. They are responsible for the day-to-day planning, organizing, leading, and Implementation of the school's strategic plans as agreed by the board.

CAMPUS MANAGEMENT

- Principal
- Vice-Principal
- Heads of Schools
- Administrative Manager
- Human Resource Coordinator
- Counselor
- Head of Curriculum and Instruction
- Facilities Manager
- IT Manager
- Account Manager
- Student Services Manager
- PRO and Communications Officer
- Food Service Manager/Matron



MESSAGE *from our Directors*

Welcome to ICS

Dear ICS Family,

We are deeply grateful for the opportunity to shape the next generation of leaders at ICS Ghana. It is an honor that we value greatly, and we have been working tirelessly to update our Parents and Students handbook. We believe that this handbook will provide comprehensive guidance for student life and study across all ICS campuses.

Separate handbooks have already been shared for ICS Preschool and ICS boarding. However, we expect everyone in our school community, including staff, students, and parents, to familiarize themselves with ICS governance, culture, academic life, and general conduct expected of all. We all share the responsibility of ensuring that we are aware of and accountable to the policies outlined in the handbook. Please note that this new handbook replaces any previous versions. The school reserves the right to modify any policies or regulations in the handbook as necessary. Any changes or amendments will be promptly communicated to all stakeholders.

We appreciate your trust in ICS Ghana for your children's education. The Board of Directors, ICS Management, and our entire staff pledge our unwavering commitment to supporting all of our learners in their success. Let us work together towards our shared goal of success this academic year and beyond.

Warmest regards!

"Training Tomorrow's Leaders Today!"



Dr. Charles Yeboah
Managing Director & Co-Founder



Mrs. Matilda Yeboah
Deputy Managing Director & Co-Founder

CAMPUS MANAGEMENT

ACCRA CAMPUS



PRINCIPAL
MR. KWADWO YEBOAH KONADU

KUMASI CAMPUS



PRINCIPAL
MS. LUCY AYODO

MESSAGE *from our Principals*

Welcome to the International Community School (ICS) Parents and Students Handbook. Much is expected of students, faculty and parents in our ICS community but the more familiar you are with the academic and behavior expectations laid out in this Handbook, the more successful your educational journey in ICS will be.

Parent and teacher collaboration is the best assurance that students will fulfill their potential. It is with this intent that we publish this Handbook. Please read this Handbook carefully and use it as a first resource whenever you have questions about academic and behavioral programs, policies or practices.

ICS actively pursues programs that are intellectually rigorous, further develop co-curricular opportunities, and encourage interpersonal and leadership skills. We leverage these pillars through the use of online and classroom learning technologies. There are no barriers to learning and participation in school life and all these attributes allow us to pursue, and indeed achieve, our Mission, Vision and Core Values.

This Handbook will not only make you aware of expectations but also alert you to the range of opportunities available. ICS certainly offers many incredible opportunities and the many daily commitments and high standards certainly do define us in many ways. Our top priority is legitimate and substantiated respect amongst community members (teachers, non-academic staff, parents, students and other stakeholders) in their interactions and I urge you to spend some time to become familiar with our expectations.

Thank you



HEAD OF PRIMARY/PREP
Mrs. Bridget Takyi



HEAD OF SECONDARY
Mr. Mawuenyega Diaba



VICE - PRINCIPAL
Mr. Enoch Oye



HEAD OF PRIMARY/PREP
Ms. Jennifer Banahene Owusu



HEAD OF SECONDARY
Mr. Samuel Appiah Krofah



HISTORY OF ICS



The International Community School (ICS) was established by Dr. & Mrs. Yeboah in 1999 when they returned to Ghana after spending seven years in the USA. They were dissatisfied with the schools in Kumasi as they didn't meet the standards they wanted for their children, thus they decided to create their own. ICS started with only seven students in 2000, but it has now become a school of 2100 pupils from Pre-school through High School.

ICS is a co-educational and independent institution following the British Education System. The school is accredited by the University of Cambridge International Assessment Education (CAIE) and is a Council of International Schools (CIS) member. The school offers both the International General Certificate of Secondary Education (IGCSE) program and the A-Level program at the high school level. With over 2100 learners distributed throughout 3 campuses, ICS is Ghana's biggest international curricular school.

The school values its cultural diversity, as pupils from over 30 different nationalities attend ICS. The learning environment is essential, and ICS provides the ideal setting with well-equipped classrooms, libraries, art rooms, computer labs, and boarding houses. ICS graduates have been accepted and enrolled at top universities worldwide, including Brown University, Massachusetts Institute of Technology (MIT), Columbia, University of Pennsylvania (UPENN), and many others.

ICS is the sole school in West Africa to be a member of the Round Square network of schools, and it is proud of this achievement. The school sends students and staff as delegates for Africa Regional conferences and Global conferences every year.

Round square is an organization made up of elite schools across the world that share common belief in the IDEALS of Internationalism, Democracy, Environment, Adventure, Leadership and Service.

At ICS, having the best teaching and support staff is crucial, but equally important is how the school supports and inspires its staff through the Centre for Professional Development (CPD). The school is a place where everyone is a learner, and learning is the focus of attention, conversation, and reflection. ICS is the first and most accredited Cambridge Professional Development Centre, and teachers and school leaders have access to the Cambridge International Diploma Qualifications in Teaching and Learning and Educational Leadership. The school offers training for teachers and school leaders from other schools in best practices in education through the PDQ program run on behalf of the University of Cambridge.



OUR MISSION

To provide quality, inclusive, and holistic education that meets international standards. We are a community of learners committed to raising a new generation of leaders who are productive global citizens. We add value and provide a positive experience for all stakeholders.

OUR VISION

To play a leading role in the global educational sector, modeling quality, inclusive and holistic international education.



“It’s not about me, It’s about us!”

OUR Core VALUES



Child Friendliness

At our school, we prioritize creating a nurturing environment where children feel safe, understood, and respected. Our goal is to help each child feel confident and engaged, encouraging them to explore new ideas and ways of thinking. We believe that fostering a sense of innovation and responsibility is key to preparing our students for a successful and fulfilling future. Above all, we prioritize respect and understanding, recognizing that each child is unique and deserving of our support and care.

Integrity



We uphold the values of honesty and transparency in all of our interactions with each other and with those involved in our community. We believe that by being open and forthright, we can create a more trusting and supportive environment for everyone. We hold ourselves to high standards of integrity, recognizing that this is essential for building strong relationships and achieving success. Our commitment to honesty and transparency is a reflection of our deep respect for each individual and our belief in their potential to make a positive impact in the world.



Empathy

In our community, we deeply value and respect each other's views and contributions. We understand that we are all caregivers and that empathy is essential in creating a supportive and compassionate environment. We believe that by truly listening to each other and showing empathy, we can build strong relationships and make a positive impact in the world.

Professionalism



We pride ourselves on being disciplined, self-motivated learners. We understand that in order to achieve our goals, it takes hard work and dedication. We believe that by being professional in our approach, we can achieve great things and make a positive impact on the world.

OUR Core VALUES



Excellence

We have a strong commitment to excellence and always aim to be the best in all that we do. We believe that through hard work and dedication, we can achieve great things and make a positive impact on the world.

Team spirit



As a team, we create an environment where we work together, look out for each other, respect our differences, and focus on the common goal. This way, we can achieve great things and make a positive impact on the world. Our commitment to excellence drives us to always aim to be the best in all that we do, and through hard work and dedication, we can reach our full potential.



Care for self and others

In our community, we deeply value and respect each other's views and contributions. We understand that we are all caregivers and that empathy is essential in creating a supportive and compassionate environment. We believe that by truly listening to each other and showing empathy, we can build strong relationships and make a positive impact in the world.

Respect for all



We value the importance of prioritizing self-care and looking out for the wellbeing of others. It's crucial to take care of ourselves so that we can better contribute to the success of our team and the achievement of our common goals. We also believe in respecting and embracing our differences as diversity can bring new perspectives and ideas. Our commitment to excellence and dedication to hard work will help us make a positive impact on the world and reach our full potential..

ICS ADVANTAGE

Round Square is an Association of schools that share a commitment to character education and experiential learning built around six themes – our IDEALS – International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership, and Service.

International Community School has distinguished itself as the sole educational institution within the nation to hold the prestigious status of a global member of Round Square since 2016 after being accepted into African regional membership in 2010. This distinction affords us the privilege of forging connections and engaging in meaningful exchanges with students and faculty members of the Roundsquare school network from across the world, facilitated through both regional and global Round Square conferences.

Throughout our history as a Round Square member, ICS has participated in conferences hosted by member schools in various corners of the globe, including South Africa, Kenya, Canada, India, Switzerland, the United States, and Singapore. Notably, ICS had the honor of hosting the African Regional Conference in April 2018, welcoming approximately 200 students representing 16 Round Square schools from the African continent.

One of the remarkable advantages conferred by Round Square membership is the invaluable opportunity it provides for student exchanges with the prestigious Roundsquare schools worldwide. ICS students have the privilege of embarking on enriching exchange programs, lasting between four to six weeks, at select Round Square member schools across the globe. While the costs of flights and visas are the responsibility of the participants, the educational enrichment derived from such experiences is truly priceless.

Our students have partaken in transformative exchanges with esteemed member schools including Brookhouse School in Kenya, Felsted School in the United Kingdom, Holy Innocent Episcopal School in the United States, and The Scindia School in India. Furthermore, ICS has graciously welcomed students from The Scindia School, Chittagong Grammar School in Bangladesh, schools in Germany, and, in a notable instance, hosted a group visit from The Hackley School in the United States in June 2023. These exchanges contribute significantly to the global perspective and cultural enrichment of our school community.



PROFESSIONAL LEARNING ORGANIZATION

ICS stands as the sole school in Ghana accredited by Cambridge International to offer Professional Development Qualifications in Teaching and Learning, as well as Educational Leadership. We prioritize the professional growth of our educators, evident through our annual Educators Bootcamp, which precedes each academic year, fostering a rich learning experience and the exchange of best practices. Our commitment to teacher development continues with Masterclass sessions and the Professional Development Days program throughout the school year.

ICS is truly a learning community. This is enshrined in our Mission Statement and begins with our staff. You probably do not know this, but if you want to know a school with a strong emphasis on staff development, there's probably no school in Ghana like ICS. Our staff over the years can attest to this, including those who have moved on to other schools or relocated outside of Ghana. Each of our campuses has a dedicated Center for Professional Development with a dedicated full-time staff in charge.

ICS has a subsidiary called Ghana Institute for Professional Educators Development (GIPED), and for 8 years has been the only school and Centre in Ghana for the University of Cambridge Professional Development Qualification (PDQ) in Teaching and Learning and Educational Leadership. Many of our staff as well as other teachers and leaders from other schools have gone through the program, which has helped shape their practice. Also, for years, ICS has been a premium institutional member of ASCD USA and helped sponsor the first African affiliate of ASCD in Ghana, called Ghana ASCD. Yes, when it comes to professional learning, we lead.

STRONG ACADEMIC, CAREER AND COLLEGE COUNSELING AND SUPPORT PROGRAMS

One of our strong offerings as a school is our academic programs and career and college counselling program that has helped place so many of our high school seniors in top schools around the world. Our seniors over the years, have been admitted and attended MIT, Columbia, Brown University, UPENN, Carnegie Melon, Cambridge University, University College of London, John Hopkins, Cornell University, Northwestern University, University of Toronto, Sterling, Swarthmore College, Wellesley, Tufts University, amongst others.

We put a lot of energy into guiding our students in their college applications and career journeys. And you probably didn't know that for all our students that go to KNUST and Legon, Ashesi, we have over the years created special arrangements with the Universities to make sure ICS students heading there are given the support they need, including helping our students get into the program they want.In the case of Ashesi, we have been lobbying for financial aid for needy students. And I am always happy to get involved personally when necessary and I do so gladly.



DESIGN FOR CHANGE

ICS is also proudly the only school in Ghana that is a member of Design for Change, an exclusive global club dedicated to empowering young minds to identify real-world problems and cultivate empathy-driven solutions. Our students actively participate in DFC global conferences each year, engaging with peers from around the world to share their inspiring success stories and global perspectives.

VALUE FOR MONEY

Yes, at ICS, we create all these opportunities for our students at fees much lower than some of our competitors. And do you know why we do that? We try to save you some precious Ghana Cedis and dollars that you probably would need for university and career investments for your children. Our vision is to remain the top International School in Ghana in term of Value for Money. We think even now we exhibit all the 4 E's in value for money definition: Economy, Efficiency, Effectiveness and Equity.



Internationalism
Democracy
Environmentalism
Adventure
Leadership
Service

Internationalism



Through our exceptional Student Exchange Program and our prestigious affiliation with Round Square, ICS students are granted a unique opportunity to connect with peers from all around the globe. This experience allows them to gain a comprehensive understanding of diverse cultures and perspectives, as well as collaborate on solutions to tackle worldwide issues. Undoubtedly, this is an extraordinary chance for our students to broaden their horizons and cultivate essential skills that will benefit their future endeavors.

ROUND SQUARE

OUR IDEALS







Democracy



As a school, we are proud to say that our students develop a strong sense of personal values. They learn to navigate the world with a compass that guides them toward equality, justice, self-discipline, and responsibility. Our students are motivated by a desire to do what is right, not just for themselves, but for the greater good. We believe that these values will serve them well as they enter adulthood and begin to make their mark on the world.

ROUND SQUARE

OUR IDEALS





Environmentalism



At ICS, we prioritize the education of our students on the significance of taking care of the planet's future. Our current generation must take responsibility and make changes to our lifestyles and habits to ensure a sustainable future for generations to come. Through our curriculum, we aim to instill a sense of environmental consciousness in our students, encouraging them to think critically about their impact on the planet and take action to mitigate any negative effects. We hope that our students will become advocates for our planet and lead the way in creating a more sustainable future.

ROUND SQUARE

OUR IDEALS





Adventure



Our students are truly impressive. Their determination and drive propel them to exceed their expectations. They consistently challenge themselves and refuse to settle for anything less than their best. Their eagerness to explore uncharted territories and push boundaries is admirable, and they never fail to discover new depths of their capabilities. We are constantly inspired by their growth and achievements, as they surpass their limitations with each passing day.

ROUND SQUARE

OUR IDEALS





Leadership



Our students believe that the true measure of a leader is their ability to serve others and foster growth and success in those around them. They are committed to developing the necessary skills and qualities to become effective guides and mentors, and they approach each day with a deep sense of purpose and dedication to the betterment of their communities and the world. Through their hard work, compassion, and vision, our students are poised to make a positive impact on the world and inspire others to do the same.



ROUND SQUARE

OUR IDEALS



Service



Our students are always eager to lend a helping hand and get involved in any way possible. They understand the importance of giving back to their communities and are committed to making a positive impact wherever they can. Whether it's volunteering at a local charity or traveling to a distant location to provide aid, our students are always ready to apply their skills and knowledge to support those in need. They take great pride in their ability to make a difference and are constantly looking for new ways to help those around them.

ROUND SQUARE

OUR IDEALS





SAFEGUARDING



Child abuse and neglect are concerns throughout the world. Child abuse and neglect are violations of a child's human rights and are obstacles to the child's education as well as to their physical, emotional, and spiritual development.



International Community School endorses the UN Convention on the Rights of the Child, of which our host country, Ghana is a signatory. Schools fill a special institutional role in society as protectors of children. Schools need to ensure that all children in their care are afforded a safe and secure environment in which to grow and develop, both at school and away. Educators, having the opportunity to observe and interact with children over time, are in a unique position to identify children who need help and protection. Each of our campuses have Safeguard Leads who are available to discuss safeguarding issues or concerns.





International Community School seeks to be a haven for students who may be experiencing abuse or neglect in any aspect of their lives. International Community School will :

1. Communicate this policy annually to parents and students.
2. Provide training for all staff.
3. Make every effort to implement hiring practices to ensure the safety of children, and will review the policy annually for compliance and effectiveness.

In the case of a staff member or student who is reported as an alleged offender, the School will conduct a full investigation following a carefully designed course of due process, keeping the safety of the child(victim) at the highest priority.

"SAFEGUARDING IS EVERYONE'S BUSINESS!



