



# IICS

ISTANBUL INTERNATIONAL COMMUNITY SCHOOL





# IICS

INTEGRITY,  
INQUISITIVENESS,  
CARING,  
INTERNATIONAL  
MINDEDNESS.

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Our whole school in 1928



Our school in 2022

# OVER A CENTURY OF ACADEMIC EXCELLENCE



**We are one of the oldest international schools in the world, we have now been around for more than a century.**

To give a frame of reference for this longevity, in 1911 when our school was founded—as it was originally named, Robert College Community School (RCCS)—Turkey's ruler was Mehmed V Reshad, the 35<sup>th</sup> Sultan of the Ottoman Empire. There would be one more sultan and one more caliph before 1923, when our school would witness the end of a six hundred years old empire and the birth of a new republic.

Our school was started as the international sister school for the children of Robert College's foreign teachers. Established in 1863 as a school for Turkish children, Robert College is the oldest extant American college located off American soil and we share a long, rich history.

Marmara Campus

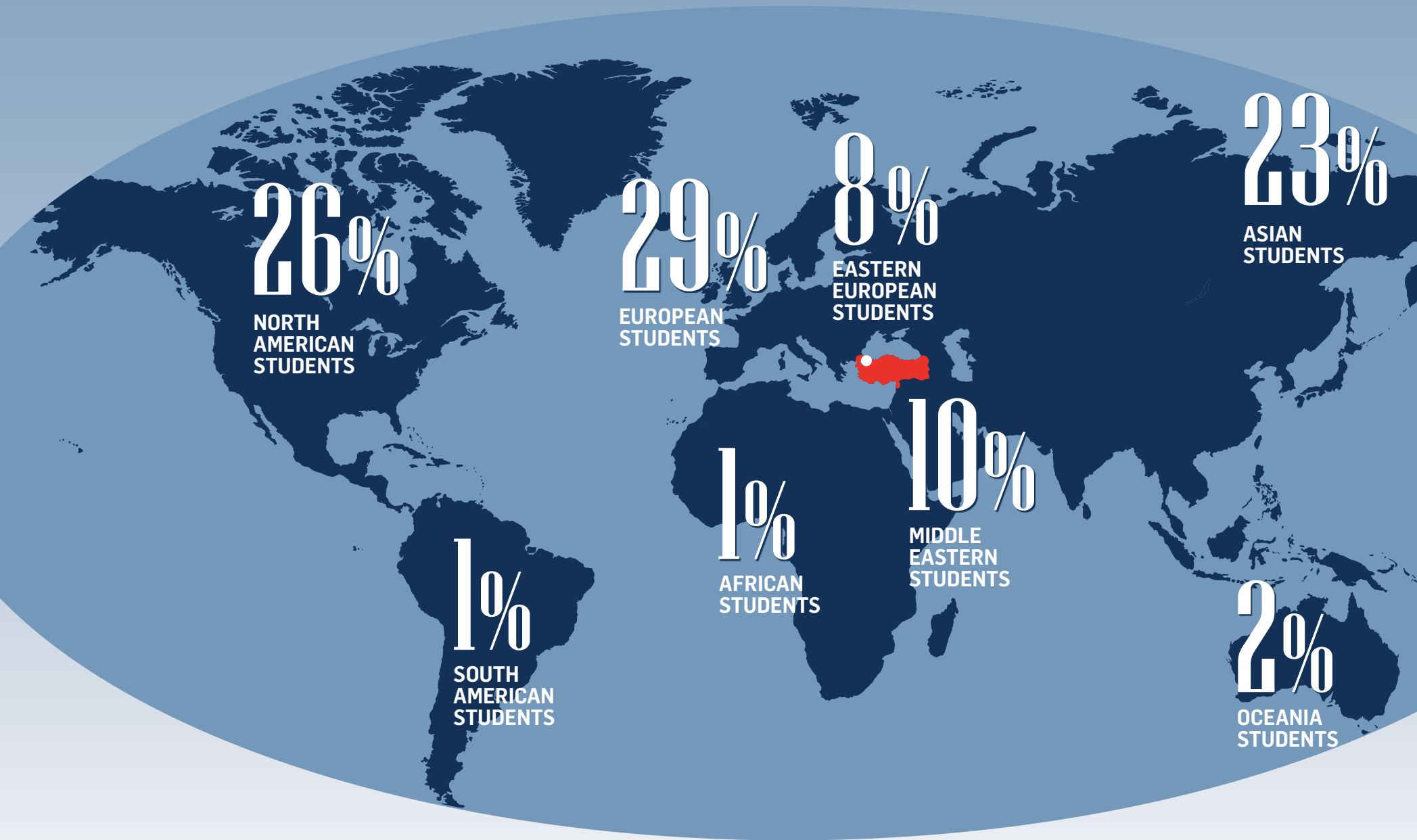
Over the years, IICS has gone through the transformation from being Robert College's sister school to a school serving all of Istanbul's expatriate students and we changed our name to reflect this. We hold the distinction of being one of the first schools in the world to become authorized to offer all three International Baccalaureate programs.

