



PRIMARY SCHOOL

HANDBOOK

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WELCOME TO IICS

This Primary School Handbook has been written to both welcome you to and inform you about the Istanbul International Community School. This handbook will serve as an information source and a “frequently asked question” guide. Please bookmark this handbook link to serve as an easily acceptable gateway to IICS information.

The International Baccalaureate® (IB) MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

[IBO PYP Playlist](#)

SCHOOL CONTACT INFORMATION

The business, admissions and administrative offices are located on the ground floor along the hallway to the left of the main entrance at the Marmara campus.

Hisar Campus: +90 212 287 2772

- Ms Ayse Ozdemir is the office manager and should be contacted for any hometime changes aozdemir@iics.k12.tr. (Please also include the HR teacher and bus service, if needed).
- Primary Vice Principal: Alexis Redmond aredmond@iics.k12.tr

Marmara Campus: +90 212 857 8264

- Ms Sare Sahin is the Secretary and should be contacted for any hometime changes ssahin@iics.k12.tr
- Primary Principal: Greta Hazlett ghazlett@iics.k12.tr

SCHOOL HOURS for STUDENTS

Hisar Campus:

Monday - Tuesday - Thursday - Friday 08:30-15:00

Wednesday (early release day) 08:30-13:30 (student early release)

Marmara Campus:

Monday - Tuesday - Thursday- Friday 08:30-15:00

Wednesday (early release day) 08:30-14:15 (student early release)

ACADEMIC PROGRAMS & SUPPORT INFORMATION

IICS offers PYP, MYP and DP and The IB Diploma is awarded by the IB and is based on the successful completion of the IB Diploma requirements. Below you will find grade level specific curriculum guides for further information.

- [EY34 Curriculum Guide PYP](#)
- [EY5 Curriculum Guide PYP](#)
- [Grade 1 Curriculum Guide PYP](#)
- [Grade 2 Curriculum Guide PYP](#)
- [Grade 3 Curriculum Guide PYP](#)
- [Grade 4 Curriculum Guide PYP](#)
- [Grade 5 Curriculum Guide PYP](#)

Educational Publications

- [IICS Primary Reading Booklet](#)
- [Curriculum Matters; Math Booklet](#)

Policies

- [Assessment Policy](#)
- [Child Safeguarding Policy](#)
- [Academic Integrity](#)
- [Bullying Prevention](#)
- [Inclusion Handbook](#)
- [Language Policy](#)

ENGLISH AS THE LANGUAGE OF INSTRUCTION

Language is at the heart of learning. IICS strongly believes that a diversity of language both on campus and off, enriches our lives. Students coming to the school with varied language backgrounds are viewed by the school community as being one of our greatest assets.

Although English is the language of instruction at IICS, there is equal status among all languages spoken and used by students and the community. Translanguaging is highly valued and encouraged.

[Language Handbook](#)

EAL & STUDENT SUPPORT SERVICES

The school has established an EAL (English as an Additional Language) program in Grades 1-10, which is aimed at improving the quality of education for students with limited English proficiency. Students will attend until their English is firmly established.

In line with the IICS mission, students whose educational and physical needs can be met will be admitted. Students are expected to be able to function independently in the classroom. IICS offers limited services for students with mild to moderate learning difficulties and disabilities.

Our Learning Support personnel can recommend additional private services for those in need of speech, language, occupational therapy, play therapy, family therapy, psychiatry and tutoring. Please be advised that the services available locally may not be as extensive as what families are used to in their home countries.

At IICS, inclusion is a process that aims to facilitate a culture of mutual respect, support, and innovative thinking to increase access and engagement in learning by identifying and removing barriers.

At IICS we believe

- Diversity includes all members of the community
- Learning diversity is a rich resource
- It is our responsibility to foster a culture where students understand and support their peers
- All students should have opportunities to experience success
- Students learn best with their peers
- Students should have a voice and be empowered to self-advocate

[Inclusion Handbook](#)

HOME LEARNING GUIDELINES

PURPOSE OF HOME LEARNING

As a school, we believe that home learning that is authentic, meaningful, engaging, and applied in the right amount according to the age of the students, can be beneficial to learning and development for Primary aged children. In order to honour family connection and authentic learning, home learning will generally not be assigned over school holidays.

WHAT ARE THE EXPECTATIONS?

Research proves that the most useful home learning has little to do with academic exercises. Meaningful home learning that develops effective habits and dispositions, and relates to or extends in-class learning can help children become better learners and happier human beings.

These are examples of home learning that we believe can make a positive contribution to student learning: :

- Lots of purposeful family conversation
- Allowing parents to be involved in student learning, encouraging meaningful conversation i.e. interviews, skyping distant family for cultural or family history contexts
- Private reading in bed before the lights are out.
- Recognizing and applying mathematical concepts to everyday situations - explaining and recording Mathematical thinking, observations and reasoning
- Mathematical practice with no nonsense linked Number Talks or math strategies
- Outings to all kinds of places of social, historical, or of natural interest.
- Imaginative play and inquiring (questioning) that comes naturally to children
- Teaching a family member how to play a Number Sense game
- Personal interest research to share with others

Below are guidelines for **maximum** home learning times per grade, and parents should communicate with teachers if assigned work is taking longer than these allotments. Please contact your child's teacher should home learning be causing your child any undue stress so that you can problem solve as a team.

Guidelines for Maximum Homework Times: Minutes Per Night per grade level

Grade	Minutes per Night
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EY5	10 minutes home reading
Grade 1	10 minutes home reading
Grade 2	20
Grade 3	30
Grade 4	40
Grade 5	50

STUDENT ATTENDANCE

(Daily attendance is taken at 8:40 a.m.)

In the event of an unavoidable student absence, it is important that a parent or guardian contact the school by 8:30 in the morning each day the student is absent. For safety and security purposes, it is important to know who is absent as quickly as possible. This notice should go to:

- the **Homeroom Teacher**
- the Primary Principal's Secretary **Sare Sahin** (ssahin@iics.k12.tr)
- with a copy to the Vice-Principal (Hisar) **Alexis Redmond** (aredmond@iics.k12.tr) for Hisar students or the Principal (Marmara) **Greta Hazlett** (ghazlett@iics.k12.tr) for Marmara Students.

If a student needs to leave early for any reason, parents should notify the school the previous day or first thing in the morning on the day of the dismissal. The Principal or Vice Principal will then issue the dismissal form for the student to present to the guards at the school gate (for Marmara).

IICS considers class attendance to be a critical part of the educational program. The IICS educational program contains valuable in-class activities that may not translate to an assessment grade. Students are expected to attend school every school day. Missing classes has a negative impact on students' academic and social development.

LATE STUDENTS

Timely arrival and start-of-day routines in homeroom classes set the stage for effective student learning. Students are expected to be in their homerooms, ready for learning at 8:30am. Students arriving after 8:30am must report to the school office, and will be recorded as late. Attendance is tracked on the school database. Should a child be absent for a substantial number of days in a school year, teachers are asked to inform the principal/assistant principal so that a letter can be sent home to parents seeking clarification as per our school attendance policy.

STUDENT ABSENCES

Students are expected to attend every day that school is in session. The school should be advised of any infectious

diseases, immediately and in writing. In the case of such an infection, teachers should inform the Principal and the school nurse who will prepare a letter to inform other parents of possible symptoms. Teachers will contact parents when a student has missed more than three days of school with no reason provided. Parents are asked to inform the Principal if there is any information that is significant. The Principal is to be informed once a student has reached ten days of Absence.

Excused Absences include illness, religious holiday, family emergencies, and visa/residency appointments. For family emergencies, a parent note should be sent to the student's classroom teacher upon his/her return. For religious holiday observances or visa/residency appointments, notes should be provided beforehand. If a child is off sick for the first two days then a note from a parent will suffice as an excused illness. After two consecutive days notes should be provided from the doctor for the child to be marked as an excused absence. Depending on the student's age, the severity of the illness, or duration of the absence, the teacher may assign work for home. Parents should contact the teacher when their student is ill and work out a mutually agreeable solution.