Bullying

If you or someone you know is bullied, please speak with a trusted teacher, counselor, or administrator as soon as possible.

As a school community, our unwavering commitment is to cultivate a secure and all-embracing environment that is free from all forms of bullying (i.e. Psychological, Physical and Cyber). We hold in high esteem the values of respect, empathy, and understanding, and we hold every member of our community accountable to uphold these values at all times.

To report bullying, please speak with a trusted teacher, counselor, or administrator. They will provide you with the necessary forms and guide you through the process. We assure you that your report will be treated with the utmost confidentiality.

Once a report of bullying is received, we will investigate the matter thoroughly and take appropriate action to resolve the issue. This may include counseling for the victim and the bully, disciplinary action for the bully, and increased supervision in areas where bullying may occur.

We believe that every student has the right to learn and grow in a secure, welcoming, and accepting environment, and we are committed to upholding this belief. By working together and upholding our shared values of respect, empathy, and understanding, we can create a school community that is truly inclusive, supportive, and enriching for all.

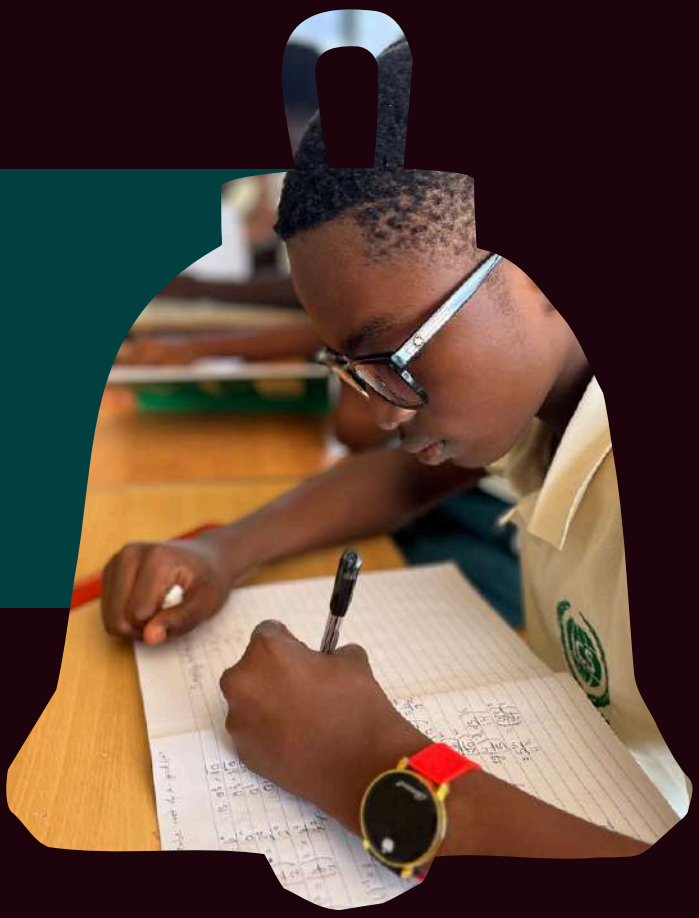




GENERAL

ADMINISTRATIVE PROCEDURES

School Hours



You are welcome

Our administrative offices on both campuses are open from 7:30 am to 5:00 pm daily to assist Parents, Students, and Staff.

Lesson Time

Primary/Prep School

Accra Campus: 8:30am-3:20pm

Kumasi Campus: 8:30am-3:15pm

High School/Secondary

Accra Campus: 8:30am-3:45PM

Kumasi Campus: 7:30am-3:45pm

Email
admin.accra@icsghana.info
Admin.kumasi@icsghana.info

Phone Number
+233 54 853 8043(Accra)
+233 24 267 4281(Kumasi)



VISITORS & ID CARDS

All visitors to the school must report to the security to sign in and be issued with a visitor's ID and escorted to the main reception. They are required to show their ID card on demand by security personnel. Visitors found walking around the campus without a badge in full display will be asked to return to the security.
Parents or guardians should not be seen walking around the campus during school hours unless accompanied by a staff.

The visitor's ID will be collected at the point of exit.



SCHOOL/CLASSROOM VISITS

Parents/Guardians are welcome to visit their children's classroom at ICS. However, to limit interruption of instructional time, parents/guardians who wish to schedule a visit need to contact the Head of school at least three days in advance to determine a mutually convenient time. This written request must be submitted for approval 3 days before the intended visit.

Visitors must obtain a badge from the security post and sign in at the front office before entering the classroom on the scheduled date. For safety and security reasons, visitors are only permitted in the classroom when the classroom teacher is present.





CAMPUS TOURS

Visiting any of our campuses is a great way to get more information about ICS and help Parents decide if it's a good environment for their ward. Parents interested in visiting our campus should call the front desk/admissions office to make a reservation for an information session and a guided campus tour. Parents are kindly requested to provide an advance notice of a minimum of two business days.



ORIENTATION

All newly admitted students and their parents are taken through a comprehensive orientation process for the first two weeks at ICS to ensure that they are well integrated into their new learning environment and community. They learn about the school's history, mission and vision, guiding statement and core values. Students and parents also get to know the functions of the various offices and facilities including the counselling department, administrative office, library, computer labs and sick bay. More importantly, they are introduced to the academic program and extra-curricular activities.

ASSEMBLIES

At the start and end of each school term, formal assemblies are conducted by the Heads of Schools. These mandatory gatherings are attended by both staff and students. Additionally, weekly assemblies are held on Mondays and Wednesdays for Prep school and High School students.

During Monday's assembly, students recite the national pledge, sing the national anthem, and offer prayers. They are also informed of any general or specific announcements that concern them. After the assembly, students proceed to their respective classrooms to continue with their academic pursuits.

Wednesday's chapel service is more focused on spirituality. It includes hymn singing and a sermon delivered by the school Chaplain, Head of School, or a designated official. Attendance is compulsory for both students and staff. If they are unable to attend for any reason, they must seek permission from their Head of School.

Overall, school assemblies at ICS play a significant role in creating a sense of community and fostering a spirit of togetherness among students and staff.

Accra Campus

Primary/Prep School
Monday Assembly: 8:30am- 8:50am
Wednesday Chapel : 8:30am- 9:00am

High School/Secondary
Monday Assembly : 9:25am -10:00am
Wednesday Chapel : 9:25am- 10:00am

Kumasi Campus

Primary/Prep School
Monday Assembly: 8:30am - 8:50am
Wednesday Chapel : 8:30am - 9:10am

High School/Secondary
Monday Assembly : 9:30am - 9:55am
Wednesday Chapel : 9:30am - 9:55am

ATTENDANCE POLICY

It is mandatory for students to be in school daily and in all lessons. Parents must contact the Head of school to communicate all absences. Any unexcused absence exceeding 2 consecutive weeks will result in repeating the grade. Disciplinary actions will be taken in all cases of truancy.

PICK-UP AND DROP-OFF

Smartsapp has been implemented (Accra Campus) to ease the burden of parents and reduce the congestion at the school car park during pick-up and drop-off. Parents are therefore expected to comply with the instructions given by security personnel when on campus. **Parents must drop-off their children at the respective gates as instructed.**

Parents should ensure that their children are well prepared at home with their books, bags, uniforms etc., before they arrive at the campus to avoid any delay in drop-off.



SETTING UP SMARTSAPP

How can I download or install Smartsapp?

- **Automatic Download Link:** https://bit.ly/ssMobileDownload - This will automatically identify your device and direct you to the playstore or app store.
- **Getting started: http://bit.ly/ssMobiel GettingStarted** - A video tutorial on how to get started.
- **Once the download and activation are complete, kindly add your delegate(s)** to help us verify their identity if you are unable to pick up your ward yourself.
- Once you have a delegate assigned to pick up your ward, **please ensure you have shared the QR code with the delegate** for verification during pick-up.

SETTING UP GOOGLE CLASSROOM

- A Google account is c**reated for all students by the IT office**.
- **Students are added to the Google Classroom platforms** where they can access classroom assignments and interact with teachers.
- Students should **report all challenges to the class tutor.**

CLASS WHATSAPP PLATFORMS

Class teachers will add Parents by phone number or will share a link for Parents to join their ward's class platform.

SETTING UP EDANA

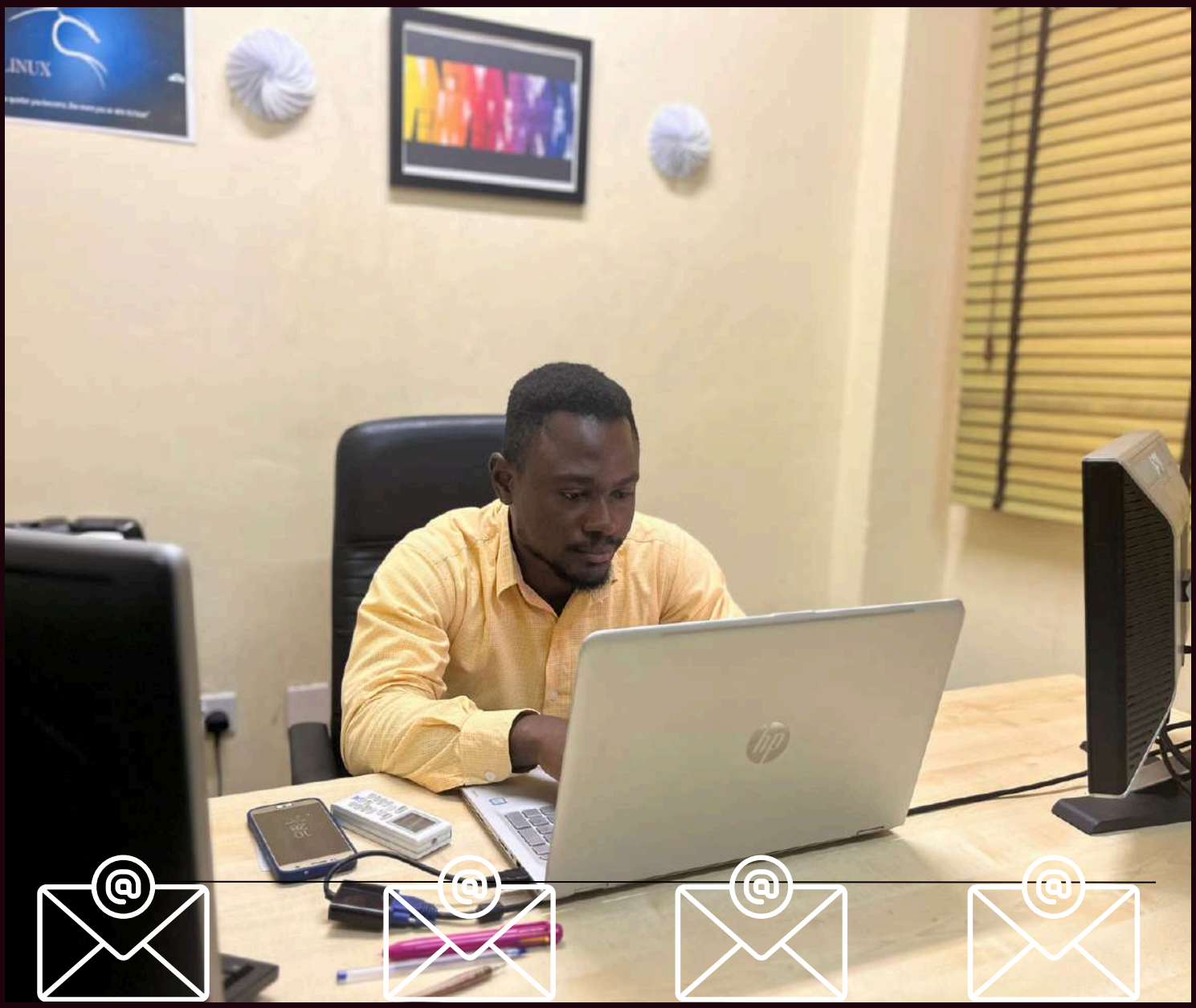
The Ed-Admin Multi-Portal Application by Ed-admin is intended for use by ICS parents.
Parents can access the portal for information on all the necessary aspects of our school, their children, fees, grades, and so much more. The App has an easy-to-use and intuitive interface, ideal for both adults and children and it is used to communicate quickly and easily with parents.

How to Access Ed-Admin Multi-Portal

- Step 1: Go to the Google Play Store or App Store to download and install the Ed-Admin Multi-Portal.
- Step 2: Enter Activation Code 915353
- Step 3: Enter the Email Address you provided to the Institution.
- Step 4: Tick the Agreement box and tap on Login.
- Step 4: Enter login code that was emailed to the email address provided.
- Step 5: Tap on Login.

Note: Your email address should be the same as the email address provided to the school during the admission process.

Video tutorial:
https://drive.google.com/file/d/1CLvqEwDgng0K2wIhDOPiCdBHowRVeXAD/view?usp=sharing



SETTING UP STUDENT'S EMAIL

Upon admission, an official school email is created for students by the IT team. This email grants learners access to various Google tools essential for classroom learning and activities. Some of these Google applications include Google Classroom, Google Meet, Jamboard, Google Calendar, and more. For any email-related issues, students are required to visit the IT department.



SETTING UP THE EDANA APP

Step 1: Go to the Google Play Store or App Store to download and install the Edana Parent Portal. Please note that there are various versions of Edana. Please select the Parent Portal.

Step 2: Enter Activation Code "244975"

Step 3: Tick the Agreement box and tap on Activate.

Step 4: Enter the Email Address you provided to the Institution.

Step 5: Enter the Login Code you will receive in your mail.

Step 6: Tap on Validate Login Code

GADGET AND TECHNOLOGY USE

Mobile phones are not allowed in the school. Students may contact their parents only through the School's front office.

- **Year 1-6:** (No gadgets) ICT lab may be used where necessary with teacher supervision.
- **Years 7,8,9:** No student is allowed to bring a gadget to school.
- **Year 10,11,12 and 13: (Laptop or iPad) Only one gadget is allowed.** They must be registered by the IT office and can be used only during the allocated school time and at any time required by teachers. ICT lab may be used where necessary with teacher supervision. Students are responsible for the handling and care of their gadgets.

Note:

Students are NOT allowed to bring their personal internet gadgets for internet accessibility. Eg. MiFi. The school has a secure network accessible to all students.

it@icsghana.info
itsupport@icsghana.info



CAFETERIA HOURS & BEHAVIOR AT MEALS

Day students who subscribe to the lunch service at ICS are expected to attend lunch on time and behave responsibly and courteously during meals.

Primary/Prep School

Accra Campus: 12:20pm-12:55pm

Kumasi Campus: 12:20pm-1:00pm
12:00pm-12:40pm (Fridays)

High School/Secondary

Accra Campus: 12:15pm - 12:50pm(YR7 -YR9)
1:15PM - 1:50PM(Y10 - YR 13)

Kumasi Campus: 1:10pm-1:50pm

Note: Dinner service is for boarding students only.

During lunchtime, it is highly encouraged for students to take a break from their academic pursuits, unwind, and engage in conversations with their peers. While silence is not mandatory, it's imperative for students to show respect towards their fellow classmates by refraining from making excessive noise or causing any disturbances.
Additionally, it is vital for students to exhibit courteous behavior towards the cafeteria staff by standing in line and waiting patiently for their turn to be served. It is also important for students to be mindful of their food portions to prevent unnecessary wastage and refrain from taking any cafeteria property without permission from the Matron/Food Service manager. Students should avoid moving chairs around or hopping from one table to another as it may cause undue disturbance to their peers. Students should good take care of their cutlery and plates.
Lastly, students are advised to clear their tables, dispose of any waste properly, and clean their plates before leaving the cafeteria. It not only promotes cleanliness and hygiene but also shows respect towards the cafeteria staff who work tirelessly to provide students with nutritious meals.

SPECIAL DIET OR FOOD ALLERGIES

Parents must provide the school with a **formal note from a recognized medical facility** if their ward has food allergies or requires a special diet. Please note that **requests will not be granted without any proof.**

- A letter from a qualified physician with details of medication or treatment for an inadvertent flare-up.
- A letter from parents detailing the symptoms to look out for.