**Since 1911, generations of international students have sparked their passion for learning at IICS, as will many generations to come.**



Hisar Campus





# TRULY INTERNATIONAL

IICS has students  
from over 60 countries

## OUR INTERNATIONAL COMMUNITY

IICS currently educates over 500 students from over 60 countries, 5 continents. IICS is a truly international school. This is reflected in the nationalities represented by our staff and students, as well as in our mission driven goal of instilling a sense of global citizenry in our school community. With so many of the world's nationalities represented on campus, each of us has an exceptional opportunity to develop an understanding of, and appreciation for, the philosophies of people from many different cultures.





# WELCOME TO IICS

“

**The school has maintained over a century-long tradition of academic excellence.**

”

In addition to being one of the oldest international schools in the world, Istanbul International Community School (IICS) is among Europe's most noteworthy. Founded in 1911 to educate the children of the Robert College faculty, the school has maintained over a century-long tradition of academic excellence. IICS is an independent, co-educational day school, offering a full IB program from Early Years through Grade 12 for international students (holders of non-Turkish passports).

The school has two divisions: the Primary School (Early Years-Grade 6) and the Secondary School (Grades 7-12). The language of instruction at IICS is English. IICS offers impressive facilities, a friendly environment, engaged and enthusiastic students, and an involved parent body. The IICS learning experience is designed as a continuous journey of self-development from Early Years through Grade 12.



“

**Together we are an exceptional forward-thinking community dedicated to educating today's children for tomorrow's future.**

”

Istanbul International Community School is one of the oldest and most respected international schools in the world. More than 500 students representing 60 nationalities immerse themselves in a child-centered, safe, and challenging environment where they are able to achieve their true potential. At IICS, students are not only academically prepared through a rigorous curriculum, but are also actively engaged in the myriad of activities offered that promote leadership, athletics, the arts, and service to the community.

IICS actively recruits the best international school educators who embody the spirit of IICS. In addition, parents play a key role in their child's formal education with opportunities to serve as members of the PTA. Together we are an exceptional forward-thinking community dedicated to educating today's children and tomorrow's future.

On behalf of the entire IICS community, I encourage you to learn more about what makes IICS special and we hope you will become part of our family.

**HEAD OF SCHOOL**



**WELCOME BACK TO SCHOOL**

*Istanbul*



**INTEGRITY INQUISITIVENESS CARING INTERNATIONAL MINDEDNESS**

@IICS12 #LifeatIICS



# WORLD CLASS

What does accreditation mean and why do we need it?



Accreditation for expatriate families is particularly important, given the number of times they are likely to change countries and hence, schools.

Selecting accredited schools helps ensure that a student's educational efforts and the quality of their academic studies will be recognized in their next country's school.

Accreditation lets families know that their school is providing an education that meets internationally benchmarked standards.

There are several organizations that offer a comprehensive 'assessment', that examine all aspects of a school from the basics of health and safety provision to the level of aspiration and clarity of purpose and direction. Schools voluntarily engage with these organizations and fund the process with no guarantee of outcome.

Agencies that accredited our school are IB (International Baccalaureate), CIS (Council of International Schools), and NEASC (New England Association of Schools and Colleges).

The main accrediting agencies execute a detailed evaluation to accept a school as a member after rigorous examination, involving a comprehensive visit to the school and collection of a great deal of documentation, the school may be accredited.



## International Baccalaureate (IB)

IICS is the only international school in Istanbul fully authorized to provide all three International Baccalaureate's (IB) programs: The Primary Years (Early Years-Grade 6), the Middle Years (Grades 7-10) and the Diploma (Grades 11-12).

IICS was authorized by the IB in 1996 to offer the Diploma Program for Grades 11 & 12. The following year, IICS was authorized by the IB to offer the Primary Years Program for Early Years through Grade 6. The following year in 1997, IICS was authorized by the IB to offer the Middle Years Program for grades 7-10. This made IICS one of the first schools in the world

authorized for all three of the IB programs. IICS has received a highly successful 5 year review from the IB (December 2017).

The International Baccalaureate is a not-for-profit educational foundation offering a unique educational experience to students from age 3 to 19 through four international education programmes that challenge and motivate students, academically and personally. The IB also has a rigorous accreditation process to enable schools to offer its programmes.

Schools may not offer any of the IB programmes without authorization from the IB.



## Council of International Schools (CIS)

Council of International Schools (CIS) is a global non-profit membership community that works collaboratively to shape international education through professional services to schools, higher education institutions, and individuals.