Unexcused Absences are absences for any reason other than illness, religious holiday, family emergencies, or visa/residency appointments. Parents are strongly discouraged from extending family vacations and outings beyond the scheduled school holidays.

The school does not provide a replacement academic program during unexcused absences, however they may suggest reading and writing tasks that are appropriate to the situation. If parents choose to extend a holiday, or take their student out of school for reasons other than illness or emergencies, the teacher at their discretion may assign missed assignments to the student upon his/her return, but not before the absence occurs. It is then the student / parents' responsibility to make sure that the assigned work is completed within the given time frame.

If absences exceed 20 days in the school year

When absent from school, students miss participating in discussions, working collaboratively in groups, asking and responding to questions, working with manipulative and other educational materials, interacting with the learning environment, exposure to the teachers instruction, and social interaction with peers. Such interactions and experiences are fundamental to learning and development in an inquiry-oriented program such as IICS. Assignments completed outside of a classroom cannot fully take the place of actual classroom learning experiences and opportunities.

If absences exceed twenty days within the school year, the Principal may request a meeting with the parents to discuss the effect of the absences on their child's learning. It will include a review of whether the child is sufficiently prepared for promotion to the following grade level. Please be mindful when considering keeping your child away from school unless it is absolutely necessary.

Students who need to visit the nurse should do so with the permission of their homeroom or playground duty teacher. If the Nurse determines the student should be sent home, the nurse will contact the Principal or Vice Principal to inform them, and the parent/guardian to arrange transport.

TODDLE REPORTING PROGRAM

Our reporting system reflects the essential elements and beliefs of the IB PYP. Updates on student performance in all subjects including attendance and behaviour will be ongoing and available through the Toddle.

Wellbeing and Belonging

The Wellbeing and Belonging program is designed to look after the wellbeing of students in all areas including academic, behavioral, emotional, and physical. Wellbeing and Belonging at IICS is comprised of the homeroom, the Social Emotional Learning program, our team of dedicated Counselors and student support teachers, homeroom and single subject teachers, and the Leadership Team.

The following points are important components of the program:

- IICS has dedicated homeroom teachers who closely monitor the wellbeing of all their homeroom students. They will facilitate a number of opportunities for our students to grow and develop as individuals and will be the first point of contact for our students and parents;
- Regular Student Overview meetings take place to discuss individual student concerns. This is a panel discussion with the Leadership, Members of the Student Support Services team; Counselling and Homeroom Teachers
- Problems of a more urgent nature are dealt with immediately and may involve Leadership, Program Coordinators, Members of the Student Support Services team and parents.

In situations where it is deemed to be in the best interest of the student, a referral to outside professionals may be made and communication among the family, the professionals and the school will continue.

The Second Step Program is a widely used, research-based social-emotional learning (SEL) curriculum. It is designed to help students from preschool through middle school develop essential life skills like empathy, emotion regulation, problem-solving, and responsible decision-making.

Here’s a breakdown of what parents should know about the Second Step program:

Second Step units teach students skills for:	The Bullying Prevention Unit teaches children to:	The Child Protection Unit empowers children with skills to:
• Managing emotions • Building relationships • Solving problems • Making responsible decisions	• Recognize bullying behavior (what it is and what it isn’t) • Understand the roles people play in bullying (e.g., bully, target, bystander) • Stand up safely to bullying when they see it	• Recognize unsafe or inappropriate situations • Say “No” to unsafe touch or requests • Move away and tell a trusted adult • Build a safety network of adults they can go to for help

The Second Step Program helps create a safe and supportive school climate and is often taught weekly in classrooms as part of a school’s SEL initiative.

BEHAVIORAL GUIDELINES

DEVELOPING POSITIVE BEHAVIOURS

Appropriate behaviour reflects not only on the individual student, but also ensures The Mission and values of IICS are intended to be visible, felt and “brought to life” in the school through the interactions and relationships that are formed every day. A whole--school approach to developing these respectful, positive behaviours is the preferred practice model that maintains the ways of interacting across our school community. Our staff priority is to create and

maintain a structured and positive environment, in which all members of the community can work in a safe, respectful space. The purpose of a positive behaviour approach is to clarify and ensure the rights and responsibilities of every member of the IICS community, so that everyone can thrive.

RIGHTS AND RESPONSIBILITIES

Establishing clear rights and responsibilities is essential in order to develop a positive learning and teaching environment at school. These rights and responsibilities and responsibilities are non-negotiable and apply to everyone at IICS.

These rights and accompanying responsibilities at IICS have been defined as follows:

RIGHT	RESPONSIBILITY
The right to feel safe at school	We are responsible for building and maintaining positive relationships, and treating others with respect and kindness.
The right to work to the best of our ability	We are responsible for our choices and their consequences, and to ensure others can work and learn to the best of their ability.
The right to be treated with dignity and respect	We are responsible for treating others with dignity and respect, and being held accountable for our behaviour and when it affects others.

These relate to all members of the school community and as staff at IICS. Our intent and challenge is to teach and protect these rights in a way that is meaningful and developmentally appropriate for children, and hold members of the community accountable in ways that develop understanding when those rights are abused or responsibilities are ignored.

PRIMARY SCHOOL RULES

Rules establish accountability, and invite responsibility as a means of protecting rights. Rules establish a framework for social behaviour, and need to be flexible enough to suit both context and situation. Rules are therefore school-wide and used to derive the standard routine for each class or department

The IICS school rules are stated as follows:

1. Be responsible
2. Be kind
3. Respect: yourself, others, the environment
4. Do your best

HOMEROOM ESSENTIAL AGREEMENTS & CLASSROOM ROUTINES

Student understandings are derived from the school rules and should be contextual for each classroom, developed with students through the classroom essential agreements. These are prominently displayed in every classroom and shared on Toddle as well.

Classroom routines are set up by class teachers in the first few weeks of school and mirror these understandings. They enable the smooth running of normal, daily classroom practice. Classroom routines, school assemblies and single subject teachers work together to enhance civility, good manners and cooperation.

CONSEQUENCES

Students have an individual and collective responsibility to contribute positively to the IICS learning environment.

Behavioural consequences link rights and rules with subsequent accountability. School is a social institution with some responsibility in preparing students for life in general society. Schools need to provide understanding and experience with consequences which reflect a reality in a society which has laws, rules, procedures, consequences and punishments. The nature of consequences involves personal responsibility and accountability that is necessary for natural justice.

A choice of possible actions is given in order to allow flexibility for the severity of the transgression. This also allows students to reflect on their behaviour even though the consequence will be determined by the moderator of the conversation (e.g. teacher, Team Leader etc.).

The following consequences have been chosen as they allow consistency, provide trackable data and establish social justice. They allow the transgressor to reflect on his/her behaviour, repair their mistakes and restore working relationships effectively.

Whilst our students are generally well behaved, children make mistakes and we endeavour to help them learn from these mistakes. Upon an initial incident occurring we will try to work with the child to prevent further episodes. If a second incident occurs, parents will be contacted for consultation, and at which time strategies will be formulated to prevent further incidents from arising. If a third incident takes place, the parents will be informed that the child must remain at home until an “action plan” is created by the school and the parents, to ensure the safety of other children. Keeping with our philosophy, children learn that there are natural consequences to their actions. We do not believe in punishing children. Our objective is to use the consequences in an immediate and non-judgmental manner, with the safety and welfare of all students in mind

Behavioural Consequence Table

[illegible]

<i>Broke a rule</i>				separate from the classroom.		
POSSIBLE CONSEQUENCES	→	Conversation with a teacher	→	● Behaviour note * ● Email home ● Written reflection ● Verbal Apology	→	● Behaviour note* ● Community service project ● Counselling ● Written reflection

BULLYING

At IICS, bullying is defined as a specific type of aggression which includes the following elements:

- The behaviour is targeted with intent to harm or disturb
- The behaviour occurs repeatedly over time
- An imbalance of power has been established

IICS, teachers, administrators and the primary Counsellor work to help students develop lasting and healthy relationships. Bullying is not tolerated, and we address instances of bullying with a proactive approach to ensure students “stand up,” and also seek help as appropriate, to help reduce bullying behaviours at school. Incidents of suspected bullying are investigated and acted upon.