In case of an allergic reaction, **students are expected to immediately inform the school nurse and refrain from alarming parents about every minor ailment.** Parents will be informed if the illness requires hospitalization after the initial visit to the school infirmary or if they will be detained for more than a day.

SNACK TIME

Our school has a snack bar with a variety of snacks available for purchase, including juices, soda, pie, biscuits, and more. It is a convenient option for students who do not have time to pack their own snacks. However, day students are welcome to bring their own snacks from home.

Note: Parents and Students should under no circumstance order food from outside for delivery on campus. All such deliveries will be

Primary/Prep School

Accra Campus: 9:55am- 10:15am

Kumasi Campus: 10:00am -10:20am

High School/Secondary

Accra Campus : 10:00am-10:20am (7R7-YR9)
10:55am- 11:15am (YR10-YR13)

Kumasi Campus: 9:55am -10:15am (YR7-YR9)
10:50am - 11:10am (YR10-YR13)



INTRODUCTORY LETTERS & TRANSCRIPTS

All Administrative requests including transcripts should be directed to the Administrative office.

CHANGE OF PHONE NUMBER & EMAIL ADDRESS

To ensure that Parents receive all communications sent from the school, the school requires that **Parents notify the school if there is a change in phone number or email.** This should be sent **in writing to the Admin Manager.** Changes done over the phone will not be accepted.

FIELD TRIPS

Out-of-school activities including field trips are organized during the term for students to support their school curriculum.

Guidelines concerning out-of-school trips:

- Parents or guardians must sign a consent form before the trip to confirm their wards' participation.
- Students must wear their uniform unless otherwise prescribed.
- Students must understand that the school code of conduct applies when they are on school trips. They are expected to abide by the rules of the teachers who accompany them on the trip.
- A student may be disqualified by the Head of School from attending a school trip if there are disciplinary sanctions against them or if for any reason the school believes they should prohibit them from attending.
- There will be no refunds for students who do not attend the trip without prior notice.
- Students are expected to be at the designated place of departure and on time. The school will not be responsible for students who are left behind after pickup time.

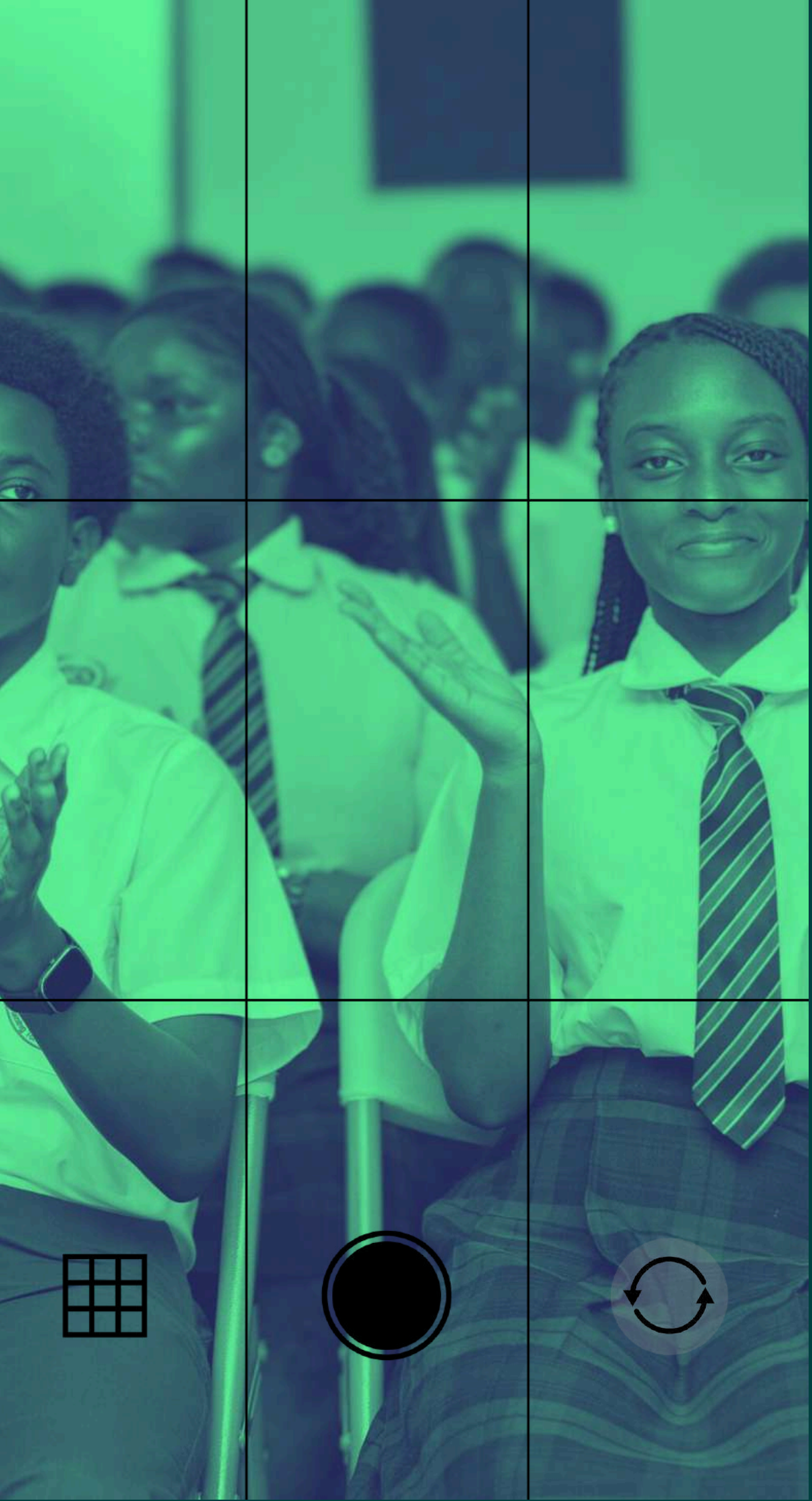
SCHOOL BUS SERVICE

The Kumasi campus currently operates a bus service. Parents/Guardians can inquire from the front desk if they desire this service for their child/ward. **The bus service is provided at a fee.**

INVITATION TO SCHOOL EVENTS

ICS PR and Communications department publishes all public events organized by the school. Parents/Guardians will be sent invitations to events which require their attendance or participation. Some events/activities may be open to only Parents, others may be open to the general public.

Students cannot invite outsiders or Parents to the school when an event is not open to the general public. This is to ensure safety and security and also ensure that Parents and Guardians are provided with proper adequate seating.



UNIFORM

CODE & APPEARANCE

UNIFORM

EXPECTATIONS

- School uniforms and P.E. attire can be purchased from the school store ONLY.
- The school uniform is required to be worn by learners from the first day of school.
- Students represent the school while in uniform and are expected to dress properly (as described in the handbook) and behave appropriately wherever they are identifiable as ICS students.
- Non-compliance to uniform rules will result in students being sent back home with necessary sanctions applied.
- **Please note:** The old uniforms are in the process of being changed.



UNIFORM GIRLS







- Knee-length skirt or longer.
- Ties must be worn at all times with the new uniform.

NON-UNIFORM DAYS
Students must wear decent and modest clothes.

JEWELLERY & COSMETICS

- **Earrings:** Only studs and very small earrings are allowed. No dangling or large hoop earrings. No more than one earring in each ear. Body piercings or adorning other parts of the body are forbidden.
- **Rings, bracelets, necklaces, anklets:** Not allowed.
- No facial makeup, eyelash extensions, colourful nail varnish, or lipstick are allowed.

UNIFORM BOYS







- No sagging allowed.
- Ties must be worn at all times with the new uniform.

NON-UNIFORM DAYS
Boys must wear decent and modest clothes.

JEWELLERY & ACCESSORIES
- **Earrings:** Boys MUST NOT wear earrings. Body piercings or adorning other parts of the body are forbidden.
- **Rings, bracelets, necklaces, anklets:** Not allowed
- **Belts:** Black

FRIDAY WEAR



Official school polo shirt with school skirt (Girls) and trousers or shorts (Boys).





HOODIES OR SWEATERS?









- **Hoodies are not allowed** at any time.
- **Plain black, gray or navy green sweaters** (with no inscriptions) may be worn on days when the student may be ill or feeling cold.

P.E. KIT





FOOTWEAR

BOYS & GIRLS







- Black shoes with white/black socks must be worn with school uniform or P.E. kit

HAIRSTYLE GIRLS



- Hair must always be neatly combed or tied to the back at all times.
- **Hair length**: Braided hair with extensions, natural hair and dreadlocks must not exceed the bra length and must be tied up at all times.
- **Hair colour:** Braided hair with extensions can only be **black or dark brown, not a mix.** Any other colour is not allowed.
- **Dyed hair:** Not allowed
- **Hair accessories:** (beads, rings, ornaments), are not allowed. **Hair scrunchies** can only be in black or dark brown colour.

HIJAB GIRLS





- Black or white traditional Hijab may be worn

HAIRSTYLE BOYS



- Hair must be well-trimmed, neatly layered and combed at all times.
- Twisted hair is not allowed.
- Older boys are to shave their moustache and beard.
- Eyebrows should not have any lines.

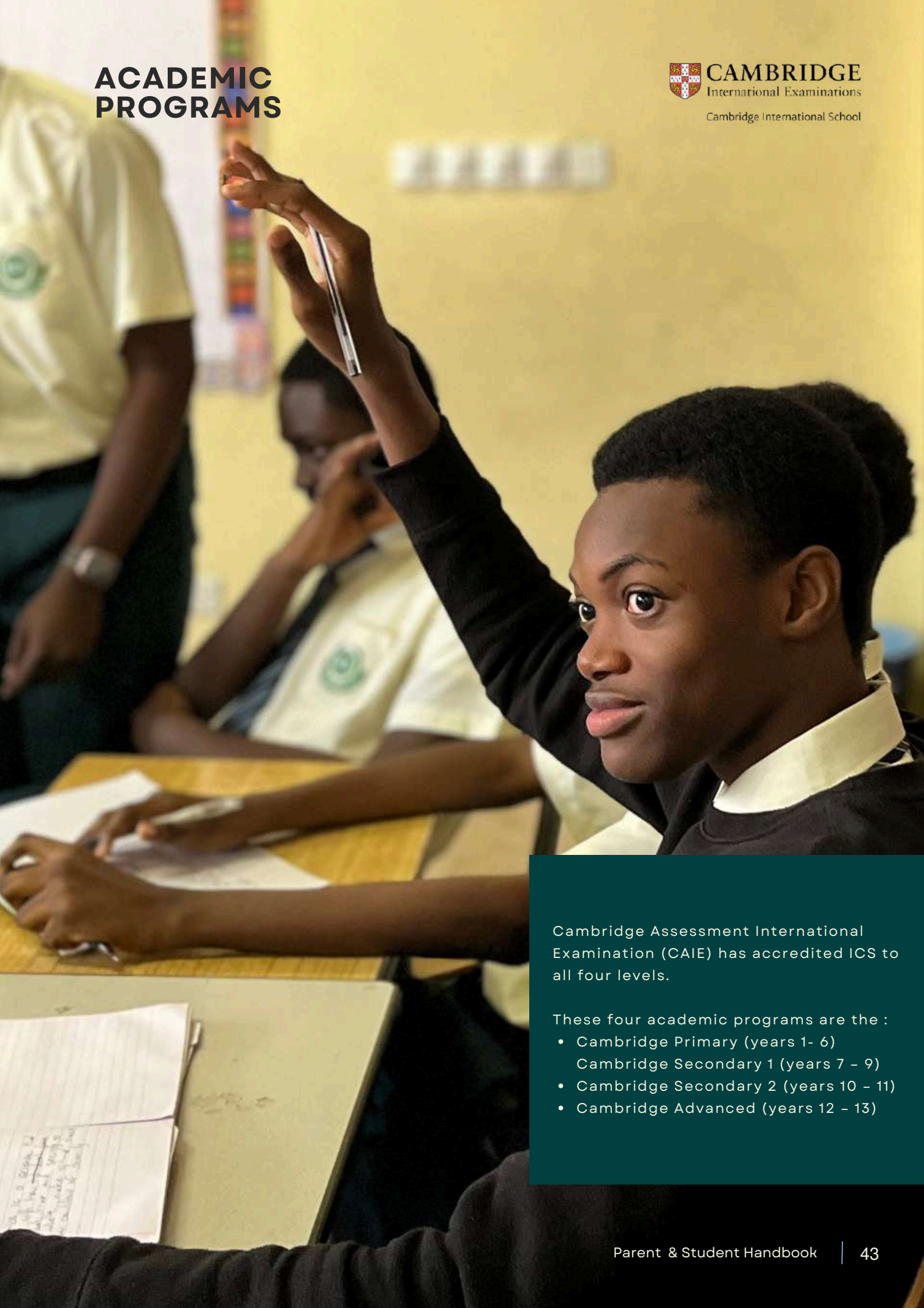


ACADEMIC

PROGRAMS

ACADEMIC PROGRAMS

CAMBRIDGE International Examinations
Cambridge International School



Cambridge Assessment International Examination (CAIE) has accredited ICS to all four levels.

These four academic programs are the :

- Cambridge Primary (years 1- 6)
  Cambridge Secondary 1 (years 7 – 9)
- Cambridge Secondary 2 (years 10 – 11)
- Cambridge Advanced (years 12 – 13)

PREP/PRIMARY (YR 1 - YR 6) SCHOOL SUBJECTS

INTRODUCTION

Our educational institution adheres to the Cambridge Primary curriculum framework, which encompasses a diverse range of subjects including English, Mathematics, Science, Global Perspectives, Computing, Music, Art and Design, and Physical Education. Additionally, we utilize the Framework of Languages from the National Curriculum in England for our French language program. Through this comprehensive approach, we ensure that our students receive a well-rounded education and cultivate essential skills across various disciplines.

English (Literacy)

curriculum empowers learners in their application of English and encourages life-long enthusiasm for reading, writing, and speaking. Together the reading, writing, speaking, and listening skills acquired through Cambridge Primary English support learners' overall intellectual, creative, and social development.

Mathematics (Numeracy)

encourages life-long enthusiasm for analytical and rational thinking. It helps learners to become mathematically competent and fluent in computation, which they can apply to everyday situations. A unique feature of this curriculum is 'Thinking and Working Mathematically', which encourages learners to talk with others, challenge ideas and provide evidence that validates conjecture and solutions.

Science curriculum

supports learners in developing life-long curiosity about the natural world and enables them to seek scientific explanations for the phenomena around them. The Science in Context strand supports teachers in demonstrating the relevance of science to learners. Improving learners' awareness of science in the world around them develops their sense that 'science is for me' and starts learners on a journey of connecting themselves to the subject.

Physical Education

is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in primary school provides learners with the foundation for an active and healthy lifestyle. This subject is about learning to move and moving to learn. Learners develop skills through a wide variety of age-appropriate physical activities, including games, gymnastics

PREP/PRIMARY SCHOOL SUBJECTS

Global Perspectives

helps learners to develop transferable skills through age-appropriate and engaging activities that are based on a broad range of topics. They explore personal, local, and global perspectives to make sense of and feel connected to the world around them. Learners start to express their own opinions and develop an understanding that there is always more than one point of view.

Computing curriculum

explains how computers are used to gather, store, sort and represent data within spreadsheets and other databases. Learners will consider how data is transferred between devices and how the decisions that computers make are informed by the data that they receive.

Music curriculum

emphasizes musical exploration with opportunities for learners to perform and present their music at every stage of development. It broadens learners' experiences as they make, create, and explore their music along with music from different cultures, times, and places.

Art and Design

enables learners to explore their creativity and express themselves through a range of artistic forms. Learners will experiment with artistic media, consider the artistic process that all artists follow and use concentration and perseverance to convert their creative ideas and their experiments into both personal and collaborative pieces of art.

French curriculum

framework focuses on four key language skills: listening, speaking, reading, and writing. It aims to provide students with a solid foundation in the French language and promote their understanding and appreciation of the culture of French-speaking countries. The curriculum is structured around various themes and topics that are relevant and engaging for young learners. These themes can include everyday life, family, school, hobbies, food, and clothes, among others. Through a range of activities and exercises, students are encouraged to actively participate in class discussions, role-plays, and group work to practice and improve their language skills to become confident and proficient speakers of French.