CIS offers a very clear and thorough 'audit' of all the many areas of school operation; it is helpful to school leadership to ensure all aspects of the organization are maintained at a high standard and are kept abreast of current good practice.

### Why is it good for IICS to maintain CIS accreditation?

- ▶ CIS accreditation supports the recruitment of high quality professionals. CIS is a mark of quality and ethical practice that reassures prospective educators that IICS is a good place to work.
- ▶ CIS supports admissions and parent confidence in the school.
- ▶ CIS is a mark of quality that reassures parents that there is external oversight of the school in all areas of operation.
- ▶ CIS supports the maintenance and development of a high quality, ethical organization in all areas.



## New England Association of Schools & Colleges (NEASC)

The New England Association of Schools and Colleges (NEASC) is an independent, voluntary, nonprofit membership organization which connects and serves over 2,000 public and independent schools, technical/career institutions, colleges and universities in New England plus international schools in more than 65 nations worldwide.

### Why is it good for IICS to maintain NEASC accreditation?

In addition to the benefits offered by CIS accreditation with regard to student and teacher recruitment:

- ▶ It allows IICS to provide a US High School Diploma
- ▶ It provides challenge and direction towards being an exceptional forward-thinking school.

IICS was globally accredited by the Council of International Schools (CIS) in 1997 and by the New England Association of Schools and Colleges (NEASC) in 2002. IICS has received highly successful 5 year review from CIS and NEASC (May 2018).



## Central and Eastern European Schools Association (CEESA)

The school is a member of the Central and Eastern European Schools Association (CEESA) which offers IICS the opportunity for intramural athletics and activities with CEESA member schools in 18 other countries. Each year there are numerous CEESA-organized sporting, cultural, and academic events in which students participate, giving them the chance to travel to other countries to learn and compete. CEESA also supports professional development for faculty and staff and sharing of innovative and excellent practice.



## Educational Collaborative for International Schools (ECIS)

Educational Collaborative for International Schools (ECIS) is a collaborative network promoting the ideals and best practice of international education by providing and facilitating opportunities for professional development, supporting the development and evaluation of a school's curriculum and instruction, and in numerous other ways. ECIS leads in addressing significant current and future educational and global issues in support of its membership in Europe and worldwide.



# IICS CORE VALUES

## INQUISITIVENESS

We nurture natural curiosity in our learning communities to better understand the world.

## INTERNATIONAL MINDEDNESS

We value our common humanity and believe in diversity.

## INTEGRITY

We act with a strong sense of fairness, honesty and respect towards ourselves, others and the world around us.

## CARING

We interact with compassion from a place of empathy assuming positive intent.





# THIS IS WHAT WE BELIEVE AND WHAT WE AIM TO ACHIEVE

## What does mission-driven mean?

A school's mission doesn't mean much if it is not put into practice. At IICS, we strive to weigh every school decision based on its confluence with the school's mission. This means that board decisions, curriculum choices, administrative policies, and basically everything we do should reflect what our values are. How do we do that? We make our Mission a living, breathing part of what we do.

## Why not-for-profit?

Quality education requires good facilities, current educational resources and the best teachers, which cost money. If the tuition you're paying doesn't go towards these critical elements of quality education then what is it going towards?

IICS is a US registered 501(c)3, which means we are not for profit. Profit is not our purpose. Education is.

The calibre of the educational experience we can provide is supported by the fact that all revenues above our operating expenses are reinvested into our school to create a cycle of continual improvement. We welcome you to visit our campuses to see the quality of our learning environments.

## OUR MISSION

Through its challenging curriculum and strong staff-student relationships, IICS provides a caring environment that inspires each student to excel and to be inquisitive, creative, compassionate, balanced and internationally-minded.

## OUR VISION

To be an exceptional, forward thinking international school community in every respect.

IICS aims to be a top international school not just in our region, but among the best international schools worldwide. To provide the best education to meet the needs of every learner is the target that directs all our planning and action as an educational institution. Every learner should be empowered.

We are a heterogeneous community with students representing more than 60 nationalities, many of whom have multi-country experience. This wealth of diversity offers us opportunities and challenges to continually improve our academic offerings to ensure our community of learners is empowered and engaged in their academic journey.

## OUR PHILOSOPHY

We believe that:

- ▶ The three IB programs are challenging to all learners, and we believe in the importance of the IB Learner Profile (inquirers, risk-takers, thinkers, communicators, principled, open-minded, caring, knowledgeable, balanced, reflective).
- ▶ Healthy relationships and effective communication between all members of the community, especially between students and teachers, are the key to school success.
- ▶ IICS provides a caring environment where everyone involved with the school, including parents, the Board of Directors, staff and students, has an important role in making the school a community of learners.
- ▶ Students learn best when they are happy at school and actively involved in their own learning.
- ▶ Learning is personal as each student is unique in his or her interests, aptitudes, and learning styles.
- ▶ The needs of each individual ought to be met so that each student has opportunities to excel.
- ▶ Internationally-minded people are those who strive to learn about the values and beliefs of their own culture so that they can better understand those found in their host country and elsewhere in the world.
- ▶ Internationally-minded people are world citizens who seek out commonalities and also appreciate differences between cultures so that they can bridge cultural divides and help create a more peaceful world.

