



ICS Policy & Practice Admissions



Introduction

The International Community School of Addis Ababa serves the educational needs of the international community in Addis Ababa. ICS Addis accepts students who can be successful in the regular academic program. ICS does not discriminate on the basis of religion, ethnic or national origin or gender in its admissions and educational policies. Admission is based upon completed application forms, previous school records and results from previous or current academic testing as required by ICS staff to determine:

- the potential of the applicant to benefit from the educational services available
- the capacity of the school to meet the educational needs of the applicant and
- the ability of the school to meet the behavioral or emotional needs of the applicant

Statement of Purpose:

The purpose of the Association of the International Community School of Addis Ababa is to provide a school for "children of the international community residing in Addis Ababa and throughout Ethiopia and for Ethiopian children, to the extent feasible, in accordance with Ethiopian law" (Articles of Association: Article III). To assure that this purpose can be met, the Board expects the administration to enact fair and transparent admissions guidelines regarding places for children of the international community.

Foundational Principles

Vision

We strive to be Our Best with Africa and Our world

Mission

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

Learner Profile

The Learner Profile is the core and foundation of what we teach at ICS. We believe that these traits will help our students develop into compassionate, engaged and active global citizens.

PRINCIPLED: At ICS, we apply our admissions policy consistently and with transparency. All applications are treated confidentially and respectfully.

CARING: Each applicant and applicant family is treated with respect and dignity. Communication about admissions is personalized and flexible to ensure that families have a positive experience, whether they attend ICS or another school.

THINKERS: Admissions decisions are made with the best interest of the applicant in mind, recognizing our commitment to fully supporting each student to learn and engage at high levels at ICS. Ethically, we must have the resources to ensure each student's success.

OPEN-MINDED: We recognize the unique context of every new family, and the impact of this context on each applicant's previous learning experience. Our admissions review considers how we can best support each applicant through the transition into ICS.

KNOWLEDGEABLE: The admissions team holds a schoolwide understanding of ICS's mission and vision, educational practices and values, and practical logistics relevant to new families.

COURAGEOUS: The admissions policy and procedures reflect the need to predict trends and anticipate changes in student enrollment.

INQUIRERS: Each new applicant and family is an opportunity for growth for our admissions team and for our continued reflection on best practices in admissions. Connections with admissions counterparts are also valuable learning experiences.

BALANCED: Compassion and understanding are counterpoints to our admissions procedures, recognizing that our new families are undergoing the unique stresses of transition. Flexibility of timelines and requirements are considered in extenuating circumstances, without compromising our educational values and support of the student.

REFLECTIVE: The admissions policy and procedures are reviewed regularly, both formally and informally, to ensure that we are providing the most thoughtful and appropriate experience to our families.

COMMUNICATORS: Each new family should feel heard and valued throughout the admissions process. A variety of forms and methods of communication are available to ensure connection and clarity.

*The ICS Learner Profile is based on the IB Learner Profile, International Baccalaureate Organization 2013



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To view the Tuition & Fees, visit our website [HERE](#).

This Policy & Practice shall be reviewed every 2 years by the Head of School, Admissions Director and Executive Leadership Team. Next review 2021-22 school year.

Admissions

Early Years (2-4) Admissions:

Applicants to early years 2, 3 and 4 in the first three categories of the Admissions Priority Guidelines will be accepted by the guidelines, in order of receipt of the completed application requirements. All other applications (category 4) will be considered after 31 January for the following school year.

Wait-listed students are prioritized according to the Admissions Priority Guidelines. If a wait-listed student is offered a space, the space must be taken immediately or within a reasonable period of time without a loss of revenue, at ICS's discretion.

Special circumstances: early years 2-4 applicants applying to the STEP Program are considered under the Early Years 5 to Grade 12 admissions policy.

Applying to Early Years 5 to Grade 12: International Applicants

Applicants living outside Ethiopia are international applicants. International applications are considered in order of receipt of all required admissions materials; upon meeting our admissions criteria they will be admitted on a space-available basis. In circumstances where space is not available, international applicants will be placed on a wait list. Wait-listed students will be prioritized according to the Admissions Priority Guidelines. Wait-listed students who temporarily attend another school in Addis until a space is available at ICS Addis are still considered international applicants. If a wait-listed student is offered a space, the space must be taken immediately or within a reasonable period of time without a loss of revenue, at ICS's discretion.

Mid-year applicants who apply before the school year begins are placed on the waitlist until the end of September.

Local Applicants

Applying to Early Years 5 to Grade 12: Local Applicants

Applicants already living in Ethiopia are considered local applicants. Local applicants are eligible to apply to ICS Addis for August enrollment only. Local applicants to early years 5 through grade 12 who complete the admissions process and are eligible for enrollment are placed in the wait pool. Applicants in the wait pool are not ranked by the Priority Guidelines.

Exception: applicants in categories 1, 2 or 3 of the [Priority Guidelines](#) are considered international applicants.