ACADEMIC POLICIES

PREP/PRIMARY SCHOOL

The school provides parents with the Edana app, which is a helpful tool to keep track of their children's progress every week. Progress reports are accessible to both parents and students and can be viewed at midterm and the end of each term in the form of a report card. The grades for each subject in the report card are determined by the following criteria:

FINAL EXAMINATIONS 40%	Final examinations involve end-of-term comprehensive assessments in the form of formal tests. Progression Examinations are written at the end of term 3. Such examinations shall be conducted on the dates determined and made known to students by the third week of the term. However, physical education is ungraded, students receive comments on their performances. Cambridge Checkpoint Examinations are taken at the end of Year 6.
UNIT TESTS 20%	Unit Tests are assessments carried out at the end of units within the term. There shall be a minimum of two-unit tests in a term for each subject excluding physical education.
HOMEWORK 10%	There shall be a minimum of 12 homework assignments in term one, and 9 in terms two and three for each subject. The purpose of homework is to allow students to work independently at their own pace and to provide feedback on students' learning. It also serves as an extension of school learning which helps students to practice skills and understanding developed at school.

ACADEMIC POLICIES PREP/PRIMARY SCHOOL

HOMEWORK 10%	Homework can be an extension of class work or research and may take the form of individual or group assignments. Homework will be sent home on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays are homework-free days and will be dedicated to reading. However, a teacher may give homework on a Wednesday as he/she deems necessary. Parents will be informed before giving homework on a Wednesday. • Parents should help their children with homework if a problem arises, but only after children have tried their best to solve it on their own. In no case, however, should parents do homework for their children. We believe in each student. • Parents are required to check and sign their children's completed homework before they submit them in school. • Homework should be well-kept and returned the next school day unless stated otherwise. If there is a legitimate reason why a student is not able to submit homework, please send a note or communicate to the respective teacher on the day the homework is due stating the reason(s).
CLASS WORK/GROUP WORK 30%	There shall be a maximum of 5 and a minimum of 1 classwork in a week depending on the subject. A minimum of 1 group work is encouraged in Prep school. Classwork and group work are conducted as a way of measuring students' understanding and grasp of concepts. Classwork may take the form of quizzes, short tests, extended activities in class, mental work, and even oral assessment.

ACADEMIC POLICIES PREP/PRIMARY SCHOOL

MAKE-UP WORK POLICY

- **Unplanned Absences (i.e., illness, death in the family)**

Students will be given an hour after school to complete any pending assignments for each day missed. Additionally, they will be given an extension to complete any projects or research papers upon their return.

- **Planned absences (i.e., field trips, contests, athletic events, academic trips, etc.)**

Students are expected to obtain any assignments ahead of time. Student needs to turn in ALL assignments either before their absence or on the day of the absence unless other arrangements have been made.

MAKE-UP TESTS POLICY

Teachers will arrange for make-up tests within a week of the student's return to school.

LEARNING SUPPORT POLICY

The school's support system is designed to assist students who require additional help with their studies. The Head of School and parent will collaborate to identify a suitable teacher who will work with the student to develop a customized tutoring schedule. If a student requires further support after multiple interventions from their teacher, they may be placed in a school-based support program. During this time, the student will be exempted from other activities. The learning support coordinator will provide specific start dates and classroom information to parents.

ACADEMIC PROBATION AND INELIGIBILITY POLICY

Should a student's academic performance fall below a 60% average in the core academic subjects (English, Mathematics, and Science) , they will be placed on academic probation. Consequently, they may not be eligible for any extracurricular activities until they improve their academic performance and satisfy the terms of their probation.

Should a student fail to meet the terms of their probation for two terms, the school will advise that they repeat a class.

PROMOTION POLICY

The school has specific guidelines for promoting students based on their academic competency and attendance. If a student in years 4 to 6 does not achieve a grade C in all their core academic areas (Math, English, Science, and Global Perspectives) and two other subjects, it will be suggested that they receive intensive support or repeat. Additionally, to move to lower secondary, a student must have C grade in all their subjects. Failure to do so will lead to either intense support or it will be suggested that they repeat.

Students must prioritize their studies and seek assistance when needed to ensure academic success. The academic board may also make recommendations for promotion or repetition based on individual circumstances.

GRADES, REPORTS AND ACADEMIC RECORDS

Reports for students are provided three times per academic year, in addition to mid-term reports issued following the mid-point of each term. All academic records of students are the property of ICS and can only be accessed by the student, parents, legal guardians, or school personnel directly associated with the student's academic progress. Any access beyond these personnel and the student's family is only granted with written approval of the student's parents.

BEING ORGANIZED

FOR LESSONS

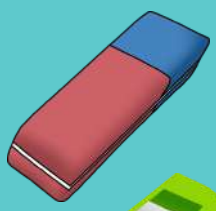


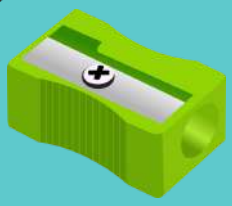
Students should arrive at lessons with the following items in their pencil cases:





- A pencil
- Pen (blue or black ink)
- Ruler 30cm
- Pencil sharpener
- A small box of coloured pencils/crayons
- Eraser
- Mathematical set (Years 5 and 6)
- A pocket dictionary for English
- Calculator (Year 5 and 6)
- A reading book



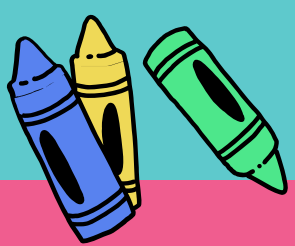


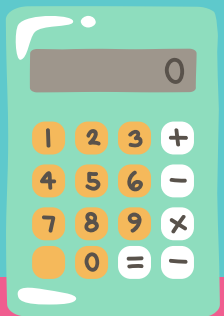














SECONDARY (YR7-YR9) SCHOOL SUBJECTS

CAMBRIDGE SECONDARY 1 (YR7-YR9)

This educational program provides a seamless progression from Cambridge Primary or can be utilized independently to boost students' English, Mathematics, and Science proficiency and confidence. Our approach aligns with the UK national curriculum to foster students' understanding, abilities, and knowledge in additional subjects at this level.

Art & Design

Gives learners a platform to express themselves, sparking imagination, creativity, and developing transferable skills. Students explore and push boundaries to become reflective, critical and decisive thinkers. They learn how to articulate personal responses to their experiences. They learn to see themselves as artists and become increasingly reflective and independent to

- Develop the skills needed to express creative ideas and to communicate visually
- Understand their place and the place of others in a creative, innovative, and interconnected world.

Science (Chemistry, Biology, and Physics)

Science (Chemistry, Biology, and Physics): In years 7 to 9, students take Biology, Chemistry, and Physics using an experimental and practical approach to the subjects. At the end of year 9, students select the science subjects that they wish to continue studying at IGCSE

Computer Studies

This course aims to make all students computer literate. Basic keyboard skills are taught in year 7 followed by application software such as word processing, spreadsheets etc. Students are then encouraged to apply what they have learned to their studies.

English Language

Learners develop skills and understanding in four areas: reading, writing, speaking, and listening. They will learn how to communicate effectively and respond to a range of information, media, and texts :

- To become confident communicators, able to apply all four skills effectively in everyday situations
- To see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- To see themselves as writers, using the written words clearly and creatively for a range of different audiences and purposes.

English Literature

The course aims to develop the habit of reading texts other than for academic purposes, thus broadening the scope of comprehension, self-expression and appreciation of literary works and their authors.

Source: Cambridge International Curriculum

SECONDARY SCHOOL SUBJECTS

CAMBRIDGE SECONDARY 1 (YR7-YR9)

Spanish

This is the second foreign language offered by the Accra campus. As with French, equal attention is devoted to both oral and written skills at all levels. It is an alternative to French and is available to new students from Year 9 and up who are unable to catch up with French.

French

Equal attention is given to both written and oral work in the language, and assessments will be based on these two aspects. Students entering Year 7 do not need any background in French although it is an advantage. New students in Year 9 without previous work in French will find it difficult to catch up, as the course is continuous. In such cases, they will receive support to catch up.

Geography

The course introduces the basic concepts in Geography and their applications to spatial organisation.

History

The course covers an overview of the history of mankind from its origins to the present time, to equip students with skills for understanding and analysing historical information.

Mathematics

Learners develop a holistic understanding of the subject, focusing on principles, patterns, systems, functions and relationships. They will become mathematically competent and fluent in computation, which they can apply to everyday situations.

Economics

Economics at this level is offered in only year 9 (Accra). It introduces the basic economic concepts and their relevant applications to students to help them in their subject selection in year 10.

Music

The course is currently focusing on generating student interest. It seeks to teach students some music theory and how to play an instrument. It will incorporate the three strands of listening, performing and composing.

English Literature:

The course aims to develop the habit of reading texts other than for academic purposes, thus broadening the scope of comprehension, self-expression and appreciation of literary works and their authors.

Physical Education

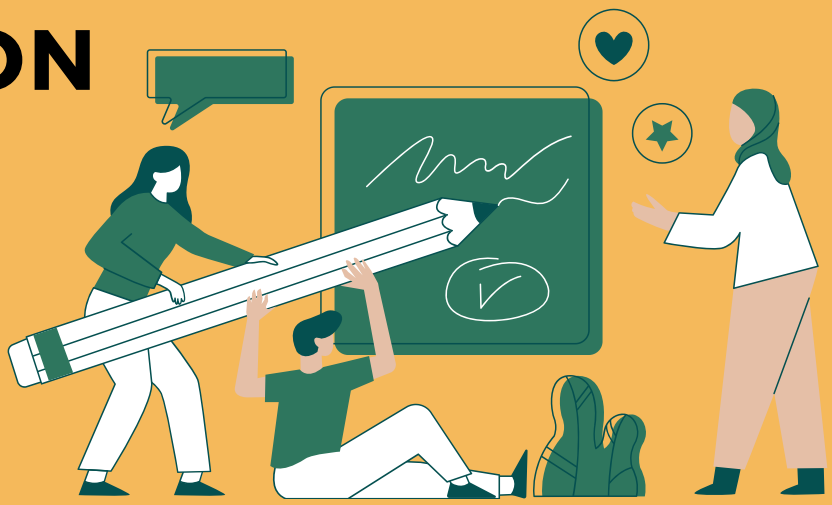
Is a vital part of a balanced school curriculum. Regular exercise improves physical and mental health and there is growing evidence that it improves academic performance across the curriculum. Establishing good patterns of exercise in lower secondary school provides learners with the foundation of an active and healthy lifestyle.

Global Perspective

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. Research says that the earlier students start to develop and practice their skills, the greater the impact on their learning. Students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Upper Secondary and beyond.

Source: Cambridge International Curriculum

EXAMINATION SUBJECTS



NON-EXAMINATION SUBJECTS

- Physical Education
- Music

01 Science (Physics, Chemistry, and Biology)

02 Computer Studies

03 English Language

04 English Literature

05 French or Spanish

06 Geography

07 History

08 Mathematics

09 Music

10 Economics(Accra campus)

11 Global perspective



SECONDARY (YR10-YR11) SCHOOL SUBJECTS

CAMBRIDGE SECONDARY 2 (YR10-YR11)

Our school offers the highly sought-after Cambridge IGCSE, an internationally recognized curriculum catered to students aged 14 to 16. This program paves the way for prestigious and globally recognized certifications. Cambridge IGCSE prioritizes a student-focused and investigative approach to education, promoting creativity, problem-solving, and inquisitive skills. It provides unparalleled preparation for future academic pursuits.

Accounting

The Cambridge IGCSE Accounting syllabus introduces learners to the theory and concepts of accounting and how accounting is used in a variety of modern economic and business contexts. Learners focus on the skills of recording, reporting, presenting and interpreting financial information and build an ideal foundation both for further study and for a future career within the profession.

Additional Mathematics

Cambridge IGCSE Additional Mathematics encourages learners to further develop their mathematical ability in problem-solving and provides strong progression for advanced study of mathematics or highly numerate subjects.

- stretches more able candidates and provides a smooth transition to Cambridge International AS & A Level Mathematics.
- reinforces learners' competency, confidence, and fluency in their use of techniques with and without a calculator, strengthening mathematical understanding and communication skills.
- enriches learners' understanding of connections within mathematics, refining learners' reasoning and analytical skills.
- requires a fluent and confident ability to solve problems in abstract mathematics.
- progresses learners' ability to communicate mathematically and justify their reasons using structured arguments.

Art and Design

The Cambridge IGCSE Art & Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two-and three-dimensional form and composition, and can identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions.

Source: Cambridge International Curriculum

SECONDARY SCHOOL SUBJECTS

CAMBRIDGE SECONDARY 2 (YR10-YR11)

Biology

Cambridge IGCSE Biology helps learners understand the biological world in which they live and take an informed interest in science and scientific developments. The syllabus includes the basic principles and concepts that are fundamental to the subject, some current applications of biology, and a strong emphasis on practical skills. Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Level, further education or a career related to science.

Business Studies

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors and the importance of innovation and change. Learners find out how the major types of business organizations are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at Cambridge International A Level and an ideal preparation for the world of work.

Chemistry

Cambridge IGCSE Chemistry helps learners understand the technological world in which they live and take an informed interest in science and scientific developments. The syllabus includes the basic principles and concepts that are fundamental to the subject, some current applications of chemistry, and a strong emphasis on practical skills. Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Level, further education or a career related to science.

I.C.T

Students develop an understanding of the implications of technology in society and the ways Information and Communication Technology (ICT) can help at home, work and the wider world. Through practical and theoretical studies, students solve problems using a variety of common software such as word processors and interactive presentation software.

Learners will analyze, design, implement, test and evaluate ICT systems, making sure that they are fit for purpose. There is an emphasis on developing lifelong skills, which are essential across the curriculum and their future career. ICT will be replaced by Computer Science in 2024 September.

Economics

The Cambridge IGCSE Economics syllabus develops an understanding of economic theory, terminology and principles. Learners study the economics of different countries and how these interrelate. They also learn to work with simple economic data and to use the tools of economic analysis. Learners apply an understanding of economics to current economic issues. The Cambridge IGCSE Economics syllabus provides a foundation for further study, including Cambridge International AS & A Level Economics, or the equivalent.

English Language:

Cambridge IGCSE First Language English is designed for learners whose first language is English. The course enables learners to:

develop the ability to communicate clearly, accurately and effectively when speaking and writing use a wide range of vocabulary, and correct grammar, spelling and punctuation to develop a personal style and an awareness of the audience being addressed.

Source: Cambridge International Curriculum

SECONDARY SCHOOL SUBJECTS

CAMBRIDGE SECONDARY 2 (YR10-YR11)

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively

English Literature

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognize and appreciate how writers use English to achieve a range of effects and will be able to present an informed, personal response to the material they have studied.

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and the world around them.

French

This syllabus is designed for students who are learning French as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where French is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

Geography

Through the Cambridge IGCSE Geography syllabus, learners will develop a 'sense of place' by looking at the world around them on a local, regional and global scale.

Learners will examine a range of natural and man-made environments, and study some of the processes which affect their development. They will also look at the ways in which people interact with their environment, and the opportunities and challenges an environment can present, thereby gaining a deeper insight into the different communities and cultures that exist around the world.

History

Cambridge IGCSE History looks at some of the major international issues of the nineteenth and twentieth centuries and covers the history of particular regions and events in more depth.

The syllabus: enables learners to develop historical knowledge and the skills required for studying historical evidence gives flexibility for teachers to develop a course that interests and stimulates their learners, provides a sound basis for further study and encourages a lifelong interest in the subject.

Mathematics

Cambridge IGCSE Mathematics encourages learners to develop their mathematical ability as a key life skill, and as a strong basis for further study of mathematics or to support skills in other subjects.

The syllabus:

- Develop learners' competency, confidence, and fluency in their use of techniques with and without the use of a calculator, cultivating mathematical understanding.
- Develop learners' feel for quantity, patterns, and relationships, encouraging learners' reasoning and analytical skills. Places a strong emphasis on solving problems in mathematics and real-life contexts.