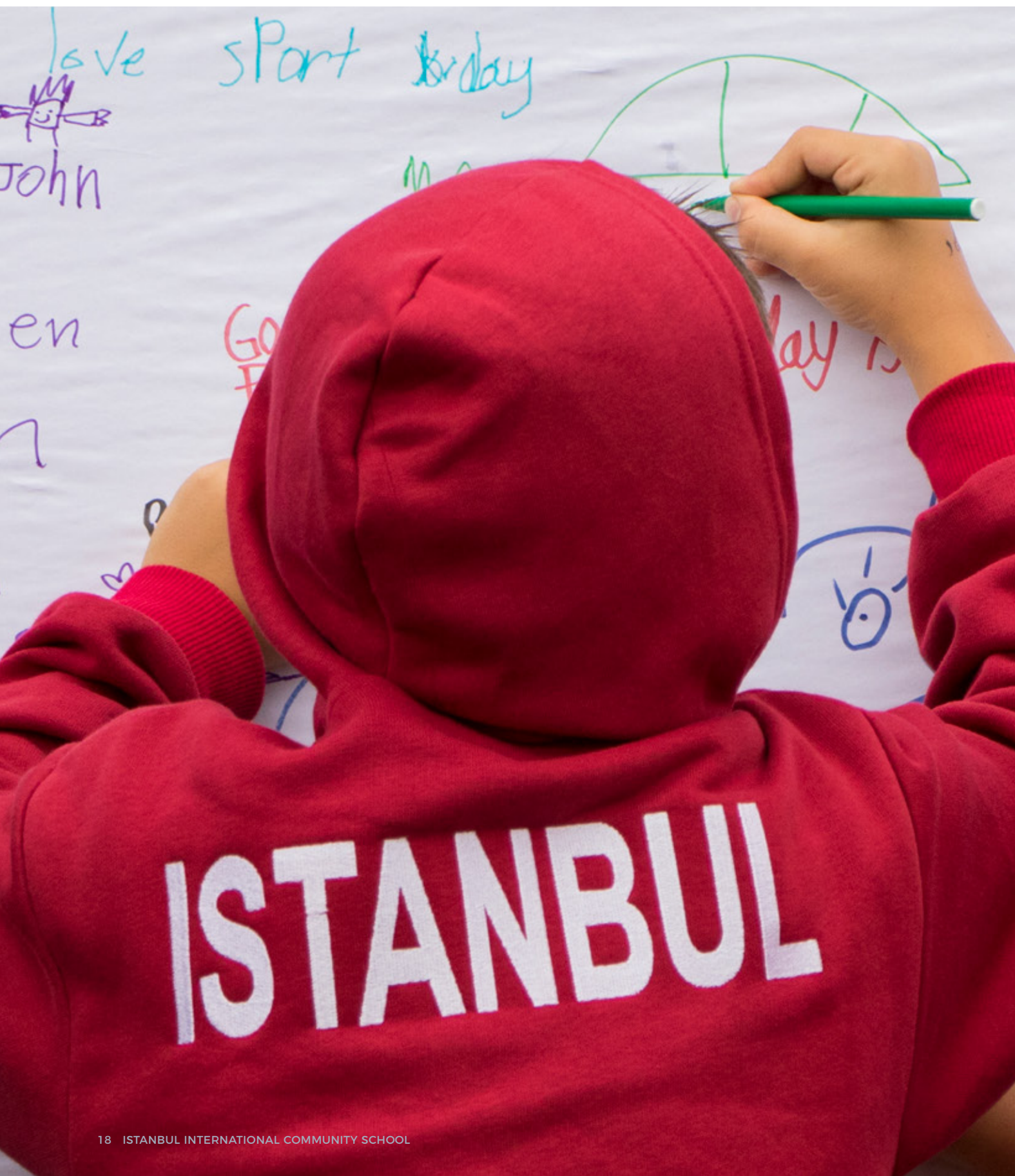
## OUR OBJECTIVES

Guided by our mission, the Istanbul International Community School shall exert every effort to:

- ▶ Maintain a challenging academic program through the use of the IB Evaluation process, together with CIS/NEASC Accreditation, to facilitate regular reviews of teaching, learning, assessment and the effectiveness of the school's professional development program,
- ▶ Provide and foster opportunities for members of the school community to remain well informed and involved in all appropriate aspects of school life,
- ▶ Ensure an environment where everyone is welcome, cared for, and successful,
- ▶ Provide and ensure that students participate in a balance of academic, creative and physical activities within and beyond the classroom,
- ▶ Ensure that students have explored theoretical and practical issues of local and worldwide significance from multiple perspectives and actively consider other people's viewpoints,
- ▶ Ensure that students are provided opportunities to apply their learning and innovative thinking by taking action,
- ▶ Maintain a comprehensive admissions process to ensure compatibility between students' needs and the learner expectations of the IB programs, and
- ▶ Develop a highly effective university counseling program to assist each student in gaining entrance into his or her preferred post-secondary educational institution.



# OUR LEARNING ENVIRONMENT NURTURES AND INSPIRES



“  
**Providing  
needs for  
different ages.**  
”

ICS has two campuses: the Hisar Campus near the Bosphorus in Rumeli Hisar, for children aged 3-9 (Early Years - Grade 3), and the Marmara Campus overlooking Büyükçekmece Lake, for children aged 3-18 (Early Years - Grade 12).

ICS believes in providing the optimal learning environment for students. The sense of history on our original Hisar campus is complemented by the cozy atmosphere of a school ground designed for young learners. The Marmara campus offers the additional space and facilities needed for the types of resources required for students as they develop.







# HISAR CAMPUS

The smaller Hisar Campus (Early Years-Grade 3) is part of the school's original grounds from its inception in 1911.

Located in a wooded, historic neighborhood in Rumeli Hisar near the Bosphorus, the Hisar campus is situated in a beautiful, mature garden overlooking the Hisar castle ramparts with a traditional villa surrounded by modern classroom buildings. The cozy setting at Hisar is inviting and comforting for young learners. Facilities at Hisar include a library, a PE and music room, a basketball court rubberized for safety, a climbing wall, and outdoor space for children at play.

## SCHOOL HOURS

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

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



# MARMARA CAMPUS

The main, purpose-built Marmara campus (Early Years-Grade 12) is 25 miles west of the city center amid rolling hills, overlooking a large lake. Facilities at the Marmara Campus include a completely automated and newly expanded library with computer stations, a double gymnasium, a multi-purpose sports salon, outdoor basketball and tennis courts, a soccer pitch, spacious playgrounds, three science labs, a design technology lab, a theater, an outside amphitheater, a visual arts building, music rooms, an Early Learning Center for students 3-6 years old and a cafeteria with panoramic view all situated on a 130,000m<sup>2</sup> (13 hectare) campus.

## SCHOOL HOURS

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

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



# THIS IS HOW WE LEARN

An IB education aims to transform students and schools as they learn, through dynamic inquiry, action and reflection. Teachers enable and support students as they develop the Approaches to learning they need - for both academic and personal success. The Approaches to learning apply across curriculum subjects and provide a common language for teachers and students to use when reflecting and building on the process of learning itself. The Approaches to learning (ATLs) are skills designed to enable students to "learn how to learn". These skills are needed as they provide a solid foundation for effective learning and they help students take responsibility for their learning.

PRIMARY PRINCIPAL

## ABOUT THE IB

- ▶ The Primary Years Program (PYP) was started in 1997 and is now offered by over 1,359 IB World Schools in 97 countries.
- ▶ The Middle Years Program (MYP) was started in 1994 and is now offered by more than 1,500 IB World Schools in 108 countries.
- ▶ The Diploma Program was started in 1968 with first examinations in 1970 and is now offered by 3,104 IB World Schools in 147 countries.
- ▶ The IB works with over 5,402 schools in more than 158 countries to offer the three IB programs to approximately 1,250,000 students. (statistics as of January 2021)

## IICS CURRICULUM

The curriculum at IICS consists of the International Baccalaureate's three programs and is designed to support a developmental, student-centered, interdisciplinary approach.

- ▶ The Primary Years Program (PYP) for pupils aged 3 to 12 focuses on the development of the whole child in the classroom and in the world outside.
- ▶ The Middle Years Program (MYP) for students aged 12 to 16 provides a framework of academic challenge and life skills through embracing and transcending traditional school subjects.
- ▶ The Diploma Program (DP) for students aged 16 to 19 is a demanding two-year curriculum that meets the needs of highly motivated students, and leads to a qualification that is recognized by leading universities around the world.

The three IB programs form a coherent sequence of education by promoting the education of the whole person through an emphasis on intellectual, personal, emotional and social growth. In all three programs, the education of the whole person is manifested through all domains of knowledge, involving the major traditions of learning in languages, humanities, sciences, mathematics, and the arts.