[IICS Anti-Bullying Handbook](#)

ACADEMIC INTEGRITY

Academic Integrity is an honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Maintaining academic integrity in the Primary School involves:

- Creating and expressing your own ideas in course work;
- Acknowledging all sources of information, including any use of AI tools, in accordance with age appropriate scaffolding
- Completing assignments independently or acknowledging collaboration;
- Using AI tools only when permitted by the teacher

IICS takes a very serious approach to academic integrity. Failure to meet these expectations can result in a requirement to resubmit work, and potentially other disciplinary actions.

SUSPENSION

(Administered by the Head of School, Principals or Vice Principals)

Suspension (either in-school or out-of-school) is a serious sanction that is used when a student's behaviour goes beyond that which is acceptable within the school community. Suspension is normally for one to three days, but not longer than five days, depending on the nature and severity of behaviour. It is designed as a clear reminder of where the boundaries lie. Record is made of a suspension and placed in the student's file and on our student data system (CPOMS) until the student withdraws from IICS. Removal of the record is dependent upon no repetition of the behaviour.

Suspension Procedures

The following steps are implemented as appropriate in a suspension decision.

- A fair and thorough investigation
- Written statements from all individuals involved
- If necessary, a review of phone and/or email and/or email messages if the issue involves these media.
- Contact with parents explaining the situation and method for the student to be sent home.
- Student and parent meeting for re-entry to school
- Possible behaviour contract

Should expulsion be considered, the Head of School and Primary Principal and Vice Principal will meet with the parents.

Depending on the gravity of behaviour, the following aspects would be considered in the decision making process:

- Level of acceptance of responsibility by the student and apparent understanding of the situation;
- Level of support from parents for the student and the school's process;
- Prior behaviour record of the student; and
- Whether the behaviour has precedent or not.

CELL PHONES + SMART WATCHES

In Primary, cell phones and similar electronic devices must be put on silent and placed in the student's personal bag. They are not to be accessed during class time or recess and lunch times. If a teacher hears or sees a cell phone or similar electronic device during a class, it will be confiscated from the student and returned at the end of the day.

If a substitute teacher needs to confiscate a cell phone or similar electronic device, they will give it directly to the Principal or Vice Principal immediately following that class. In an emergency situation, students may ask permission of the teacher or supervisor to use their cell phone. Primary students may not use the cell phone or its applications during the school day without permission.

Smartwatches fall into this category and if they become problematic, they follow the same expectations.

EXPECTATIONS FOR APPROPRIATE DRESS

Different cultures and different people respond to dress styles in different ways. As a community, we do not want to offend or be disrespectful to anyone, including ourselves, through the choices of dress that we make and wear to school. IICS expects all students to be respectful in their dress, choosing styles and clothing that are appropriate to a respectful school environment including people of all ages, cultures, and ways of life. We appreciate the role that dress plays in expressing individuality, and we strive for a respectful balance. Dress should not detract from a positive, respectful, and productive learning environment. We would like to do this without being overly prescriptive, according to these general guidelines;

- Personal hygiene should be considered, the use of hygiene products is expected for one's own health;
- Bottoms should maintain an appropriate length that is suitable for a learning / work environment
- No bare midriffs bigger than one's palm
- All clothing should cover undergarments
- Dress should not contain references to drugs, alcohol, sex, or religious symbols mocking the religion;
- No hats should be worn within the classroom – at teacher's discretion.

If there are violations of the spirit of these expectations, the student will be asked to modify his or her dress which may include wearing an IICS t-shirt or sweater for the day.

In addition to expected dress, we ask families to follow these guidelines for additional clothing:

- **Shoes:** Shoes worn to school and outdoors should be easy to remove and replace independently as the children go in and out of the classroom many times a day. Flip flops should not be worn at school as they do not provide sufficient support and are unsafe.
 - **Indoor shoes** are essential items and should be left at school. They should be soft or rubber soled, have backs and cloth uppers and should be easy to slip on and take off. Please do not send in slippers as, in the event of an emergency drill, the children go outside wearing their indoor shoes.
 - **Rain Boots:** Please provide suitable outdoor shoes, rain boots or warm boots according to the weather as children will play outside unless it is raining heavily.
- **Coats:** All coats should have a hood for wet weather and a sturdy loop for hanging. Coats without a loop inevitably fall on the ground. Please check and sew in a loop if necessary. Please do not send in umbrellas.
- **Backpacks:** All backpacks should have a loop for hanging. The size of the backpack should be manageable by the child independently.

PHYSICAL EDUCATION (P.E.) CLOTHING

In the interest of comfort and safety, students in Primary must attend P.E. lessons in safe approved clothing and shoes (sport shoes, trainers) that are laced or velcro-fastened are acceptable. Slip-ons, sandals or street shoes are NOT permitted. Students will not be allowed to participate in P.E. lessons without approved clothing and footwear.

As a precursor to Secondary, for Grades 4 & 5 PE uniforms are mandatory. The school IICS uniforms (pants, shorts, jackets and shirts) are available to purchase from the school from the “Dolphin Pod”.

RETURNING SCHOOL OWNED MATERIALS

Students are required to fulfil all financial obligations and return all borrowed materials prior to the end of the school year. Students will receive their IICS yearbook after all obligations are fulfilled.

STUDENT LIFE

PRIMARY CO-CURRICULAR ACTIVITIES (CCAs) & ATHLETICS

The Purpose

The IICS Co-Curricular Activity Program (CCA) aims to offer a broad and diverse range of opportunities to support our students in finding new interests or developing skills. We welcome ideas for activities, recommendations for great coaches or teachers and volunteers!

Organisation

At the Hisar Campus CCAs are offered from EY5 to Grade 3

At the Marmara Campus CCAs are offered from EY5 to Grade 5

We have 5 sessions during the year offering a range of activities. Each session runs for 5 or 6 Weeks.

Guidelines

- We want everyone to join
- We use the SchoolsBuddy Sign-up System to manage CCAs. All notifications will be sent from this system.
- We do not do first come, first serve, but strive to honour preferences
- We do not guarantee that all choices will be fulfilled, but do try to honour at least one of the top choices per child.
- IICS determines the number of participants based on the activity.
- To build resilience, we encourage children to commit to the whole session (5-6 weeks).
- Parents must email or phone the school before 10 am if their child will not be attending their CCA.
- Friends are not permitted to join an activity just for the day.
- On-time pickup is necessary. Repeated pick-up delays may result in students exiting the CCA activity.

Sign Up Process

All information regarding the upcoming session will be advertised at least a week before the new session starts and you will receive an email for sign-up through our software SchoolsBuddy.

A reminder of the upcoming CCA sign up time will be sent to all parents through the IICS Friday Flash. Clubs must have a minimum of 6 children to run. Once groups have been allocated, parents will be notified via the SchoolBuddy Platform.