Source: Cambridge International Curriculum

SECONDARY SCHOOL SUBJECTS

CAMBRIDGE SECONDARY 2 (YR10-YR11)

- Promotes appropriate presentation and interpretation of results, encouraging learners' understanding of how to communicate and reason mathematically. It is tiered to allow candidates of all abilities to achieve and progress in their mathematical studies.

Physics

Cambridge IGCSE Physics helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. The syllabus includes the basic principles and concepts that are fundamental to the subject, some current applications of physics, and a strong emphasis on practical skills. Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Level, further education or a career related to science.

Spanish

This syllabus is designed for students who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.

The syllabus also aims to offer insights into the culture of countries where Spanish is spoken, thus encouraging positive attitudes towards language learning and towards speakers of other languages.

At this academic level, students are required to take English, Mathematics, ICT, French or Spanish, and one Science subject. They can also choose up to four additional subjects. It is advised that students take a variety of subjects from the Sciences, Arts/Humanities, and Vocational areas for a well-rounded education.

The IGCSE offers two curriculum options for some subjects: core and extended. The core option covers the basics of the subject and is recommended for students who find the course challenging. However, if a student chooses the core option, they cannot continue studying the subject after IGCSE. Therefore, it's suggested for compulsory subjects that students must pass to gain admission to sixth form but don't plan on studying further. Pass grades for core subjects are C to G.

The extended option is the standard course for all students who plan on continuing to study the subject beyond IGCSE. Grades available for the extended option are A* to G.



Source: Cambridge International Curriculum

SECONDARY (YR12-YR13) SCHOOL SUBJECTS



CAMBRIDGE ADVANCED (YR12-YR13)

The educational institution offers the prestigious Cambridge International AS and A Levels, which are widely acknowledged as top-tier certification that offers superior preparation for advanced education. These certifications are part of the Cambridge Advanced curriculum and can be attained in just two years. The Cambridge International AS and A Level are extremely flexible, enabling students to select subjects that align with their passions and aspirations. They can opt for a comprehensive curriculum or concentrate on specific fields of study.

Art and Design

The Cambridge International A-Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and how art and design create a language of its own.

Biology

Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills.

Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

Business Studies

The syllabus enables students to understand and appreciate the nature and scope of business, and the role it plays in society. It encourages students to examine the process of decision-making in a dynamic and changing business environment and to develop critical understanding of business organizations. They learn about business and its environment, human resource management, marketing, operations management, and finance and accounting. At Cambridge International A Level, students learn how to develop a business strategy.

Source: Cambridge International Curriculum

SECONDARY SCHOOL SUBJECTS

CAMBRIDGE ADVANCED (YR12-YR13)

Chemistry

Cambridge International AS and A Level Chemistry builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts that are fundamental to the subject, some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination.

The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Chemistry are ideal for learners who want to study chemistry or a wide variety of related subjects at university or to follow a career in science.

AIT

Cambridge International AS & A Level Information Technology enables learners to become effective and astute users of IT.

Learners will:

- develop a broad range of IT skills, knowledge and understanding
- apply their learning to efficiently solve problems in a range of situations
- study the structure and use of IT systems for a variety of contexts
- learn about practical IT solutions for business and creative digital technology
- learn about new and emerging technologies and their impact on society.

**AIT will be replaced by Computer Science in 2024

Economics

Students learn how to explain and analyze economic issues and arguments, evaluate economic information, and organize, present and communicate ideas and judgements clearly. The syllabus covers a range of fundamental economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

Literature-in-English

Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures.

Learners will develop skills in reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

Further Mathematics

Cambridge International A Level Further Mathematics develops and extends a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. Some universities prefer applicants for degrees in mathematics and mathematical/scientific subjects to have an AS or A Level Further Mathematics or equivalent qualification. This syllabus is intended for high-ability learners who have achieved, or are likely to achieve, a high grade in the Cambridge International A Level Mathematics examination. Knowledge of the whole content of the Cambridge International A-Level Mathematics syllabus is assumed. Learners will find that the additional time spent studying Further Mathematics will support their understanding of A-level Mathematics.

Source: Cambridge International Curriculum

SECONDARY SCHOOL SUBJECTS

CAMBRIDGE ADVANCED (YR12-YR13)

Geography

The Geography syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. Learners widen their knowledge and understanding of the subject while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. For example, learners can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

History

Cambridge International AS and A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Both at AS and A Level learners can select from topics on European, American or International history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

Mathematics

Cambridge International A Level Mathematics develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results and reflect on findings.

Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. The measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

Physics

Cambridge International AS and A Level Physics builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Physics are ideal for learners who want to study physics or a wide variety of related subjects at university or to follow a career in science.

Sociology

In a rapidly changing world, Cambridge International AS and A Level Sociology offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past.

The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

Source: Cambridge International Curriculum

SECONDARY SCHOOL SUBJECTS

CAMBRIDGE ADVANCED (YR12-YR13)



French

Cambridge International A Level French builds on the language skills gained at Cambridge IGCSE, Cambridge O Level or Cambridge International AS Level, and is the ideal foundation for university-level study, or to improve career prospects.

Learners will gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language.

Usually, A-Level students are required to register for three subjects, but we are flexible and allow up to four. It's essential to keep in mind that this program prioritizes academics, and admission is determined by demonstrated ability, typically through IGCSE achievement or its comparable equivalent. Additionally, it's worth mentioning that a student must have obtained at least a 'C' grade in five subjects, which must include English and Mathematics, to be eligible for Sixth Form admission

ACADEMIC POLICIES

SECONDARY SCHOOL

Parents can use the Edana app provided by the school to check their child's progress on a weekly basis. Progress reports will be shared with both parents and students for review at midterm and at the end of each term in the form of a report card. The grades recorded in the report card for each subject will be determined using following :

FINAL EXAMINATIONS 50%	Final examinations involve end-of-term comprehensive assessment in the form of formal tests. Such examinations shall be conducted on the dates determined and known to students by the third week of the term.
UNIT TESTS 20%	Unit Tests are end of unit assessments. There shall be a minimum of three such unit tests in a term.
HOMEWORK, CLASSWORK, PROJECT WORK 30%	Classwork, Homework and Project work are vital components of students assessment.

ACADEMIC POLICIES SECONDARY SCHOOL

MAKE-UP WORK POLICY

- **Unplanned Absences (i.e., illness, death in the family):**

In the event of an unexpected absence from class due to illness or a family emergency, the student will be given one day to complete any missed assignments. Student must ensure that any projects or research papers are submitted promptly upon their return.

- **Planned absences (i.e., field trips, contests, athletic events, academic trips, etc.)**

For planned absences, **students must obtain** necessary assignments in advance. Students are responsible for submitting all work either before their absence or on the day of the absence unless alternate arrangements have been made with their teacher.

TUTORING SERVICES

In the event of a newly enrolled student requiring additional educational support, the administration will approach a suitable teacher to create a customized schedule for the pupil. Students who have been identified as requiring support after multiple interventions will be placed in a school-based support program during a time determined by the school.

During this period, such students will be exempted from all other activities. The learning support coordinator will post specific start dates and classroom locations and communicate these to parents. Furthermore, the utilization of Google classrooms for various classes can serve as a valuable tool for providing specific subject-area support to students in need.

MAKE-UP TESTS POLICY

If a student misses a test due to a communicated absence, the subject teacher will make arrangements for the make-up test within a week of their return.

SUBJECT SELECTION POLICY

Students considering to pursue the IGCSE level, should note that English Language, Mathematics, ICT, French or Spanish, and a science subject are mandatory for study. Additionally, four subjects of their choosing may be opted for. It is recommended that students take a diverse range of subjects from Sciences, Arts/Humanities, and Vocational Subjects to guarantee a comprehensive education.

As for A level, typically, students undertake three subjects, though some may select four. It is essential to keep in mind that this course is highly academic, and only those with proven aptitude based on their IGCSE performance or its equivalent are admitted. It is noteworthy that unless one has obtained passes of 'C' or higher in at least five subjects (including English and Mathematics), entrance into the Sixth Form may not be granted. Studying some of the subjects will require some prerequisite conditions.

COURSEWORK POLICY

Here at ICS, we are fully committed to helping our students achieve their educational and training objectives. To ensure this, we have a policy in place that mandates all students to meet coursework deadlines. This policy applies to any coursework that contributes to the final grade of a subject taken in any CIE exams.

It's essential to note that failing to meet a coursework deadline can lead to failure in that component of the subject, possible failure in the entire subject, unsupported entry to the final examination in that subject, the potential requirement for the student to drop that subject, and the possibility that the student will not be registered for the final exams. Moreover, it can result in the student's departure from the school. If you have any queries regarding our policy or the alternative to coursework option, please feel free to ask the Head of School.

ACADEMIC POLICIES SECONDARY SCHOOL



ACADEMIC PROBATION & INELIGIBILITY POLICY

Maintaining a minimum overall average of 60% in core academic subjects, such as English, Mathematics, and Science, or a Science subject, is essential to fully participate in extracurricular activities. If a student falls below this average, they will be put on academic probation and will not be able to take part in any extracurricular activities during this time. To be removed from probation, students must work towards improving their academic performance. However, if they're unable to meet the requirements of their probation, they will be provided with intensive support.

PROMOTION POLICY

Please be informed that the school has specific guidelines for promoting students to the next grade. For students in years 7-11, a grade C in all subjects is required. Failure to do so will call for intensive support or recommendation to repeat.

Promotion from Year 11 (IGCSE) to Year 12 (AS level) will require that the student attains at least 5 C passes and above, including passes in Mathematics and English. For some of the A level subjects, there are prerequisites to be considered. Support is given to students. We therefore encourage students to prioritize their studies and seek assistance when needed, to ensure their success.

ACADEMIC HONESTY AND EXAMS POLICY

Plagiarism, cheating, or any form of examination malpractice is a serious offense. The school has a zero-tolerance policy towards such behavior. Any student found guilty of any of these offenses will face suspension or dismissal. Moreover, such students would score an automatic zero on the said test. Students are advised to avoid engaging in any form of examination malpractice.

GRADUATION REQUIREMENTS

For a student to be awarded a High School Diploma, the student must have:

- *Completed a full four-year rigorous CIE academic program for high school students.*
- *Taken all necessary papers in Cambridge IGCSE and A Level exam*
- *Obtained a grade C and beyond in all the core subjects and two other subjects in the Cambridge IGCSE exams.*
- *Not been blacklisted or may have had his or her name removed from the school blacklist.*
- *Actively participated in all the school organized co-curricular activities, peer learning, community service and internship programs. Hence, demonstrated good community citizenship.*
- *Have actively demonstrated the Rounds Square IDEALS in several ways.*

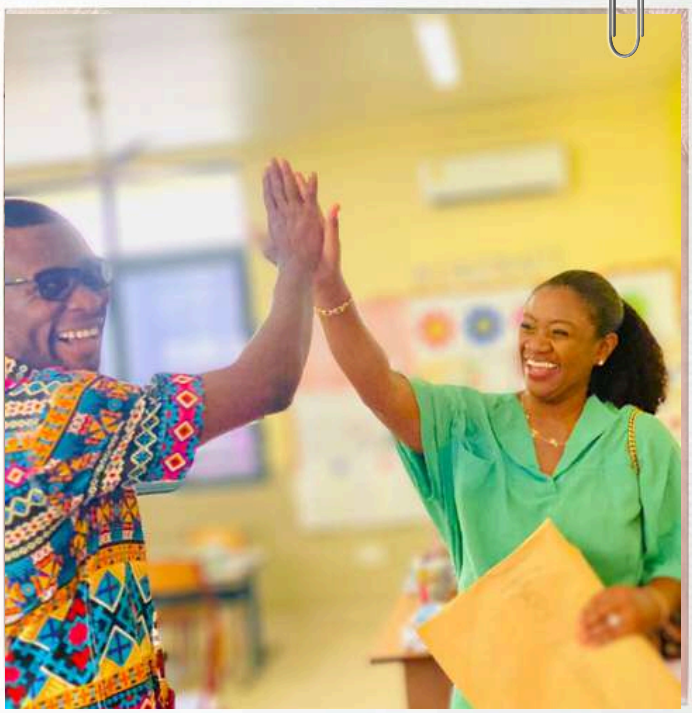
Parent CONFERENCES

Student-Led Conference, Parent-Teacher Conference, and Parents-Forum.

Conferences with parents are scheduled once each term. During the conference, it is customary for parents to discuss the students' academic progress, any student-specific issues, and plans for improvement. We encourage all parents to participate in these conferences.











DISCIPLINE

& BEHAVIORAL MANAGEMENT



STUDENT CODE OF ETHICS

GUIDELINES FOR STUDENT BEHAVIOR

Guiding Principles

The cultivation of discipline is a crucial component of education that can foster self-control, respect for others, and the ability to work in cooperation with others. It is of utmost importance for students to understand the significance of fundamental values for not only their well-being but also for the betterment of society as a whole. Furthermore, they need to take accountability for their actions and accept the consequences that come with them. By doing so, young individuals can develop an understanding of socially acceptable behaviours. At our educational institution, we firmly believe that our students are reasonable and responsible individuals who will respond positively to sound reasoning and logical thinking.

We do not endorse punitive measures but rather consider discipline as an integral part of each student's education. Our curriculum includes setting expectations, consequences, and remedies for all stakeholders in the educational process. Nonetheless, certain offences are deemed intolerable or unacceptable. As such, students, parents, and guardians must peruse and discuss the guidelines provided in this section. Any violation of these guidelines may result in severe sanctions that can potentially impede a student's educational future.



EXPECTATIONS

01

RESPECT FOR SELF

- Smile
- Listen attentively
- Try your best
- Follow classroom rules
- Dress appropriately
- Sit appropriately
- Listen attentively to your teachers, your friends and any elderly person.
- Make healthy choices
- Keep right on the stairs

02

RESPECT FOR OTHERS

- Listen when it's someone else's turn to speak
- Respect all opinions and abilities
- Keep hands and feet to yourself
- Use appropriate language
- Bring your own lunch money
- Keep your area clean and tidy
- Sit quietly & attentively
- Respond appropriately
- Be nice & friendly
- Include everybody
- Use manners

03

RESPECT FOR THE ENVIRONMENT & FACILITIES

- Pick up litter
- Clean up after yourself
- Report vandalism
- Put all trash in the garbage
- Respect the cleaners and alert them politely when there is a spill
- Report all maintenance issues to your teacher

04

RESPECT FOR LEARNING

- Remain seated until class is dismissed
- Obey the bells
- Write your own notes
- Be on time
- Do your homework and class assignments
- Ask questions

05

RESPONSIBILITY

- Attend class
- Do your assignments

06

HEALTH/SAFETY

- Use bathroom supplies properly
- Keep away from others' personal space
- Use water appropriately
- Wash your hands at all times
- Stay off the rails

CHARACTER EDUCATION

At ICS, the school-wide program called character education is implemented with the objective of fostering ethical, responsible, and empathetic individuals through exemplary teaching of good character. This program emphasizes universal values that are universally shared. The school takes a proactive approach in instilling key ethical values, including honesty, responsibility, fairness, caring, and respect for oneself and others, in their students.







At ICS, the school-wide program called character education is implemented with the objective of fostering ethical, responsible, and empathetic individuals through exemplary teaching of good character. This program emphasizes universal values that are universally shared. The school takes a proactive approach in instilling key ethical values, including honesty, responsibility, fairness, caring, and respect for oneself and others, in their students.







BEHAVIOR MANAGEMENT & CHARACTER BUILDING(BMCB)

Developing strong character and behaviour management skills is essential for success in both academics and life. Positive behaviour is crucial for achieving academic success, and the BMCB approach is designed to create a safe, productive school environment that supports student achievement. By reducing barriers to learning and increasing motivation, BMCB helps students reach their full potential. This comprehensive approach to behaviour support is inclusive and caters to the needs of all students, ensuring that everyone has the tools they need to succeed.