Local applicants in the wait pool are considered for space after a set date. Families who enroll all their eligible children at ICS are given priority. **Visit our website [HERE](#) to find the specific date each year.**

Typical Timeline For Local Applications

- 1 November: applications open for next school year
- November-May: applicants complete all admissions requirements and Admissions Committee completes preliminary review
- March-May: applicants complete assessments at ICS (may include math, reading, writing, world language and interview/observation)
- March-May: Admissions Committee completes final review of admissions requirements and assessments - applicants eligible for admission are placed in the wait pool
- 1 May: ICS begins allocating spaces to applicants in wait pool (those who have completed all admissions requirements and assessments)
- 15 May: deadline to complete all admissions requirements (local applications are not accepted after this date)

ICS may not have spaces for all applicants in the wait pool. If a wait pool applicant is not offered a space in May, the family may choose to stay in the wait pool until the start of school in August. After August, wait pool applicants are no longer eligible to enroll for that school year. They may renew their applications starting on 1 November for the following school year. *Final determination of a student's status is decided by ICS Addis.*

Admissions Priority Guidelines

Within the guidelines below, families who enroll all their eligible children at ICS are given priority.

The following Priority Guidelines apply to international applicants on the wait list only.

1. Dependents of US government direct-hire employees and dependents of eligible ICS faculty and staff.
2. Siblings of current students, and returning former ICS students.
3. Dependents of ICS alumni and former students.
4. All other applicants in order of completion of the admissions requirements, with the following priority:
 - a. Applicants with accepted incoming siblings
 - b. Applicants with foreign passports
 - c. Applicants with host country passports
 - i. Both parents with host country passports
 - ii. One parent with a host country passport
 - iii. Both parents with host country passports

International Community Enrollment

The percentage of children from the international community should be at least 95% of the enrollment in any grade level in the early years and elementary school, 90% of the enrollment in any grade level in the middle school, and 85% of the enrollment in any grade level in the high school. The overall percentage of spaces for children from the international community should be at least 90% schoolwide. At all times and at all grades, the school has discretion to ensure diversity. Any exceptions to the percentage of international children at a grade level must be approved by the Head of School and reported to the Board of Governors. If the overall space available for children of the international community is approaching 90%, the Head of School must notify the Board of Governors, and the Board will approve any exceptions that reduce the spaces available for children of the international community below the overall 90% requirement.

Ethiopian Citizen Enrollment

Any Ethiopian citizen applicant must provide a permission letter from the Ethiopian Ministry of Education General Education Inspection Directorate in order for ICS to consider the applicant for admission. ICS is considered a community school by the Ministry of Education, and Ethiopian citizens must have a permission letter to attend any community school. The letter must state the reason the applicant is receiving the permission letter.

Student Support Services

As a responsibly inclusive community school, ICS Addis values the contributions of each student to the learning environment. To ensure that each student can learn at the highest levels, we continuously evaluate our capacity to support exceptional learners. Our admissions process is designed to be simple and clear; additional information and assessments are only requested when we must confirm our ability to meet a student's learning and social-emotional needs.

ICS charges additional fees for specialized educational services, including occupational therapy, speech and language therapy, educational psychology assessments and the STEP Program. Need for services is determined by ICS and neither services nor fees may be waived. Visit the [Tuition and Fees](#) page for more information on the fees.

Learning Support

ICS Addis can provide an appropriate education for most students, including non-native English speakers, students with mild to moderate learning disabilities and highly capable students. However, because of the limitations of the local professional support network, ICS is not able to serve the educational needs of those students with more serious mental, physical, emotional or learning disabilities. The campus is also not handicapped accessible.

Admission is open to those students who are able to participate successfully in a mainstream class with some specialist support. In cases where ICS determines that it may have an appropriate educational program for a child, the school may require the parents to fund extra assistance beyond what is available in the classroom.

ICS may deny admission to students whose needs cannot be met by the school's support services, or whose behavior could be detrimental to the classroom and school environment. In addition, ICS may deny admission if parents fail to disclose all relevant information about their child's learning needs during the admissions process.

Please contact the Admissions Office immediately if your child requires special services, so that we can attempt to determine if we can provide a suitable program for your child and if we have space in our programs before you accept an assignment in Addis Ababa.

Grade Placement

ICS grade placement is based on the American system of education. Students enter ICS from a variety of educational backgrounds and we consider factors such as age, previous educational system and academic success within that system when determining grade placement.

ICS uses a 31 August cut-off date to determine the age-appropriate grade level for children. ICS reserves the right to make the final decision regarding grade placement.

Early Years Placement

Students entering the early years must be the appropriate age for the class to which they are applying; no exceptions are made.

For early years 2 (EY2), students must be two years old on or before 31 August to join. Toilet training is not required. Children entering the early years 3 (EY3) program must be three years old on or before 31 August; children in the early years 4 (EY4) program must be four years old on or before 31 August. All children in EY3 and EY4 must be toilet trained.

Students entering ICS mid-year will be placed in the age-appropriate class. If students were attending kindergarten or a kindergarten-equivalent in schools that follow a different school calendar, they will continue in early years 5/kindergarten at ICS, even if they are age-appropriate for the next grade.

Grades 1-12 Placement

Grade placement for grades 1 to 12 is determined by ICS based on the previous educational system and calendar, academic success within the previous system and any additional assessments required by ICS. The applicant's age is also considered.

For social and developmental reasons, ICS does not enroll students who are more than one year older or younger than the expected age for the grade into which they should be placed academically. ICS also does not accept students into grade 12 after the beginning of the academic year.

Different School Calendars

ICS is conservative when placing students transferring from other school calendars and students will continue in the grade level in which they were enrolled, or which they just completed. Students will not skip ahead to the next grade level.