Hisar Campus Information

- Activities at Hisar will run until 4.20pm on Mon/Tue/Thu and 3:00 pm on Wednesdays
- A small snack will be provided for these students who are attending to activities.
- Hisar students need to be picked by their parents or caregivers at the end of the session. Teachers have important engagements after these CCA lessons, therefore being on time for collection is of utmost importance for participation in the CCA program. If there are any delays in traffic the parents must contact the Hisar office manager, Ayse Ozdemir for an updated arrival time (aozdemir@iics.k12.tr). **Please note, repeated late pickups may result in students being exited from the CCA activity.**

Marmara Campus Information

- Activities will run until 4:20 pm with a 4:30pm bus departure on Mon/Tue/Thu/ Fri
- A small snack will be provided for these students who are attending to activities. Marmara students have buses organised for travel after the CCA. If students who are being picked up by car please notify the Primary Principals' Secretary, Sare Sahin (ssahin@iics.k12.tr) if there are any delays due to traffic. **Please note, repeated late pickups may result in students being exited from the CCA activity.**

Primary Sports Offered at Marmara Campus

Primary sports is offered to grades 3, 4 and 5, and is a co-ed activity, where boys and girls will have a chance to participate in various sports, work on their skills development, knowledge and understanding of the game, with an emphasis on teamwork.

We will have 2 seasons, Fall (September and October) and Spring (April and May), that will be 6-8 weeks long with 2 practices a week. Practices will start at 3:15 pm and will run until 4:20 pm. During the Fall season our main focus

will be basketball, while Spring season will be reserved for football. Coaches will be our P.E. teachers and MS/HS coaches that have years of coaching experience.

The purpose of this activity is to provide additional opportunity for our students to be physically active, properly develop and improve their locomotor skills and understanding of the team concept. Students will have the opportunity to participate in interscholastic sports exchange with other international schools in Istanbul, where they will be able to represent our school and develop schools' pride and spirit. This will be a good transition for their future participation in the Central Eastern European School Association (CEESA) international competition that starts from 6th grade.

Sign-ups will be available one week prior to each season and will be done through SchoolsBuddy, a platform our school is using for all co-curricular activities.

FIELD TRIPS & CLASS TRIPS

As a part of their education, students will occasionally be taken to places of interest around the city. These trips are not recreational; they are considered an important part of the curriculum. Written permission is required for your child to attend. Field trip transportation costs in Istanbul are generally included in the tuition fees.

OVERNIGHT CLASS TRIPS

From Grades 3 - 5 each year Primary School students will participate in class trips requiring students to spend between 1 and 3 nights away from Istanbul. These trips will be curriculum based and provide an opportunity for students to extend their learning beyond the classroom. Written permission is required for your child to attend and information is shared in parent presentations closer to the events. Transportation and trip costs are included in the tuition fees, and these trips occur annually, unless there are unforeseen and/or exceptional circumstances.

STUDENT FOOD SERVICES

IICS serves a hot lunch and salad bar offerings daily. These food options are included in the tuition fee. The menu for each month can be found through the [IICS Community Portal](#). Students are served a morning and afternoon school snack of fruit, however should your child wish to bring a snack of their own as well that is optional. The snacks from home should be healthy and not include sweets such as candy and chocolate bars.

To ensure the proper safety of our students, the school requires a signed health care provider's letter for any student with any severe allergy (grass, dust, pets, insects, etc.) that could cause health problems during school hours. The signed health care provider's letter must be updated at the beginning of each school year. Please note that once a health care provider writes a letter indicating a student's allergy, only a health care provider can change the status of the student's allergy. IICS does not claim to be, nor can it be deemed to be free of food items and non-food items that may lead to a severe allergic or anaphylactic reaction. Our school will make every reasonable effort to reduce the risk to children with severe allergies. However the best option (depending on the severity of the allergy) would be to send in an alternative school lunch. Creating an environment that reduces the risk of allergic children requires the cooperation and understanding of all members of the school, including staff, students and parents. If you have any questions, please do not hesitate to contact the school.

INSURANCE

Primary School students are required to attend all class trips and overnight class trips organised by the school. The

school carries third party insurance up to USD 10,000 for injuries sustained on school trips. Insurance claims should be filed against the parent's insurance first. After that, please contact the IICS business office for insurance specifics.

ASSEMBLIES

There are regularly scheduled Primary assemblies to promote a sense of school community and a celebration of student learning. Traditionally, these events are held on Wednesday at the Marmara campus and Friday at the Hisar campus, but may change year to year. Apart from announcements and reminders, it is also a time when students can share their talents, and where their contributions and achievements can be recognized. On occasion guest speakers are invited to address these assemblies, and student leadership is a priority for organisation and running of assemblies whenever possible. When available, school staff may offer parent workshops and information sessions to run on the days of grade-level assemblies.

TOYS

Parents are requested to make sure that children do not bring toys to school unless requested in relation to a classroom routine or Unit of Inquiry. This request is made for the following reasons:

- They could get lost or damaged;
- All children at school should have equal opportunities to play with whatever is available (by sharing they learn valuable social skills)
- They should be using the equipment and materials that have been carefully chosen at school.

Children may use listening equipment and computer games on the school buses to and from Marmara, but may not use them during school hours. Children are responsible for storing these items and taking responsibility for loss or damage to these items.

CELEBRATIONS

As an international school we are very committed to internationalism as defined in our school philosophy, values, and in the philosophy of the International Baccalaureate. The Primary Years Program defines curriculum as everything that happens to a child at school. We have taken that to heart and have spent a great deal of time examining and refining all of our practices so that they truly are in line with our philosophy. The teachers are incredibly committed to developing children with the qualities in the student profile which exemplifies a globally-minded citizen. Everything we do in school has this in mind.

In keeping with the school's and the IB philosophy we ask that you try to understand and embrace the following:

- That celebrations should be accessible to all children and should have some greater significance. For example, we can celebrate Thanksgiving by looking at how harvests are celebrated throughout the world, and celebrations of giving thanks;
- That we can celebrate birthdays by having a simple treat at snack time and talk about the significance of birthdays, *rather than have an extended party which is more appropriate to the home setting*;
- That we can look at the New Year as a time of reflection upon the past and hope for the future and to consider those less fortunate than ourselves, rather than a time which encourages commercialism;
- That we can celebrate our international culture by sharing aspects of the cultures of our home or host countries, rather than just wearing international costumes and eating international food.

We do understand and respect that each culture has its particular celebrations and we do not want to discourage these. We love having parents come into the classroom to share presentations with their child on the event important to them. We appreciate parents' enthusiasm and interest in the school community and look forward to

working together towards the common goal that is internationalism.

BIRTHDAYS

It is customary to mark a child's birthday by a simple snack that a child can share with their class. *The treat should be such that a child can distribute it independently. (i.e. Do not send in a full cake, but rather a small cupcake or cookie).* Parents are asked to confirm the timing with the classroom teacher well in advance of the birthday for planning purposes.

Invitations to parties can be passed out in class if they include either all the children of the class, or all the children of the same gender. Other invitations to select groups should be arranged outside of class to avoid hurt feelings.

STUDENT VOICE

IICS values student voice and aims to give students opportunities to get involved in decision-making at the school in a collaborative, flexible way. Rather than limiting student participation to fixed roles and structures, we aim to encourage the formation of groups that evolve depending on the changing needs of students. These groups then work collaboratively with teachers and administrators to bring ideas to life at the school.

At the moment, students have the opportunity to get involved in decision-making at the school through a number of options. At the beginning of the school year the Primary School will be looking for students to work in the following areas:

The Student Council “Student Voice and Choice”

Depending on the status of this group in a given year, the group will meet as needed to represent the voice of the student body and to work on projects to improve the learning experience for students at the school. The group aims to provide input and feedback on the variety of issues that come up during the year related to the student experience at IICS.

Library Team

Upper Primary students are invited to apply to join the library team. Students in the library team volunteer their time for one lunchtime a week, during that time they manage the library by - running the circulation desk (checking books in and out of the library), shelving books, processing new books to be catalogued, creating displays and shelf reading. The commitment is for half the year though many students continue throughout the whole school year. Applications to join the team are available at the circulation desk in the library. This counts as service to the school for CAS.