	OFFENCE	SANCTIONS		
		1ST OFFENCE	2ND OFFENCE	3RD OFFENCE
1	Examination Malpractices e.g., Cheating, Collusion etc.	Cancel the paper (s) Parental notification	Cancel all paper(s) Parental conference	Dismissal
2	Failure to write test/examination	Student scores zero Written warning	Scores zero Parental conference	Repetition -
3	Anonymous letter writing giving false information.	External suspension (One week) Bond of good behaviour	Dismissal	-
4	Deliberate distortion of facts/character assassination.	External suspension (3 days) Bond of good behaviour	External suspension (Up to 3 days) Internal suspension (Up to 2 days) Bond of good behaviour	One-week external suspension-
5	Fighting	External suspension (2 days) Five hours work detail Parents' notification counselling	External suspension (5 days) Five hours work detail Counselling Bond of good behaviour	Student put on probation- pending a last offence
6	Assault on fellow student(s)	External suspension (3 days) Five hours work detail Parents' notification counselling	External suspension (5 days) Five hours work detail Counselling Bond of good behaviour	Student put on probation- pending a last offence -
7	Assault on Members of Staff or their dependents	One-week external suspension Parent's notification Student put on probation- pending a last offence	Dismissal-	-

BEHAVIOR MANAGEMENT & CHARACTER BUILDING(BMCB)

	OFFENCE	SANCTIONS		
		1ST OFFENCE	2ND OFFENCE	3RD OFFENCE
8	Flouting the authority of prefects	one hour work detail / Detention	Three hours work detail / Detention	One day internal suspension, Bond of good behaviour
9	Flouting the authority of members of staff of ICS	Three hours work detail / Detention, Parent's notification	One day internal suspension with detention for make-up work, Parent's Conference, Bond of good behaviour	External suspension (3 days) with plan for make-up work
10	Flouting the authority of the Principal/ School Leaders	1-day internal suspension, external suspension parent's conference, Bond of good behaviour	External suspension (3 days)	External suspension (one week) with plan for make-up work
11	Inciting students to riot	Indefinite suspension	-	-
12	Petty theft	3x Restitution and counselling Parental notification	3x Restitution 2- day internal suspension and parent conference	3x Restitution 3-day external suspension
13	Stealing in all cases	Restitution and external suspension (1 week)	Indefinite suspension	-
14	Alcohol and smoking offence	Dismissal	-	-

BEHAVIOR MANAGEMENT & CHARACTER BUILDING(BMCB)

	OFFENCE	SANCTIONS		
		1ST OFFENCE	2ND OFFENCE	3RD OFFENCE
15	Possession of marijuana or other hard drugs Possession of illegal substances	Dismissal	-	-
16	Not submitting homework	Warning Report to house tutor/mentor/class teacher Detention to make-up work	Report to the HoD and KS coordinator Up to 1 hour work detail Detention to make up work	Report to HoS/HoB/Principal Parent's notification Up to 2 hours work detail Detention to make up work
17	Truancy (absenting oneself from classes)	3-hour work detail 3-hour detention to do all make-up work	Offence in same term 2 days internal suspension Detention	Offence in same term 3 days external suspension
18	Late return from holidays (without permission)	Detention to make -up work/ work details from 3 hours -8 hours depending on number of absences	-	-
19	Possession of lethal Weapons	Dismissal	-	-
20	Use/ possession of unapproved attire.	Written warning Parental notification.	Confiscate attire Parental conference	Confiscate attire Up to 5 hours work detail
21	Refusal to participate in approved ICS activities e.g. - entertainment, chapel, co- curricular activities, classes, dining hall, prep etc.	Verbal warning	Up to four hours detention/work details Parent's notification	Internal suspension (up to 3days) Day student status

BEHAVIOR MANAGEMENT & CHARACTER BUILDING(BMCB)

	OFFENCE	SANCTIONS		
		1ST OFFENCE	2ND OFFENCE	3RD OFFENCE
22	Bullying	Internal suspension (2 days) Bond of good behaviour Parent's notification	External suspension (1 week)	Indefinite suspension
23	Extortion	3x Restitution and Written warning Up to 6 hours work detail	3x Restitution and up to 2 days internal suspension	3x Restitution Up to three days external suspension-
24	Destruction/damage of property, Deliberate damage to furniture/equipment/physical structure	Payment for thrice the cost, Written warning	Payment for thrice the cost Bond of good behaviour	Payment for thrice the cost Up to 5 days external suspension
25	Disrespect and insolence and similar offence such as insults, cat calls hooting use of obscene language /songs dance/ use of profane language.	Written warning Up to 2 hours work detail	Up to 4 hours work details Parent's notification and conference	Up to 2 days internal or 3 days external suspension
26	Improper Dressing	Confiscation Verbal warning	Confiscation written warning	Bond of good behaviour
27	Weave-on/ Colored braids other than the prescribed, black/brown. Braids longer than the prescribed three folds	Unbraid hair Parental notification Verbal warning	Unbraid hair Parental notification Written warning	Unbraid hair Sign a bond of good behaviour
28	Noise making at dining hall, at prep, in Dormitory	Verbal warning Public apology	Up to one hour work detail/detention Withdrawal of privilege-	Parent's notification Up to three hours work detail/detention-

BEHAVIOR MANAGEMENT & CHARACTER BUILDING(BMCB)

	OFFENCE	SANCTIONS		
		1ST OFFENCE	2ND OFFENCE	3RD OFFENCE
29	Failure to do dormitory work	Call back to work Verbal warning Up to 20 min extension work detail	Call back to work Up to 40 min extension work detail	Call back to work Parents notification with a written warning Up to one hour work detail
30	Entertaining dismissed students/ visitors in Dormitories	3 days Internal suspension	1-week external suspension	Indefinite suspension
31	Reporting late from exeat a) Two times in the term b) Late from exeat next time c) Four times in the same academic year	Verbal warning Parent's notification	Written warning Up to 2 hours work detail/detention No exeat for the term -	Up to 5 hours work detail parental conference withdrawal of exeat privileges -
32	Lateness for school programmes. e.g., dining, assembly, chapel	Verbal warning	Verbal warning Up to one hour detention/work Assigned coach for support	Written warning Parent's notification Up to 3 hours work/detention
33	Boiling food at the dormitory /ordering food outside visiting hours	Parent notification, Confiscation of food items Up to 2 hours work/detention	Confiscate food Parental conference Bond of good behaviour Up to 4 hours work/detention	Day status for boarders
34	Ordering and/ Or receiving cooked food outside visiting hours	Verbal warning and confiscating of food	Written warning Parental notification Confiscation of food	2-days internal suspension. Any further offense leads to deboardinisation up to a term
35	Possession of unauthorized items e.g., mobile/ cellular phones, hand held gaming system etc.	Confiscation till end of term.	Confiscation till end of year Parent conference	Confiscation permanently

BEHAVIOR MANAGEMENT & CHARACTER BUILDING(BMCB)

	OFFENCE	SANCTIONS		
		1ST OFFENCE	2ND OFFENCE	3RD OFFENCE
36	Driving a visitor's car on campus (when visitor is already on campus)	Parent/driver should not be allowed to park inside school Verbal warning to student Written letter to parent/visitor	Parent conference and student sign a bond of good behaviour	Up to 3 days external suspension Detention for make-up work
37	Student driving to campus	No entry to campus Verbal warning to student	No entry to campus Parent's notification	No entry to campus Parental conference
38	Writing / Grafting/ Defacing of walls, desks, table tops, books, beds, wardrobes, dormitory, and furniture. Inciting others/ destroying personal property	Pay three times the cost of repairing or replacement	Pay three times the cost of repairing or replacement Bond of good behaviour	Pay five times the cost of repairing or replacement Parental conference
39	Locking oneself in a room and refusing to open or locking another person in a room.	Written warning I day internal suspension	Parent conference Bond of good behaviour 2-day internal suspension	2 days external suspension plus 1 day internal suspension
40	Found in the classroom block/ Dining Hall, ICT Lab, Science Lab, etc. without permission or unaccompanied by a teacher at odd hours.	Up to 2 hours detention Verbal warning	Up to 4 hours detention Written warning	Up to 6 hours detention Bond of good behaviour
41	Wearing any form of jewelry other than and a wrist watch	Verbal warning Removal of jewelry	Confiscate item	Confiscate item Up to 2 hours work detail
42	Sexual misconduct	Dismissal	-	-
43	Enter dormitory of opposite sex any time	Dismissal	-	-

BEHAVIOR MANAGEMENT & CHARACTER BUILDING(BMCB)

	OFFENCE	SANCTIONS		
		1ST OFFENCE	2ND OFFENCE	3RD OFFENCE
44	Display of intimacy – kissing/touching/indecent exposure	Indefinite suspension	Dismissal	-
45	Use of laptops, pen drives and other electronic equipment without permission	Up to a term's Confiscation, Counsel and parent conference	Up to a term's Confiscation, Up to 2 hours work detail (Clear tables, clean dining hall, clean classrooms, arrange tables & chairs)	Permanent confiscation
46	Trading	Confiscation and Parents conference	2 days internal suspension Detention for make-up work	2 days external suspension Detention for make-up work upon return





HEALTH

& COUNSELING

SICK BAY HOURS

Accra Campus	Open 24hrs
Kumasi Campus	

HEALTH

It is important for students to always obtain permission from their teacher before visiting the health room unless it is an emergency. If a student needs to call their parents, the office will make the necessary arrangements. Teachers should provide their students with a note to visit the health room, which must be signed by the nurse and returned to the teacher of the ongoing lesson.

All teachers are required to report any illnesses to the school nurse, who will provide treatment in the sick bay. Once students feel better, they will be sent back to their classrooms. The school nurse is authorized to dispense certain medications including Tylenol, paracetamol, pepto bismol tablets and syrup, antacids, and cough syrups. However, if a child is too ill to attend classes, parents will be contacted to pick them up and urged to seek proper medical attention.

If a student needs to take medication during school hours, they must bring it to the nurse's office accompanied by a note from their parents. The note should include complete instructions for dosage and times, as well as a phone number where the parents can be reached for verification. Students are responsible for remembering the times at which they need to take their medication and going to the nurse's office accordingly. It is recommended that only the medication needed for the day should be brought, and notes from parents may help justify any exceptions. Please note that gum and candy are not allowed during school hours.



Parents need to ensure that their children have completed all necessary immunizations before they start school. If a child contracts a contagious illness or condition, it is recommended that they stay at home until they have fully recovered. If a child is displaying symptoms of illness such as severe colds, undetermined rash or spots, chicken pox, "red eye", lice, vomiting, diarrhoea, fever or other symptoms, they will be sent home until they have fully recovered. This is in the interest of the child's health as well as the health of their classmates. It is important to prioritize the safety of all students in the school.



SCHOOL COUNSELOR



EMOTIONAL AND WELL-BEING COUNSELING

The Goals of Emotional and Behavioral Counselling include but are not limited to the following:

- To equip students with practical skills to live healthy, safe, productive, and responsible lives.
- To support students in confidently making transitions as they grow through the stages of adolescence.
- To teach personal well-being, social and health education, including sex education, and the social and emotional aspects of learning.
- To encourage positive attitudes to learning and relationships with peers and adults.
- To enable students to reflect on and clarify their values and attitudes while being conscious of the sometimes complex and conflicting values and attitudes encountered elsewhere.
- Providing emotional support and Counselling for staff members



UNIVERSITY AND CAREER GUIDANCE

The Schools University and Career guidance program focuses on career exploration and preparation for the University. It's important for learners to have an understanding of life, be exposed to various career choices, and make responsible decisions about their future. The professional Counsellors work with each student on their course choices as well as their university requirements and applications. They provide learners guidance to make appropriate subject choices to achieve their individual goals.

Services provided to ICS students include:

- Organizing Career Fairs to expose all high school students to current and future trends in careers to guide them to make informed decisions.
- Organizing subject selection seminars for Y9 and IG2 students to transition smoothly into years 10 and 12 respectively.
- Scheduling meetings (small group sessions and individual) with learners to create early college awareness and set achievable expectations.

SCHOOL COUNSELOR



Collaboration across schools and departments:

The Guidance and Counselling Unit collaborates with our schools and departments to support students in various capacities:

- **Boarding:** Receiving referrals and following up to ensure new students get well-adjusted.
- **Character First team:** Organising Mental health sessions for students as well as providing relevant topics according to current trends and students' needs.
- **Alumni:** Collaborating to provide talks, career presentations, and mentorship to current students.
- **Sports department:** Providing recommendations and videos for student applications.
- **Learning Support Centre:** Collaborate with Learning Support Centre by providing social and emotional support for students undergoing academic support.
- **Primary and High School:** Organising orientation sessions for new students and whole school presentations on socio-emotional topics.
- Training Program and resource support services
- Training sessions for teachers to write compelling recommendations and to provide support for students' essays for university applications.
- Helping students locate Internship opportunities while ensuring they are placed in a safe environment.
- Exploring careers based on learners' interests and career sessions by field professionals invited by the school.
- Providing information to learners (ie. summer programs, internships, and volunteering activities) and encouraging them on the importance of taking advantage of experiences beyond school work.
- Helping learners and their parents in making university choices, locally and abroad.
- Organizing College Applications for parents to expose them to the college application process
- Organizing Financial aid sessions for parents
- Guiding students throughout the college application process and ensuring that students are placed into various university destinations
- Organizing workshops to assist with college essays and applications.
- Setting timelines for learners to work towards their applications and enabling them with opportunities to build their profiles based on their interests and goals.
- Guiding students with various university admissions tests such as PSAT, SAT, and ACT.
- Arranging university visits by representatives from around the globe to educate the students and parents about courses, programs, campuses, and admissions requirements.
- Organizing transition meetings such as pre-departure orientation, visa interview preparation, and adjusting to life after high school



STUDENT LIFE





STUDENT LEADERSHIP COUNCIL

Welcome to the Student Leadership Council (SLC) at our school! The Student Leadership Council, also known as the Student Representative Council (SRC) for grades 7-12, plays a vital role in our school community.

Our primary mission is to enhance the overall school experience for our students while serving as a bridge between the student body and the administration. A wide range of subjects and these skills equip them well for progression to higher education or directly into employment.

REPRESENTATION AND ADVOCACY

The SRC is your voice in the school. We are here to represent the interests and concerns of all students. If you have ideas for improving the school or suggestions for making our school spirit even stronger, the SRC is the place to bring them.

We work tirelessly to advocate for positive changes and enhancements within our school.

COMMUNICATION

Effective communication is key to a successful school community. The SRC serves as a vital communication link between you, the students, and the school administration. We ensure that your ideas, questions, and concerns are heard and addressed appropriately.



YOUR VOICE MATTERS!

SOCIAL ACTIVITIES

We believe that a vibrant school community enjoys various social activities. The SRC is responsible for organizing a range of exciting events and activities throughout the school year. From dances and fundraisers to community service initiatives, our Spirit Week, and other special-themed days, aim to create memorable experiences for all.

LEADERSHIP ROLES

The SRC consists of dedicated class representatives and four key officers: **The President, Vice-President, Secretary, and Treasurer**. These officers are elected by you, the students, and serve as the core team that leads our council. To be eligible for student body offices, students must maintain a satisfactory grade above a B. Students on Academic or Disciplinary Probation, unfortunately, are not eligible to run for student body offices.

We encourage all students to get involved, share their ideas, and participate in the various activities organized by the SRC. Together, we can make our school experience enjoyable, inclusive, and rewarding for everyone. We look forward to working with you throughout the year and making your time at our school truly memorable!



MODEL UN

Model United Nations, also known as Model UN or MUN, is an educational simulation where students learn about diplomacy, international relations, and the United Nations.

At MUN conferences, students work as representatives of countries or organizations and solve problems with other delegates from around the world.

Model UN is a popular activity for students interested in learning more about how the UN operates.

The Model UN Programme aims to build and maintain strong ties between the UN and Model UN participants across the globe.





EXTRA-CURRICULAR ACTIVITIES

CHESS

Playing the game of chess improves student's learning, thinking, analytical power, and decision-making ability and teaches them how to strategize aspects of the game and life.

CODING

The Coding club helps children create computer games, animations and websites, learning how to use technology creatively to inspire them to consider programming and other digital careers in the future

ROBOTICS

The robotics club is a gathering of interested students in learning about and working with robots. Robotics teams help strengthen leadership skills, learn to cooperate with others, improve social interaction skills, regulate emotions and learn the highs and lows of competing

FASHION & MODELING

The Fashion and Modelling Club enables students with fashion-related interests to explore the ever-evolving industry. The club develops the skills of students interested in modeling for fashion shows and analyze fashion trends of designers.