Furthermore, all three programs:

- ▶ Require study across a broad range of subjects drawing on content from educational cultures across the world;
- ▶ Give special emphasis to language acquisition and development;
- ▶ Encourage learning across disciplines;
- ▶ Focus on developing the skills of learning;
- ▶ Include, to a varying extent, the study of individual subjects and of transdisciplinary areas;
- ▶ Provide students with opportunities for individual and collaborative planning and research;
- ▶ Include a community service component requiring action and reflection.

“The curriculum is designed to support a developmental, student-centered, interdisciplinary approach.”





# AND WHAT OUR STUDENT LEARN TO BE



“

**The IB Learner Profile is the IB Mission Statement translated into a set of learning outcomes for the 21<sup>st</sup> century and provides a long-term vision of education. It is a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose.**

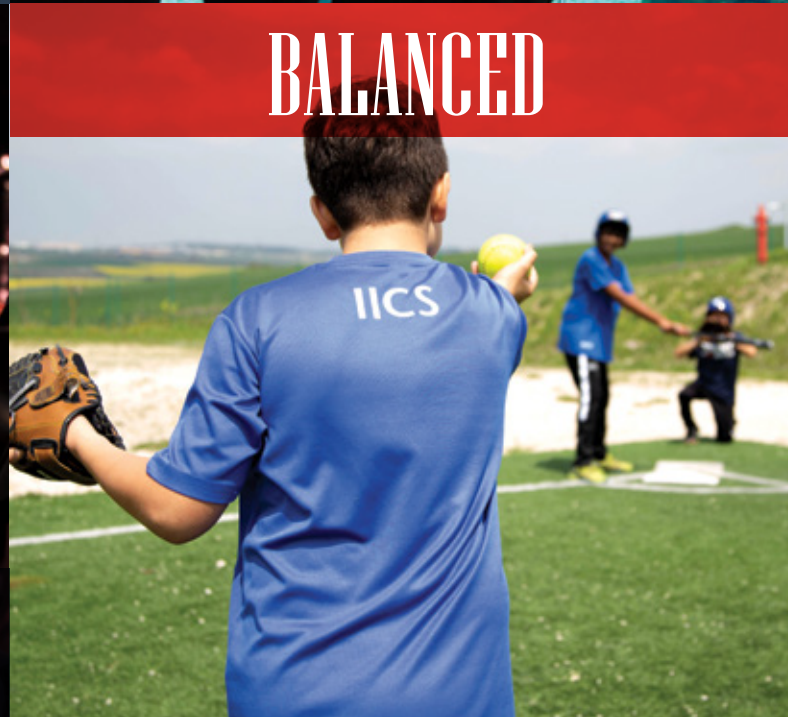
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**F**or me what's at the heart and soul of our curriculum is the IB Learner Profile: 10 attributes that we believe make not just effective learners but effective people in the world - open mindedness, being principled, inquirers, thinkers, communicators... What more could you ask for in terms of human development? And these really come to life in our program. You can see the evidence of them in any classroom, in any hallway, in any playground interaction.

PRIMARY TEACHER



# IB LEARNERS STRIVE TO BE







# WE WELCOME NEW FAMILIES AND HELP STUDENTS BELONG

## ORIENTATION DAYS FOR NEW STUDENTS

At the start of the school year, new students come to school the day before classes start for all students. This orientation day is a time for new students to learn where their classes are, meet their teachers, and become familiar with the school. Orientation day typically includes longtime students providing the tours for their new classmates, which helps ease the transition. Association, teachers, and the students themselves.

Parents are put intouch with other families from their nationality, native language, and other parents in their class to help them acclimate. All parents are also provided with the contact list of students on their child's bus which helps them learn who else lives in their neighborhood.

## TRANSITION TO IICS

Due to the highly mobile nature of our expat community, families join us throughout the academic year. To assist new families with their transition, a strong support network is in place to help both students and parents ease the challenges of relocation. This expert network includes the Admissions and Marketing & Development Departments, school counsellors, the Parent Teacher Association, teachers, and the students themselves.

Parents are put in touch with other families from their nationality, native language, and other parents in their class to help them acclimate. All parents are also provided with the contact list of students on their child's bus which helps them learn who else lives in their neighborhood.

## PARENT-TEACHER ASSOCIATION (PTA)

The IICS Parent-Teacher Association (PTA), which includes the Booster Club, is a very active organization in our school community. Being a parent or being a teacher at IICS automatically includes every parent in the IICS PTA. The PTA coordinates terrific events throughout the year to encourage communication, foster school-family interaction, and bring the community closer.

To welcome new families, the PTA hosts newcomer coffee mornings and its Welcome Committee reaches out to incoming families who arrive during the year. The PTA organizes events through out the school year.