TECHNOLOGY AT IICS

While technology is an integral part of day to day teaching and learning at IICS, it is used with intention and thought.

MacBooks/ iPads

Students from EY - Grade 5 have access to either a MacBook (Upper Primary) or an iPad (Lower Primary), available through carts at school every day.

IICS Email

(gmail.com) is our school email system. All Primary students have been assigned a school email account, however only students from Upper Primary have access to them and are taught how to use these.

All students in Upper Primary Grades 1- 5 are expected to sign the Primary Tech Acceptable Use Agreement ([G1-3, G4 and 5](#)) during orientation and when the policy has been updated. Failure to do so will result in a student losing the privilege to use the IICS network, wifi, and printing services.

Toddle

<https://web.toddleapp.com/>

Toddle enables family members to actively engage in their child's learning journey. As a family member, you can navigate through the class stream to have an authentic insight into your child's learning. Our digital coach will walk through the class stream features that you can access on Toddle as a family member.

SchoolsBuddy

<https://iics.schoolsbuddy.net/>

SchoolsBuddy is the IICS platform for afterschool activities signup and attendance. SchoolsBuddy is also used for parent/guardian conference sign ups.

IICS SOCIAL NETWORK GUIDELINES

At IICS, we recognize that social media sites like Facebook, Tik Tok, Twitter and Instagram have become important and influential communication channels. To assist in posting content and managing these sites, IICS has developed policies and guidelines for official and personal use of social media. These guidelines apply to IICS students, faculty and staff, and can be used in connection with social media accounts associated with other international schools, and programs.

When used effectively, social networking is useful to:

- engage in conversation with our community;
- build and maintain strong relationships with our online community;
- reach followers with last minute news and alerts;
- share appropriate photos, videos, news, links, and notes with ease;
- create groups for interest and education;
- teach others about privacy settings, online safety, harassment, and bullying;
- enable students to follow and contribute to discussions;
- facilitate local and global collaboration between students and teachers; and
- inform groups of calendar events.

Best Practices

These rules may be helpful for anyone posting on social media in any capacity.

Think Twice Before Posting

Consider what could happen if a post becomes widely known and how that may reflect both on the person posting, you and the school. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online.

Be Respectful

Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the person posting and/or her/his family.

Remember Your Audience

Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes prospective students, employers, current students, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.

IICS Technology Rules & Responsibilities:

- Do not publish any confidential or proprietary information on social sites.
- Do not post media (images, videos, audio, etc) of other IICS students, teachers, and other community members without their approval.
- Contribute to the knowledge pool. Whenever possible, post content that adds value to your social friends.
- You are personally responsible for the content you post. Remember that what you post often can be viewed by both personal and professional contacts. Post responsibly, and protect your privacy.
- Assume that your student life and professional life will merge online regardless of your care in separating them.
- [Primary Tech Acceptable Use Agreement](#)

LIBRARY USE & REGULATIONS

The library is a quiet place for the school community to read, study or do research. The library is open from 8:30 until 15:15 daily (and 15:15 at Hisar). The Librarian is available by arrangement for special research projects outside these hours. So that everyone can take maximum advantage of this vital school facility and resource, the following rules apply:

1. Quiet should be maintained at all times;
2. All library resources on loan must be checked out at the circulation desk;
3. No food is to be consumed in the library. Water only is allowed.
4. Willfully taking library resources from the library without checking them out is regarded as stealing;
5. Students with overdue library resources are sent reminders through their school email account and homeroom teachers; and
6. Students having overdue library resources at the end of any term will not receive their IICS yearbook.

LIBRARY RESOURCES

It is our goal to promote information literacy skills for class, small group and individual research. Promoting recreational reading is another equally important goal. The library has a growing collection of print and electronic resources. The collection has more than 20,000 catalogued volumes, and subscriptions to many magazines and

newspapers. There is also a small collection of materials in French, Turkish, and other languages. Our library has internet connectivity and access to online databases. Please see the Librarian for access codes to these databases. Our goal is to allow access from both school and home. Please check the IICS website for up-to-date library information and links.

STUDENT FUNDRAISING

Student fundraising activities on campus, or off campus on behalf of the school, must be approved by the Principal. In general, fundraising in the Primary school is discouraged, except in instances where there is a clear alignment between in-class student learning and a specific, identified need within the school or local community. The school in general does not support bake sales, but rather encourages students to take action that builds awareness and engagement for others in the community about important issues and events. Solicitation of funds, services, or sponsorship from outside companies and organisations must be coordinated through the Head of School.

PARENT / TEACHER COMMUNICATION

Recognizing the importance of working together, teachers are encouraged to maintain contact with the parents of their students, and parents are encouraged to contact their child's teacher when they feel the need. It is in the best interests of the student if this communication is frequent and forthright. Students benefit most when there is a positive and collaborative relationship between home and school.

In order to ensure a timely, appropriate response please use the table below to direct your question to the appropriate individual.

For matters regarding....	Please contact..	Email
Academic or operational staff concerns - Marmara	The Primary Principal, Greta Hazlett	ghazlett@iics.k12.tr
Academic or operational staff concerns - Hisar	The Primary Vice Principal, Alexis Redmond (Hisar)	aredmond@iics.k12.tr
Attendance at Hisar	The Office Manager, Ayse Ozdemir	aozdemir@iics.k12.tr
Attendance at Marmara	The Principal's Secretary, Sare Sahin	ssahin@iics.k12.tr

If parents have a concern or wish to discuss an issue with a teacher, we encourage the following:

- If an issue or concern is related to a student's homeroom or subject teacher, please contact the teacher *individually* via email or call the school office to make an appointment to speak or meet with the teacher.
- If you feel the initial communication is not sufficient, or that the issue has not been sufficiently addressed, then make an appointment to meet or speak with the Primary Principal.

PARENT CODE OF CONDUCT

In alignment with our IICS Staff Code of Conduct, the Parent Code of Conduct is structured and implemented to ensure that all interactions between and among parents, as well as with IICS staff and students, promote healthy

relationships, learning and wellbeing across our community, according to our Mission and Vision as a school. Respectful, open interactions and dialogue create the best working and learning environment for all, and engender a climate and culture that are low in stress, anxiety and discord. This also models attributes of the IB Learner Profile that we are dedicated to developing within our students.

Teachers are expected to be available and responsive to parent questions and concerns, and parents should appreciate that staff are focused on students, their learning and their welfare during the school day. As such, parents are requested to arrange face-to-face appointments or phone calls in advance and outside of teaching times, and appreciate that emails will be responded to within a 24-hour period. **Please note that Toddle is not an efficient means of written communication between parent and teacher and email is the main source of communication.**

All school staff are entitled to a safe and happy work environment. This is in the best interests of our children as well as staff themselves. Parents should therefore ensure that their interactions with staff do not create unnecessary stress and anxiety.

The priority for school staff is the welfare and education of all children in the school. School staff are therefore not required to respond to emails and telephone calls instantaneously, an acceptable response time for emails is within 24 hours. Teachers are not available throughout the teaching day as they are hands-on in lessons with students. Please note that for an important communication email is preferred over Toddle as some teachers have many students to track and the message could become lost.

Guidelines for parent communication with staff:

- **Polite:** Parents will use courteous and respectful written and spoken language in all communications with students, staff, other parents and members of the school community. Profane, insulting, harassing, aggressive or otherwise offensive language is entirely inappropriate and will not be tolerated in our school community.
- **Ethical:** Parents should act in the best interests of students, their families and staff members. This includes avoiding any and all malicious or judgemental gossip and unproductive or unkind talk about other people.
- **Respectful:** We value our diverse community and respect the rights, religious beliefs and practices of individuals and their families. Parents are expected to respect points of view that are different from their own, and all members of our community must refrain from actions and behaviour that constitutes harassment or discrimination. We model the IB Learner Profile trait of open-mindedness.
- **Timely:** Parents should be mindful of the teacher's time, avoid disrupting the classroom, communicate the reason for any requested meeting, and allow the teacher time to prepare, unless there is a genuine emergency that needs to be discussed immediately.