MUSIC

From the soul-stirring chords of guitars to the enchanting melodies of violins, our Music Club welcomes students of all levels and backgrounds to explore the world of music. Whether you're a seasoned virtuoso or a curious beginner, our dedicated instructors will guide you through harmonious adventures.

TRADITIONAL MUSIC & DANCE

Music and dance are used during social functions such as birthday parties, naming ceremonies, marriage, puberty and funeral ceremonies. It is also used on other occasions such as the Odwira, Homowo, Hogbetsoto, Akwasidae festivals. This helps to bring the people together. Join us to learn about your cultural dance as a Ghanaian.

ARTS & CRAFTS

The Arts club helps students to build and develop their creative skills. Students would be exposed to a range of Art forms using different media

WRITERS & DEBATORS

The Writers and Debaters Club provides a platform for students to engage in creative writing, master eloquence through presentations and give life to their write-ups through riveting debates that ignite the mind.

THRIFTY TEENS (BUSINESS CLUB)

Thrifty teens is providing support to students to may have entrepreneurial ambitions. They learn the skills of harnessing their talent and starting a new business.















EXTRA-CURRICULAR ACTIVITIES

DESIGN FOR CHANGE (DFC)

It's Easy to complain about a problem! The world however needs people that are ready to think and find solutions for the problems around them. Are you ready to Act instead of complain? Then this is your club! The club seeks to help students use design thinking skills to come up with solutions to common problems in their environment including the school. Students would be required to champion innovative solutions and whip up interest from other community members

DESIGN & PHOTOGRAPHY

The Photography and Design Club focuses on teaching student basic techniques in photography, how to use its equipment and graphic design skills in this technological age

CARTOONS & COMICS

This is a club that aims at using children's love for cartoons and comic characters to develop their storytelling, characterization, dramatization, and writing skills. We can't wait to see students dress and act as their favorite characters in this club

MOVIE REVIEW

Movie review club focuses on the analysis of films as well as the expression of opinion on movies. A collection of current as well as old top-class movies will be reviewed in this club. Members should be ready to take on roles in the movies, study, and enact scenes to appeal to the audience

GIFTED HANDS

This club is for those who like to turn materials into beautiful pieces through molding, beading, decorations, paper craft etc. If you have hands that turns simple things into a gem then this is your club

DRAMA

The Drama Club is designed for students interested in learning about Theater and performance. Be ready to pick up a role and express yourself in this club. Drama promotes communication skills, teamwork, dialogue, negotiation, and socialization. It stimulates the imagination and creativity; it develops a better understanding of human behavior

CARDET CORP

We instill Patriotism, Discipline, Honor, and Leadership. We also teach life skills and instill a sense of being a part of something greater than themselves. Role and purpose. The six objectives of the ICS Cadet Corps are to develop leadership, citizenship, patriotism, academic excellence, basic military knowledge, and health, wellness, and fitness. The Cadet Corps motto is "Essayons," a word in the French language meaning "Let us try."

PEOPLE & PLACES

Do you want to experience the culture of other people, do you want to be internationally minded, then look no further, The People and Places club is here to educate you on different cultures (food, language, fashion, history) in Ghana, Africa, and the other continents.

You will be introduced to a wide variety of cultures which will make you more informed and exposed. You will learn common greetings, rich history, and festivals experienced
Join us to be a Cultural Guide.

EXTRA-CURRICULAR ACTIVITIES





EXTRA-CURRICULAR ACTIVITIES

ENVIRON TECH

Environmental Research Club is a club where learners particularly look deep into local materials especially, natural things that can be manipulated to solve common issues in the environment. A typical example is the use of bamboo poles or logs that are currently transformed into making durable bicycles. This initiative is an EnvironTech built in Mpatase on the Trede road. Join us to save the environment

ICS MUSIC BAND & CHOIR

This club is a two-in-one Club targeting all students who can sing or play any Musical instrument. Join the choir if you love to sing! Join the Band if you love to play any of the instruments! Admission is through auditioning. Parents would be responsible for acquiring the Musical instrument for students while the school provides resource persons who would help the students perfect their skills. Please contact the MUSIC Teacher if you want your child to be part of this club

SOCCER INTELLECTS

Develop skills in sports. Be ready to learn and play a variety of sports such as Tennis, football, Volleyball, Basketball etc

GOOD NEWS CLUB

Learn the Bible while having fun. Watch, act, and choreograph your favorite Bible characters in this club

BY THE FIRE SIDE

Sparking a passion for reading from a young age is so important for a child's development, and it's fun! Children instinctively love books and stories as they are introduced to wonderful ideas, places, and creatures they haven't before encountered. Through stories, children can learn more about life, the world, and themselves. Aside from creating a bonding opportunity, there are so many benefits to reading with your child.

AQUAHORSE

ICS Swimming Club is a competitive swimming club with the purpose and commitment to advance the sport of swimming, create and maintain an enjoyable and productive swimming environment, and provide swimmers with the highest quality coaching. Join us to enjoy a form of exercise aside from academic work, through water for recreation, sport, exercise, or survival

FRENCH

The French Club seeks to promote the French language and culture through activities such as poetry, songs, drama, speech writing, discussions, etc.

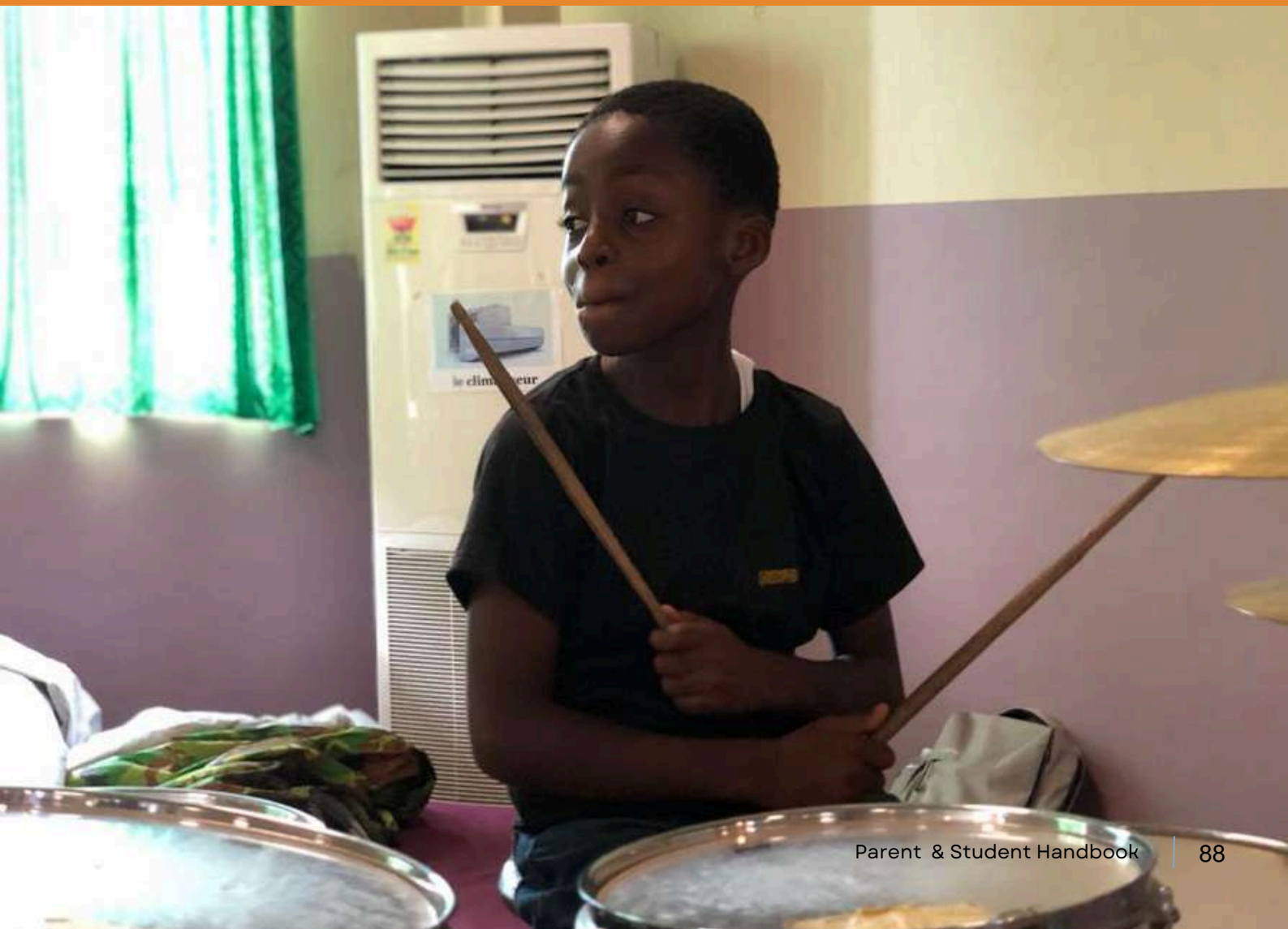
SCIENCE

To acquire basic knowledge of Science. To develop a scientific way of learning. To develop awareness of & and concern for scientific issues in personal, social, environmental, and technological contexts.

SUSTAINABLE DEVELOPMENT GOALS (SDG)

Our SDG club is a club for empowering young people globally to create sustainable solutions. Through the SDG Students Program, learners aim to engage in the global effort to achieve the 2030 Agenda and the Sustainable Development Goals (SDGs), as well as empower them with the knowledge, skills, and pathways to action to be effective agents of change today





EXTRA-CURRICULAR ACTIVITIES

BALLET

Our Ballet Club is tailored for beginners, providing a welcoming environment for dancers to master fundamental exercises, execute basic steps, and perform uncomplicated combinations at a gradual pace. Students gain technique competency, learn movement principles, develop a professional attitude, and become aware of customary practices in a dance studio.

POETRY

To acquire basic knowledge of Science. To develop a scientific way of learning. To develop awareness of & and concern for scientific issues in personal, social, environmental, and technological contexts.

FOOD & NUTRITION

The Food and Nutrition Club strives to educate participants on ways to live and eat healthier without compromising taste.

TAEKWANDO

The Taekwondo Club offers a structured pathway for students to acquire skills and knowledge in Korean Martial Arts. The club helps students develop self-discipline, enhance their focus and concentration, improve their physical fitness, refine their etiquette and manners as well and master self-defense techniques against physical aggression.

FIRST AID

The club trains diverse students on essential first aid skills to ensure they are well equipped to provide basic first aid measures in unforeseen circumstances.

DIVERSE CULTURES

This diverse cultures club teaches students about different cultures all around the world and how to embrace each one of them. The club nurtures students into becoming global citizens and equips them with basic knowledge of international relations.

MATHS & ENGINEERING

The Math and Engineering Club is there to guide and nurture students towards excellence in STEM education. With competitions that sharpen their skills and collaborative projects that forge lifelong bonds, our Math and Engineering Club is more than just numbers and gears – it's a gateway to unlocking the limitless possibilities of the future.

E-SPORTS

To acquire basic knowledge of Science. To develop a scientific way of learning. To develop awareness of & concern for scientific issues in personal, social, environmental and technological contexts.

HEALTH & SAFETY

To acquire basic knowledge of Science. To develop a scientific way of learning. To develop awareness of & concern for scientific issues in personal, social, environmental and technological contexts.

EXTRA-CURRICULAR ACTIVITIES







EXTRA-CURRICULAR ACTIVITIES

HEALTH & SAFETY

To acquire basic knowledge of Science. To develop a scientific way of learning. To develop awareness of & concern for scientific issues in personal, social, environmental and technological contexts.

COOKING /CULINARY

Cooking Club is an easy, delicious and practical way to learn all about foods, while cooking in a relaxed, friendly environment. Come and go on a delicious journey of crafting, tasting, and exploring foods of the world