We are very proud of our PTA and encourage all incoming parents to participate in its events. Our PTA makes an amazing difference to all members of the IICS community through the organization of engaging social events and regular fundraising projects. IICS is also fortunate to have a Booster Club which supports the Co-Curricular Athletics and Activities program by providing concession sales at tournaments, spirit wear production and sales, and more.







“

**To provide support for students mastering English, IICS has EAL teachers in both Primary and Secondary. We work closely with students in the classroom, and/or one-on-one or in small groups.**

”

### **English as an additional language (EAL) for 1<sup>st</sup> to 10<sup>th</sup> grades**

**T**he primary language of instruction at IICS is English. However, students come to IICS with a huge range of language backgrounds. IICS has over 500 students from over 60 countries. For many students English is their second language (or third, fourth). For some students, this may be their first experience in an English curriculum school.

IICS provides different pathways to support all language learners. Depending on the age and level of proficiency, students might receive different kinds of support such as pull out instruction individually or in small groups, push in educator support, or sheltered classes where students attend small EAL classes in lieu of mainstream ones.

The Early Years and PYP (Primary Years Program) includes students with a wide range of English language abilities. We assess English proficiency to determine the best support for each student.

For students in MYP (Middle Years Program) we expect students to demonstrate an intermediate level of English proficiency for grades 6, 7, & 8 and reaching English Mastery in grades 9 & 10.

Students applying for grades 11 or 12 must demonstrate mastery of the English Language to enroll in our DP (Diploma Program), or make a consultation regarding different high school pathways during the admission process.

### **COUNSELING**

School counselors are available in all divisions of the school (PYP, MYP, DP), addressing emotional welfare needs as well as learning support. Counseling support at IICS aims to help students adjust to school life and student life, build community, and help them navigate schedules, workload, and academic skills. From Grades 9-12, university and career counseling helps students prepare for life after IICS. At all levels counselors are available to aid families in finding extra support locally when required.



“  
**The program focuses on the total growth of the developing child, affecting hearts as well as minds, and addressing social, physical, emotional, and cultural needs in addition to academics.**  
”

### **THE IB PRIMARY YEARS PROGRAM (IBPYP)**

ICS offers the International Baccalaureate's Primary Years Program, an international curriculum framework designed for all children between the ages of 3 and 12 years. The program focuses on the total growth of the developing child, affecting hearts as well as minds, and addressing social, physical, emotional, and cultural needs in addition to academics. We combine the best research and practice from a range of national systems with a wealth of knowledge and experience from international schools to create a relevant and engaging educational program. The PYP offers a comprehensive, inquiry-based approach to teaching and learning. It provides an internationally designed model for concurrency in learning and incorporates guidelines on student learning styles, teaching methodologies and assessment strategies. Traditional academic subjects are part of a program which emphasizes the interrelatedness of knowledge and skills through a transdisciplinary program of inquiry.



# PRIMARY SCHOOL ACADEMICS

## EARLY YEARS 3 THROUGH GRADE 6

### **PYP CURRICULUM AT IICS**

The PYP curriculum at IICS is taught by a team of experienced and dedicated professionals. The PYP faculty is highly skilled and qualified in their area of expertise. IBPYP Curriculum guides inform the written, taught and assessed curriculum. Language and PSPE (personal, social and physical education) are the responsibility of all Primary teachers, homeroom and single subject.

### **THE IBPYP AIMS TO DEVELOP IN CHILDREN:**

- Approaches to learning that transcend the classroom (Social, Communication, Self Management, Thinking and Research Skills)
- International Mindedness through the characteristics listed in the IB Learner Profile
- Learner Agency and action as a significant part of the learning experience

At the heart of the Primary Years Program's philosophy is a commitment to inquiry as an ideal vehicle for learning. Teachers are guided by a series of transdisciplinary themes as they design curricular units that are significant, engaging, relevant and challenging. These are:

- 1. Who we are**
- 2. Where we are in place and time**
- 3. How we express ourselves**
- 4. How the world works**
- 5. How we organize ourselves**
- 6. Sharing the planet**

Together these Units of Inquiry elicit ideas that are of local and global significance and explore human commonalities.

### **EARLY YEARS AT IICS**

Our Early Years Program provides an opportunity for student to play, explore, observe, and make connections to themselves, others, and their environment. We know that children learn best when given opportunities to participate in learning experiences that are relevant and connected to their world.

Our youngest students start school with very different experience which and at different stages of development. Teachers building strong relationships with the students, play an important role in ensuring that each child feels safe and confident to learn, and which that they have the opportunity to develop at their own pace.

### **PRIMARY SCHOOL HOMEROOM SUBJECTS**

As a model of transdisciplinary learning, homeroom teachers take ownership of the teaching of English language, Mathematics, Science and Social Studies. While much of the content of the homeroom subjects are embedded within the Unit of Inquiry, each subject is steered by its own Scope and Sequence. The IBPYP requires that each school adapts their Scope and Sequence documents so that the taught curriculum is equal to or more rigorous than the published IBPYP Scope and Sequence documents. The IICS Scope and Sequence documents are available for parents on the IICS website.