PHONE, EMAIL & ADDRESS CHANGES

It is critical that IICS has your up-to-date contact information in our systems as well. Please make sure to notify Zeliha Ozturk (zozturk@iics.k12.tr) and the homeroom teacher of any changes.

PARENT VOLUNTEERS

We are always interested in having parents volunteer at school. We are also interested in hearing of any talents

parents may have to offer. Please contact your student's teacher in this regard.

ROOM PARENTS

[Room Parent Role](#)

Room parents fulfil an important role in helping the teacher work together with class parents over the year.

Room Parents assist the teacher and the PTA with communication and the building of a strong community. Room Parents are volunteers who step into the role for the duration of the school year. Each class in both Primary and Secondary will have at least one Room Parent.

Room Parents may be asked to assist in coordinating things like helping with:

- Welcoming newcomers
- Supporting class trips
- Arranging classroom parties/activities
- Supporting Teacher treat day
- Supporting Primary School events
- Communicating between PTA and parents
- Sharing local information about Istanbul with new parents

*Please talk to your child's teacher rather than other parents if you have any questions about your children or their education.

PARENT WHATSAPP GROUPS

WhatsApp Groups or other social media groups can connect parents in a particular class and serve a positive purpose. Ideally, the group chats are useful places to share information. Most of the time, these group chats can be a great resource and an enjoyable place to be in. **Parents need to be aware that this is not a source of school communication**, but may be utilised by the PTA. There can be unfortunate times when problems can occur from negative or inappropriate content on chat groups.

Here are some guidelines which reflect our school's approach to digital citizenship:

- **Frequency:** We are really pleased that there is a lively, friendly parent community at school, but banter can escalate to a huge amount of messages, so please consider carefully what you post and if it is necessary. Please bear in mind, there is always an option for private chats.
- **Content:** WhatsApp should not be used as a replacement for school communication. The best way to clarify a school related event is through Toddle announcements and the Friday Flash.
- **Tone:** Parents and students in all grade levels using any social media forum must, at all times, demonstrate respect for the members of our school community. Messages should be positive, appropriate for the general public and not aimed at specific people or situations which are better addressed personally through appropriate channels of communication.

TODDLE

Toddle is the classroom digital portfolio, a way of sharing what your child is learning at school. Toddle gives children

and teachers a place to document and share their learning. Toddle gives students a creative tool to capture and reflect on their learning - in real time. This gives parents a window into each of our classrooms and into their student's learning process. Each child gets their own journal, and with teacher guidance, can add photos, videos, drawings, voice recordings, notes and much more. All students at IICS will have their own Toddle digital portfolio which accumulates throughout their years in Primary.

Parents are expected to sign up, with support from the school and are able to see their child's work right on their phones or computers. It gives parents an immediate and personalised window into their child's learning and life at school, so they can encourage their child with specific and positive comments.

We encourage all parents to check Toddle often and participate in the class learning community through comments on student work. **Please do not use Toddle to message to teachers about home time changes and important messages, this should be done through email.**

All announcements for the Primary School will be communicated via Toddle. Teachers and our digital coach help you get connected to Toddle at the start of the year. After that, please reach out to your homeroom teacher should you require any other support on Toddle.

SCHOOL COMMUNICATIONS

The school has a number of communication outlets allowing parents the opportunity to opt in to the channels that are of most interest to them:

Friday Flash

Weekly bullet list summary of essential upcoming events dates with links to info. Sent out every Friday. We look forward to reading every issue!

Toddle

<https://web.toddleapp.com/>

Toddle enables family members to actively engage in their child's learning journey. As a family member, you can navigate through the class stream to have an authentic insight into your child's learning.

SchoolsBuddy

[\(https://iics.schoolsbuddy.net/\)](https://iics.schoolsbuddy.net/)

SchoolsBuddy is the IICS platform for afterschool activities signup and attendance. SchoolsBuddy is also used for parent/guardian conference sign ups. It is critical that IICS has your up-to-date contact information in our systems as well.

IICS Website

(www.iics.k12.tr)

The school's website is a primary source of information for families and faculty considering IICS. The content is mostly "evergreen."

IICS Twitter

Typically on-the-spot reporting during events happening at school or off campus school events. Use #iicsfamily, mention @iicsfamily and join the conversation!

IICS Instagram (Whole School)

Moments captured in everyday life at IICS. Contributed to by staff & students.

IICS Instagram (Co-Curricular)

Moments captured during the Co-Curricular clubs, arts and service activities, local and international athletics tournaments. Use #iicsdolphins, mention @iics_dolphins1911 and celebrate with us!

IICS Facebook Group (Closed Group)

We post updates, links to current articles on the school blog, articles of interest, photos from past events and activities, and encourage conversation among the community. Parents are welcomed to join the conversation and share/discuss news, give links to items of interest, etc. facebook.com/groups/IICS

IICS Facebook Alumni Community (Closed Group)

Everyone who attended IICS (formerly ICS and RCCS) is invited to join the group, reconnect with friends and share memories of their time at IICS. Teachers past and present welcome too! Please encourage your child/ren of appropriate age to join this group. facebook.com/groups/IICSAlumniCommunity

IICS Publications: Policies & Handbooks

We publish updated versions of Primary and Secondary Parent Handbooks, PYP, MYP and DP Curriculum Guides, IICS Policies, IICS Whole School Brochure, and many others. Visit our library below to view or download any of our support publications. <https://www.iics.k12.tr/resources/>

EMAIL TO PARENTS

Email is used to communicate with parents. However, this is usually reserved for communications specific to the family. Primary school announcements will be made via Toddle.

SMS MESSAGE

The school employs a mobile phone messaging system that it uses to send out messages which need to get through as quickly as possible. To ensure you benefit from this information distribution system, please make sure your contact details are always up to date. If there are any changes please inform Zeliha Ozturk (zozturk@iics.k12.tr).

REPORTING TO PARENTS

ASSESSMENT

Assessment is the means by which we analyse student learning and the effectiveness of our teaching, and acts as a foundation from which to base our future planning and teaching practice. It is central to our goal of guiding the student, from novice to expert, through the learning process.

- Students in Grades 3-5 take NWEA MAP (Measures of Academic Progress) tests in Reading Mathematics. Results are used to inform classroom instruction and program development.
- Formative and Summative Assessments, within the context of units of inquiry
- Baseline Assessments:
 - Students in EY34 - Grade 5 complete writing moderation twice a year based on the 6+1 Traits writing rubrics
 - Students in EY5 - Grade 5 complete readings assessments throughout the year and formally twice, using the PM Benchmarks and PROBE
 - Students in EY34 - Grade 5 complete Global Strategy Stage assessments in Math (GloSS) or the Junior Assessment of Mathematics (JAM)

- Students in EY34 - Grade 3 complete Words their Way Spelling inventories
- Multilingual learners complete WIDA language English proficiency assessments (Measure of Developing English Language)

FORMAL REPORTING

Our reporting system reflects the essential elements and beliefs of the International Baccalaureate Primary Years Program. School Reports will inform you of your child's progress in acquiring and developing knowledge, concepts and skills. Teachers report to parents through conferences and official written reports. Parents will receive an official written report twice a year, at the end of each semester .