FACILITIES





LIBRARY







SCIENCE LAB



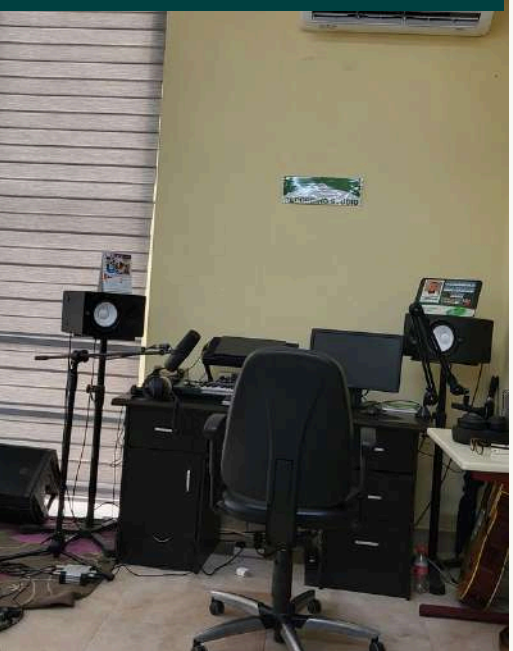
COMPUTER LAB





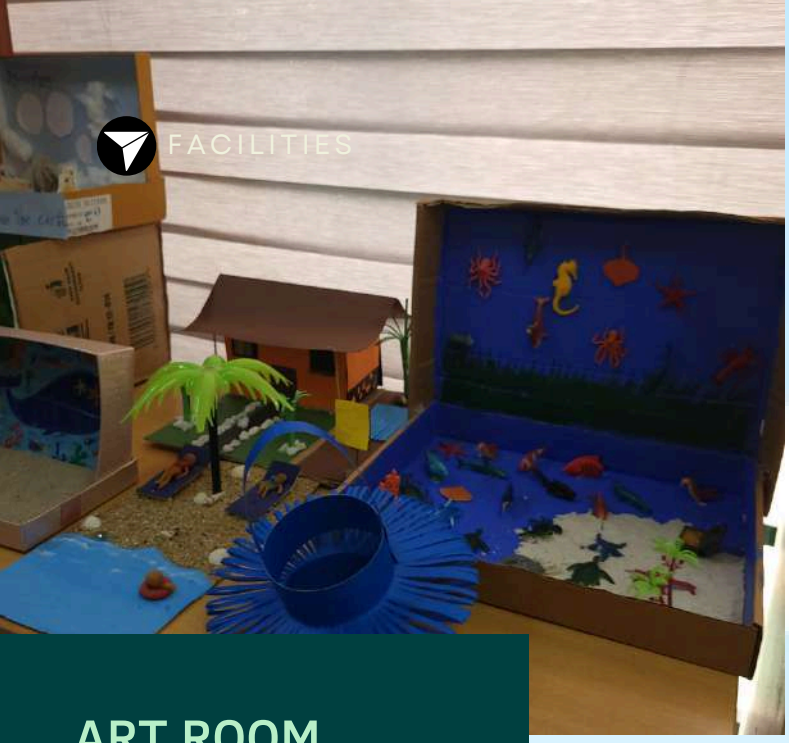


MUSIC ROOM



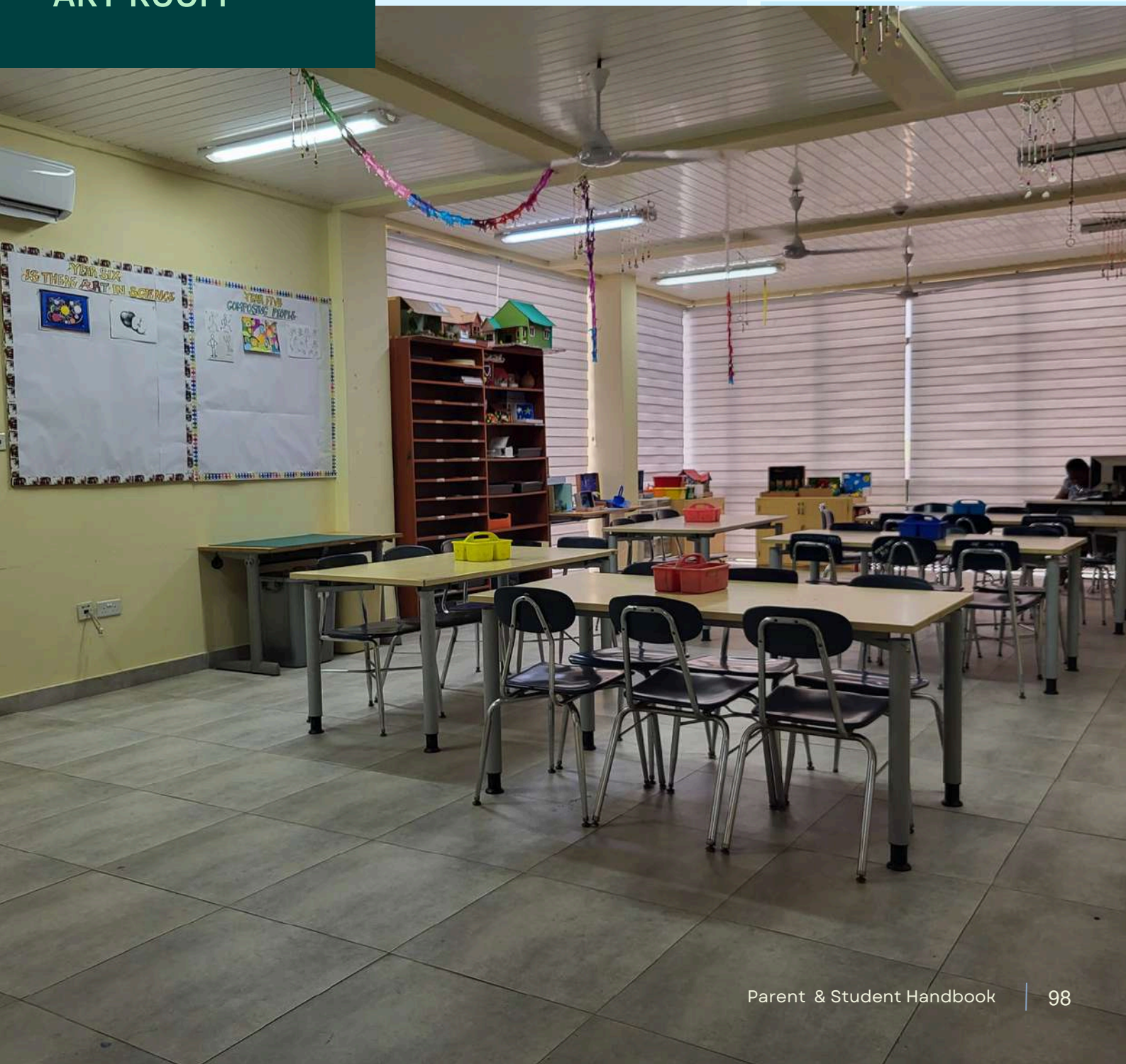








ART ROOM



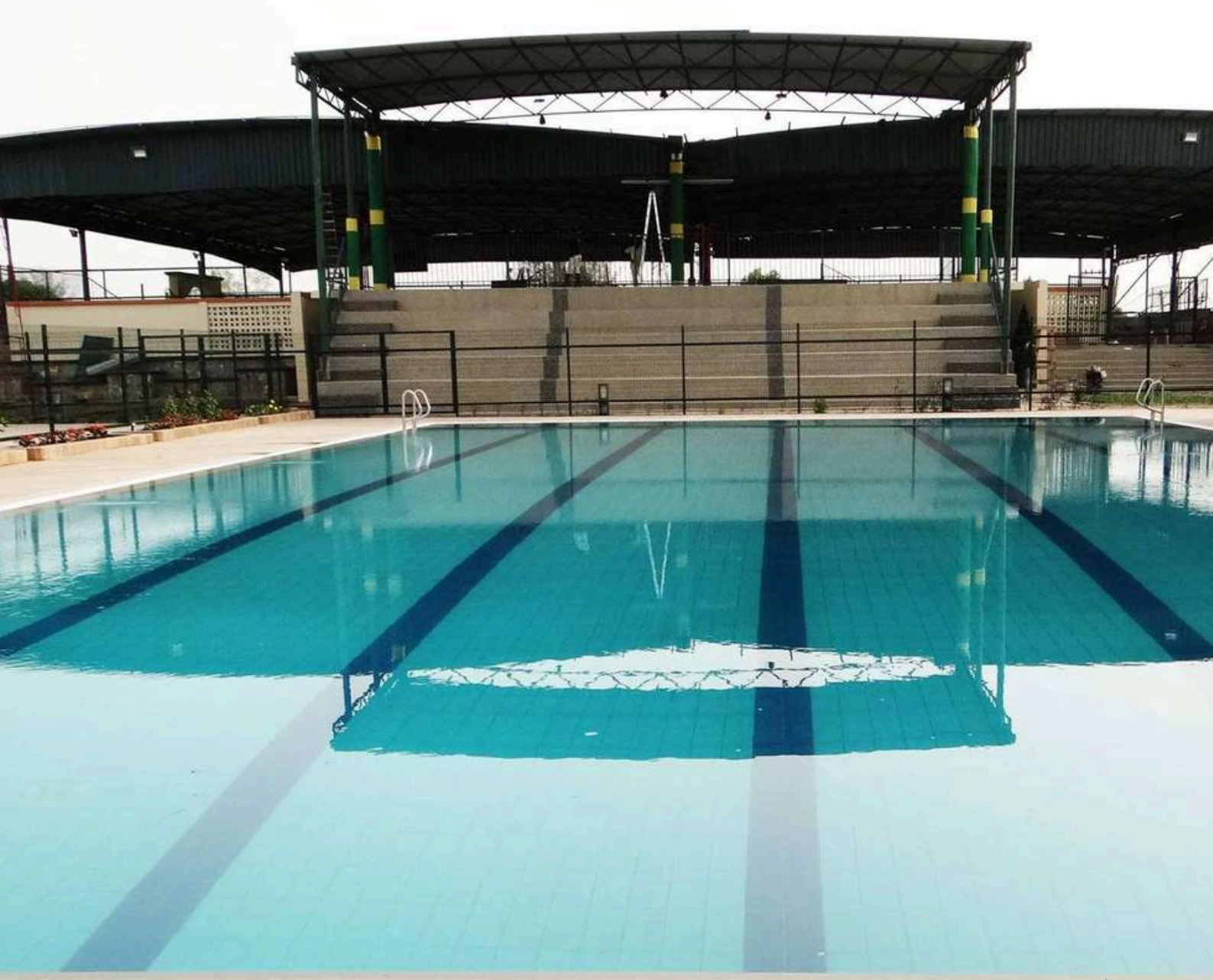


GYM



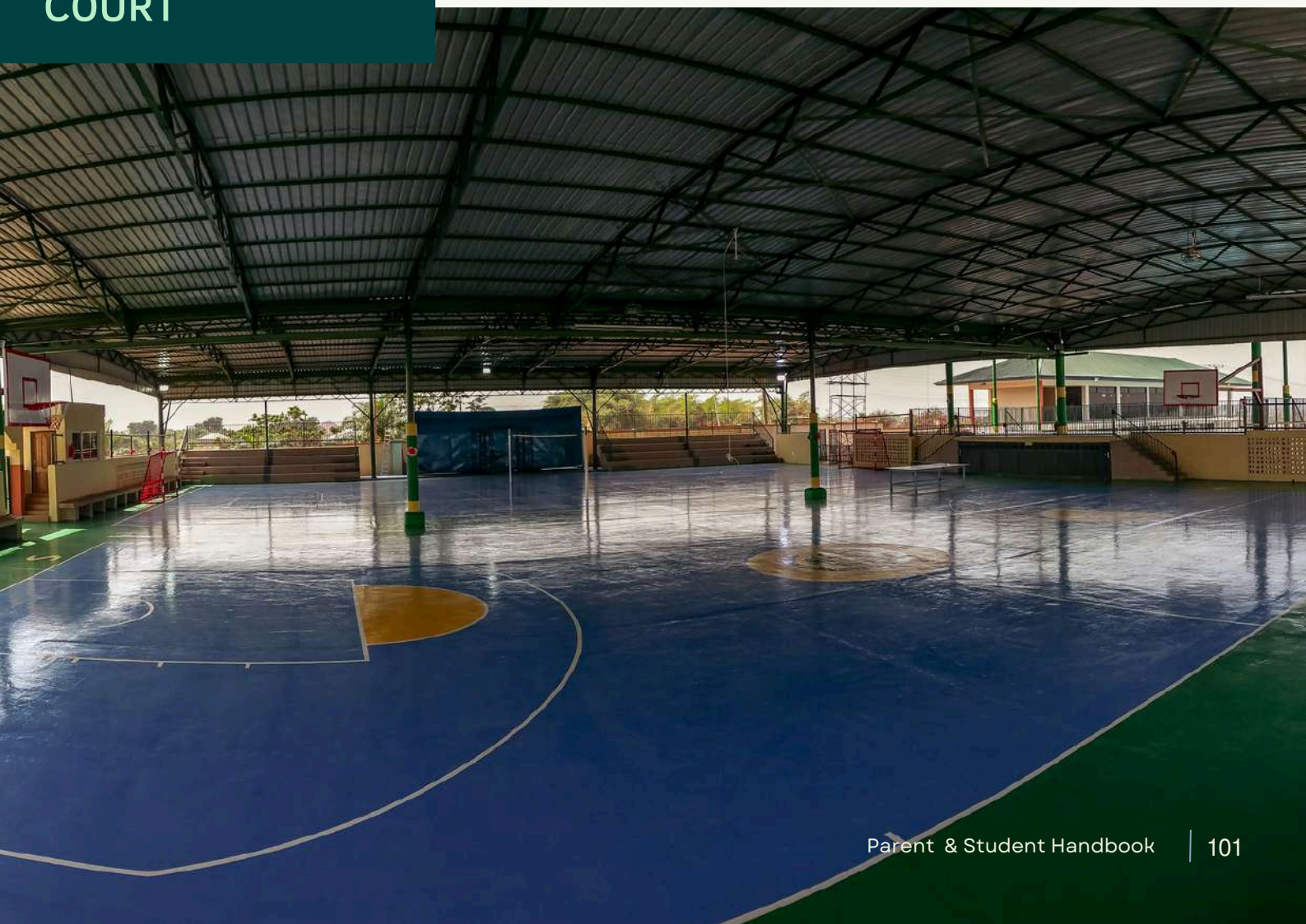


SWIMMING POOL





BASKET BALL COURT





TENNIS COURT





SCHOOL BUSES





SAFETY

SAFETY

FIRE DRILL AND EMERGENCY AND EVACUATION PROCEDURE

As a student or employee of the International Community School, it's your responsibility to stay alert of your surroundings and familiarize yourself with the proper evacuation routes in case of an emergency. Staff members should also be knowledgeable about the emergency procedures and take charge of their safety and the safety of the students. Keep in mind that during a building evacuation, you may require assistance to exit the premises securely.

TRAINING AND FIRE DRILLS

To ensure the safety of everyone on campus, the school conducts a fire drill every term in compliance with the Health and Safety Policy. This policy outlines fire drills and emergency evacuation procedures, as well as fire prevention measures. The Facilities Manager works with the Ghana National Fire Service Authority to coordinate these drills and ensure equipment is maintained for a safe campus.

Additionally, a Fire Safety Officer will provide periodic training for the entire school and security officers on how to manage first aid fires using portable fire extinguishers. This training will cover the proper application and selection of fire extinguishers for specific conditions and times.



Regular training will be provided to ensure that the facility is equipped with an active extinguishing medium to handle any fire outbreaks. This will enable staff, students, and security officers to understand their roles and responsibilities in the event of a fire.

WHAT TO EXPECT DURING A FIRE DRILL

All ICS staff and students should immediately follow these procedures in the event of an emergency or a fire drill during school hours. Once the siren goes off:

1. **Remain calm and quiet** so you can hear instructions.
2. **Exit your classroom and the building** as quickly as possible.
3. **Leave everything behind.**
4. **Do not run, push, or bump** into another student.
5. **Line up by class group outside your designated area and remain quiet** so that your form tutor can take attendance. Stay quiet so the form tutor can conduct a roll call as quickly as possible so all are accounted for.
6. **If you are not in your class when the siren goes off,** join up with your class immediately at the designated assembly point
7. **Students can return to their classrooms** once all have been accounted for.

SAFETY

If the fire drill or emergency evacuation occurs at the BOARDING HOUSE, students and staff should follow these instructions:

Once the siren goes off:

1. **Exit your room and the boarding house** as quickly as possible.
2. **Leave everything behind.**
3. **Do not run, push, or bump** into another student.
4. **Line up by year group** at the designated assembly area.
5. S**tay quiet so your house tutor can conduct a roll call** as quickly as possible so all are accounted for
6. **If you are not in the boarding house or room when the siren goes off**, join up with your year group immediately at the designated assembly point
7. **Students can return to their room** once all have been accounted for.

FIRE EVACUATION

1. **Leave the area immediately**.
2. Persons who are unable to self-evacuate should move as far away as possible from the fire, and keep all doors closed if the fire is not in your immediate location.
3. If possible, any cracks under the doors should be sealed with whatever is available.
4. If there is smoke, keep low to the floor and keep your face covered to aid breathing. Use a damp towel or other material, if possible.
5. It would be best to find an area with a window and make yourself visible to the emergency response crew.
6. If the fire is outside the room, do not exit the room by yourself unless you feel the door and doorknob. If they are warm/hot to the touch do not exit without the assistance of emergency personnel.

EARTHQUAKE EVACUATION

TAKE ACTION AT THE FIRST INDICATION OF AN EARTHQUAKE.

1. **ASSUME "CRASH" POSITION** on knees, head down, hands clasped on the back of neck or head covered with book or jacket.
2. **During the tremor, if possible, crawl under a desk, table,** or other sturdy structure available.
3. **Cover yourself with some type of protective shield** (chair, desk, and mattress) or TAKE COVER under desks or tables
4. **FACE AWAY from windows**
5. **As soon as it stops, evacuate the building** and keep away from walls and buildings.
6. **Do not jump out of windows, balconies, etc.** but move quickly down the stairs or corridors.
7. **Avoid windows auditoriums, and other large rooms** with free-span roofs.
8. **Teachers should INSTRUCT students to evacuate** when all shaking has stopped and LEAD class to the designated assembly area.
9. **Teachers should BE PREPARED to choose an alternative escape route** in case of fire or a blocked exit.
10. **Students should EVACUATE the building in a single file** when instructed by the teacher.
11. **DO NOT RE-ENTER** the building unless instructed.

ASSEMBLY POINTS

The Car Park area will be used as the Assembly points and these places will be designated as 'Assembly Point'.

Campus Security

We pride in our friendly and hardworking campus security personnel who prioritize the safety of our students and the entire community!



HELP LINES

Accra Campus

DEPARTMENT	CONTACT INFORMATION
Admissions:	0548538043 /accra.admissions@icsghana.info
Administrative Office:	0548538043, admin.accra@icsghana.info
IT Office:	it@icsghana.info itsupport@icsghana.info
Accounts:	0206538073 ,icsaccountsaccra@icsghana.info
Counselor:	Counseloraccra@icsghana.info
Student Services:	mawuse.asigbe@icsghana.info
PR and Communication	comms@icsghana.info
Head of High school:	Headofhighschoolaccra@icsghana.info
Head of Prep School:	Headofprepschoolaccra@icsghana.info
Head of Preschool:	Headofpreschoolaccra@icsghana.info

Kumasi Campus

DEPARTMENT	CONTACT INFORMATION
Admissions Office:	kumasi.admissions@icsghana.info
Administrative Office:	Admin.kumasi@icsghana.info
IT Office:	it@icsghana.info itsupport@icsghana.info
Accounts Office:	0533717110 , accounts.office@icsghana.info
Counselor:	Counselorkumasi@icsghana.info
Student Services:	studentservices.kumasi@icsghana.info
PR and Communication:	comms@icsghana.info
Head of High school:	Headofhighschoolkumasi.info
Head of Prep School:	Headofprepschoolkumasi@icsghana.info
Head of Preschool:	Headofpreschoolkumasi@icsghana.info


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