Two parent conference days are scheduled during the year:

- Goal Setting Conferences: This is in Autumn with students attending from Grades 1 - 5 in order to help articulate their learning goals for the year. Students from Early Years 3, 4 and 5 do not attend the goal setting conference, but rather a parent/teacher conference which is more appropriate and beneficial for this age group.
- Student Led Conferences: This is in the Spring and is a time when students take the lead to demonstrate their academic growth through the year in homeroom and single subject environments. All students attend these conferences.

Additionally, individual parent conferences may be scheduled at any time during the year at the initiation of the student, the parent, the teacher(s), or the administration.

GENERAL INFORMATION

MAINTAINING CURRENT CONTACT INFORMATION

It is extremely important that the school has your up-to-date contact numbers and email addresses! Please make sure to notify Zeliha Ozturk (zozturk@iics.k12.tr) and your student's homeroom teacher if these change at any point during a school year.

PARENTS OUT OF THE COUNTRY

In the case of both parents or guardians travelling outside the country, please notify the homeroom teacher and Sare Sahin at Marmara (ssahin@iics.k12.tr) or Ayse Ozdemir at Hisar (aozdemir@iics.k12.tr) in writing of the name and contact details of the adult guardian(s) authorised to make emergency decisions in the parents' absence. It is in the best interest of our students for the school to be advised about parental absences.

NURSE, HEALTH, INJURIES

The school should be advised of infectious diseases via telephone or email to the school nurse. In the case of infection, all parents will be informed of possible symptoms to watch for. Students taking a course of medication should inform the school nurse who will keep it in the clinic and inform the administration.

Please note that no medication can be administered by class teachers. A note from the doctor to the school nurse or the principal is required to dispense medicine.

Should a student have an accident at school, the school nurse or teacher will administer first aid. If the supervising school staff believe the student should be seen by an external doctor, the school ambulance service will be called,

and the parents notified.

Important: Notify the school immediately of changes in telephone numbers (Zeliha Ozturk (zozturk@iics.k12.tr) and homeroom teacher). Include your mobile telephone number and a reliable emergency number. The school will use the emergency number to reach the responsible adult you nominate to act on your behalf should we be unable to reach you.

Minor Illness or Injury and Communication: Students may be sent to the nurse accompanied by a friend or adult as deemed appropriate by a staff member. The Nurse will email the parent, copied to the teacher or call and inform the teacher as appropriate. The Nurse will keep a record of the visit and the nature of illness or injury.

All head injuries will be reported home to continue to observe for signs of concussion and symptoms or observation for any changes.

Students requiring first aid are treated by the nurse. In the case of an apparently serious injury, the person responsible is contacted immediately, and the principal and the parents are notified as soon as possible.

ALLERGIES

To ensure the proper safety of our students, the school requires a signed health care provider's letter for any student with any severe allergy (grass, dust, pets, insects, etc.) that could cause health problems during school hours. The signed health care provider's letter must be updated at the beginning of each school year. Please note that once a health care provider writes a letter indicating a student's allergy, only a health care provider can change the status of the student's allergy. IICS does not claim to be, nor can it be deemed to be free of food items and non-food items that may lead to a severe allergic or anaphylactic reaction. Our school will make every reasonable effort to reduce the risk to children with severe allergies, however the best option (depending on the severity of the allergy) would be to send in an alternative school lunch. Creating an environment that reduces the risk of allergic children requires the cooperation and understanding of all members of the school, including staff, students and parents. If you have any questions, please do not hesitate to contact the school.

WHEN A STUDENT IS ILL

For the health and wellbeing of others, it is very important that sick children remain at home, even if they want to come to school. It is better for them and only fair to the rest of the children at school. Also, if they are well enough to come to school, they are considered well enough to take part in outdoor activities. You should then send a letter upon the child's return. Parents are expected to communicate the absence via phone call or email (preferable) to Sara Sahin at Marmara (ssahin@iics.k12.tr) or Ms Ayse Ozdemir at Hisar (aozdemir@iics.k12.tr) and the homeroom teacher. In the event of an extended absence due to illness, the student should submit a doctor's note to Ms. Sahin upon return to school.

One of the top priorities at IICS is the safety, health, and well being of our students and staff. We appreciate you working with us to provide a healthy environment for your children. There are many things the school and parents do to help protect the health of students, such as:

- Reminding them to wash their hands often with soap and water and educating them regarding handwashing
- Teaching them not to share personal items like hats, drinks, food or unwashed utensils
- Teaching them to cover their coughs and sneezes with tissues or their upper sleeve

FEVER

A critical component of a healthy school environment is keeping children home from school if they are sick, especially when they have a fever. A child who is sick will not be able to perform well in school and is likely to spread the illness to others. Children who are ill should stay home until they are without symptoms for 24 hours. We commonly have questions from parents regarding how long a child should stay home when they have an illness or the length of treatment prior to returning. The following guidelines have been created to support the health and well being of our students and staff.

- **Fever in the past 24 hours:** Temperatures higher than 37.5 C (99.5 F) means that the child should stay at home. If the fever continues, please consult your physician before your child returns to school. A child should be fever-free for 24 hours (without medicine) before returning to school.
- **Vomiting & Diarrhoea:** Your child should remain at home until without vomiting, diarrhoea or fever for a full 24 hours.
- **Common Cold and a persistent cough:** This depends on how severe the cough and the runny nose are. Coughs and runny noses can spread the infection to other students. A serious cough and a runny nose can keep a child from getting a good night's rest, which means the student will be very tired for school in the morning. Your child should remain at home until the symptoms are gone and they are without a fever for a full 24 hours.
- **Strep Throat:** Trouble swallowing or severe throat pain could be a sign of a strep infection. In case of strep throat, if there is no fever the child may return to school 24 hours after starting an antibiotic.
- **Flu:** Symptoms include abrupt onset of fever, chills, headache and sore muscles. Please notify the school if it is a confirmed case of influenza. *Please note that the influenza vaccine is not mandatory, but our school doctor recommends it to all children, who are at higher risk, between 6 months - 5 years of age and those with a weak immune system.
- **Head Lice:** If lice are found, your child must be treated with Lice Shampoo and the lice comb until completion of treatment. The school should be notified and your child must report to the school nurse upon returning to school.
- **Pinkeye/ Conjunctivitis:** This requires treatment from a doctor. Your child may return to school after taking antibiotic treatment for 24 hours.

EMERGENCY CLOSING

There may be instances where the school will need to close for emergency reasons such as weather or because of a direction of the Ministry of Education. These closures would generally occur in 2 manners:

1. While the school is in session and student would need to be dismissed early
2. While school is NOT in session and children are NOT in school, but school will not be in session.

In either case, parents will be notified via the school Emergency SMS and Toddle of this situation by 6:15am. In the case of an emergency closure while school is in session, homeroom teachers will follow up with a phone call if they see that the message was not seen on Toddle.

Emergency school closure days will not be added to the end of the academic year.

It is the policy of IICS that on any school day that is declared to be an emergency closure day because it is unsafe to travel. It will be considered that meaningful learning activities may be set for students to complete at home:

- these activities will be accessible by and appropriate for all students through Toddle
- these activities will be directly related to current learning and classroom work
- these activities will be followed up by teachers when students return to school

Teachers will be available for email contact during emergency closures between the hours of 09.00 to 15.00. They will be able to assist you with any of the tasks set for that day. Details for accessing online lessons will be provided to students and parents.

LATE START

Occasionally, weather conditions can make some roads unsafe in the early morning. In this event the communication to parents is the same as for school closure above.

FIRE & EARTHQUAKE & LOCKDOWN PROCEDURES

Fire, earthquake and lockdown procedures have been developed and are in place for each classroom. Each room has a framed set of instructions explaining what students must do in case of fire, earthquake or lockdown situation. Fire, earthquake and lockdown drills are held at least twice a year school-wide, with ongoing monitoring to improve processes and procedures.

Upon completion of an earthquake drill in a real emergency, the community will receive an Emergency SMS informing you that students and staff at both campuses have evacuated the buildings to the designated safe zone successfully. Following our safety procedures for earthquakes that we practise throughout the school year, all students and staff are accounted for and checked for any possible injury. Shortly thereafter, the school determines when it is safe for students and staff to return to class.

Whereas earthquakes and other natural disasters are unpredictable, we feel it is extremely important to be prepared for even the most severe event. If an earthquake of a high magnitude disrupts communication while your children are at school and buses are unable to transport your children home, school staff will remain with them for as long as necessary. Both Marmara and Hisar Campuses have sufficient food, water, sleeping gear, and first aid supplies for students and staff for more than 72 hours. If buses are unable to transport children, we will only release them to a parent, an immediate family member or an adult from your emergency contact list. If you are unaware if your emergency contact information is up to date, please contact Ms. Zeliha Ozturk (zozturk@iics.k12.tr) in our Admissions Office.

In the event students remain on campus, the adult will be then directed to the reunion area to meet the child and sign them out. This procedure is designed for your child's protection and for your peace of mind.

These measures are intended to ensure student safety. They should also allow you to be part of the solution, to help the people immediately around you, and to return safely as conditions allow, allowing roads to remain open for emergency vehicles, and for a quick recovery.

TRANSPORTATION

Students come to school either by school bus or by car (parent or driver). School buses serve many parts of Istanbul. (Please also see bus rules and regulations in Appendix A)

Parents will need to complete the following [Security Form](#) in order to receive a security ID to use at the gates for entry at both campuses.

Please contact Bedirhan Dere for all transportation questions: bdere@iics.k12.tr

SAFETY IN TRANSIT

For transportation to and from the Campuses, IICS coordinates the services of multiple passenger buses. These larger vehicles are designed for the highway and meet international safety standards. All buses have seat belts and supervisors. The school buses (and their drivers) are privately contracted by parents. The buses do not belong to IICS and the bus drivers are not IICS staff members. The school coordinates and supervises the buses for the convenience of IICS families, but IICS bears no liability. Upon admission or re-enrollment, parents may sign up for bus service through the transportation coordinator in the school office. Parents are billed by the bus company (in TL) for this service. Students who have not registered for bus service or have not returned the bus rules document may not ride the bus.

The bus driver has absolute authority on the bus. For safety reasons, the bus driver must devote his full attention to his job without any distractions from students on the bus.

Please reference Appendix A, Bus Rules.

DISMISSAL PROCEDURES

The school day ends at 15:00 for Marmara (Wednesday at 14:15) , 15:00 for Hisar (Wednesday at 13:30). Children who will be collected by private drivers should be picked up promptly from the garden (at Hisar) or upper car park in Marmara. Children should not be allowed to stay and play in the car park area, or in the garden at Hisar while buses are departing as it is potentially dangerous. Please note that at Hisar private drivers will **only** be able to pick up students **after** buses depart.

Any alternative to the normal home time arrangement must be made by a written notice to the class teacher and should be very specific as to the new arrangement. Hometime changes must be communicated to the school by 12:00. A verbal message sent with the child will not be accepted; however, in an emergency, a telephone call by the parent to the teacher will be permitted.

On Wednesday, school ends at 13:30 at Hisar and 14:15 at Marmara. Children should be picked up at the dismissal area. Should a parent be unavoidably delayed in a case of an emergency, the school office should be notified so that the situation can be explained to the waiting child. If children are left late, they will be taken to the office.

ADMISSION, RE-ENROLLMENT & WITHDRAWAL

All documents relative to admissions (listed below) can be obtained via our admissions department.

1. IICS Whole School Brochure
2. Checklist for International Schools
3. Admissions Policy
4. How To Apply
5. Secondary School Profile
6. Faculty Profile
7. Annual Calendar
8. Fees

INITIAL GRADE LEVEL PLACEMENT

The school reserves the right to place students at the most appropriate grade level. This decision is based upon careful consideration of the student's age, previous educational history and records and references.

ANNUAL RE-ENROLLMENT

Unless parents hear otherwise, they may assume that their child will be enrolled for the following school year. The school reserves the right, however, to deny re-enrollment to a student whose behaviour disturbs the learning environment and/or threatens the safety and well-being of other students, or to a student whose continued lack of effort results in unsatisfactory academic progress, or to a student whose educational or physical needs can no longer be well served by the school.

WITHDRAWAL PROCEDURES

Students who intend to leave IICS, either during the school year or at the end of the school year, should obtain and complete the Withdrawal Form several days before their departure. The Withdrawal Form ensures that all classroom textbooks and materials and all library books have been returned in good condition. School transcripts will be available after the withdrawal form has been completed. The form is obtained from the Director of Admissions upon presentation of a note or receipt of an email from the student's parents informing the school of their departure.

TRANSFER TO ANOTHER SCHOOL

The Director of Admissions is responsible for ensuring that all appropriate records and recommendations reach other schools to which an IICS student is applying/transferring.

REFUNDS

The timely notification of early withdrawal affects any possible refund and/or the amount. Please notify Zeliha Ozturk (zozturk@iics.k12.tr) in the admission office as soon as early withdrawal becomes a possibility to be advised of the refund policy.

ADMISSIONS DEPARTMENT CONTACT DETAILS

<zozturk@iics.k12.tr> or <admissions@iics.k12.tr>

Appendix A - Bus Behaviour & Rules

To: All parents of children who use bus service

BUS RULES

The following rules and regulations are for the safety and comfort of your children. Please discuss them with your child/children to be sure they understand them and the consequences of breaking them. It is important that these rules are taken seriously.

PARENTS

1. Are responsible for advising the driver / supervisor or if a student for any reason, will not be riding the bus in the morning.
2. Are responsible for any damage to the bus caused by their child/children.

STUDENTS

1. Will be allowed to ride only their assigned bus.
 - Requests to ride on a bus other than their own must be arranged with the Bus Coordinator, Mr. Bedirhan Dere (bdere@iics.k12.tr) one day in advance of the requested date of change.
 - May not have other students or friends ride the buses unless a request is made through the Bus Coordinator..
2. Must listen to and act upon instructions of the supervisor / driver at all times.
3. Must remain seated with seat belts fastened when the bus is moving.
4. Eating and drinking except water is not allowed on the buses. Bins are provided for paper etc.
5. Must show respect to others by refraining from shouting, fighting, using bad language or making any kinds of signs or signals that might be interpreted as rude by other riders or to persons or vehicles outside the bus. Supervisors have strict instructions regarding these items.
6. May not ask the driver to play music on the bus system. Students may use personal music players with earplugs.

Failure to comply with the above rules / regulations will have the following consequences:

1. 1st and 2nd warning: Given orally to the student. A change in behaviour is expected.
2. 3rd warning: Giving in written form to the appropriate grade level principal. Note/phone call to parent.
3. 4th warning: Call to parent. Possible suspension from the bus service for one week. (No refund of fees)

Any further infraction of the rules will result in student expulsion from the bus service for the reminder of the year.
(No refund of fees)

I have read and discussed these rules / regulations with my child/children and we agree to abide by all of them.

<u>Full Name of Student(s)</u>	<u>Grade</u>	<u>Bus No</u>	<u>Signature of student(s)</u>
.....			
.....			
.....			

Signature of parent: **Date:**

Students must be ready at the appointed time and place. Bus supervisors have been instructed to give each student 2 oral/written warnings after which parents will be contacted by phone. Both the driver and bus supervisor have been instructed not to wait for the students who are not at the pickup points on time. Should routes/times be altered for any reason there will be a period of adjustment taken into consideration. All changes are made by the bus coordinator. The drivers are not authorised to make any change in pickup/drop off points.

Any questions, problems or complaints should be taken up with Mr. [Bedirhan Dere](#).

Please sign and return this sheet to your bus supervisor.