PRIMARY SCHOOL  
SINGLE SUBJECTS

Complementing the homeroom subjects, primary school students attend additional classes with single subject teachers. These single subjects enhance their learning, provide balance and support the development of students' Approaches to Learning. IICS Primary school students also attend the following classes:

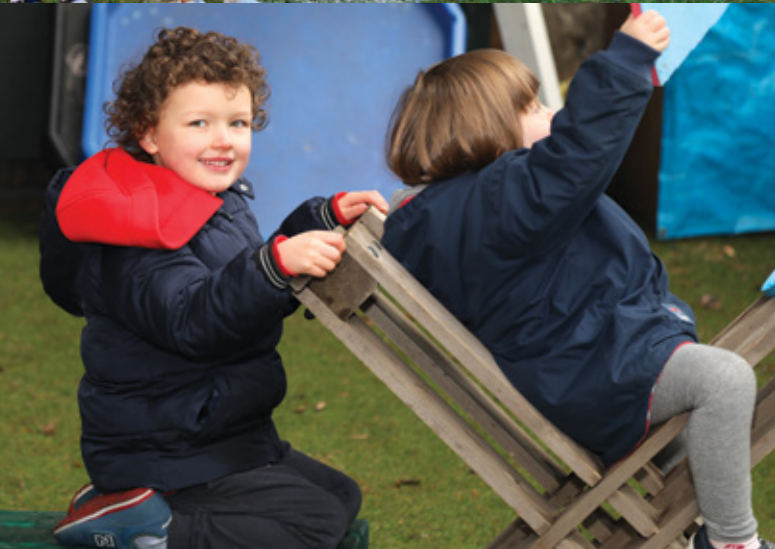
- **Art**
- **Music**
- **French (Starts in Grade2)**
- **Physical Education**
- **Turkish Culture&Language (Starts in EY5)**
- **Library**
- **Educational Technology**

We believe in the meaningful integration of Information and Communication Technology within our curriculum to empower and engage our students in 21st-century learning. Our Primary School Digital Learning Coach works with the teachers and students to incorporate a wide range of digital tools and platforms to facilitate inquiry-based learning, collaboration, and reflection, ensuring that our young learners develop essential digital literacy and problem-solving skills and are responsible and ethical users of technology.

We also integrate maker space concepts into students' daily learning experiences, cultivating creativity, innovation, and hands-on exploration. By providing a supportive environment with various tools and technologies, we encourage curiosity and experimentation, empowering students to become active creators and critical thinkers.

LANGUAGE LEARNING  
AND TEACHING

Language is at the heart of learning. At IICS, students learn language, learn about language and learn through language. Language is fundamental to the curriculum as a basic tool of communication and understanding. It is the major connecting element across the curriculum, with students learning not only language for its own sake but also the language of sciences, social sciences, mathematics, literature, the arts, physical education and technology. Language is a key means of maintaining one's cultural identity and learning about the culture of others. Students should continue to develop their home language(s) as this not only provides the underlying basis for success in acquiring additional languages, but also because language skills are transferable between languages. IICS believes in providing a curriculum which recognises the importance of multilingualism and biliteracy. To this end, all teachers are teachers of language. Reading, writing, speaking, listening, viewing and presenting are all equally valued.



PRIMARY SPORTS

For grades 3, 4 and 5, we are offering primary sports in two seasons, basketball in the fall and football in the spring. These seasons are 8 weeks long, and with 2 practices a week, present a great preparation for the MS sports that comes in grade 6.

- Aikido**
- Animal Welfare Group**
- Baking Club**
- Basic First Aid Training**
- Basketball**
- Blogging**
- Choir**
- Clay Making**
- Coding Club**
- Cross Country**
- Design Club**
- Drama Club**
- Field Hockey**
- Football**
- Gardening**
- Hip Hop & Street Dance**
- Horseback Riding**
- Cooking**
- Knitting**
- Lego remote control Buggies**
- Nature in the heART**
- News Club**
- Outdoor Games**
- Popsicle Stick Art**
- Quantum Physics**
- Recycle Junk Art**
- Science Club**
- Sewing & Cross Stitch**
- Stamping & Printing**
- Story Writing & Story Telling**
- Tennis**
- The Egg Drop Challenge**
- Turkish Time**
- Wood & Ceramic Art**
- Wood Model Making**
- Upcycling**
- Yoga & Tai Chi**



# GRADE 7-10 (MYP)

## MIDDLE YEARS PROGRAM (MYP) SUBJECTS (GRADES 7-10)

1. **Arts** (Music, Visual Arts, Theater)
2. **Design** (Product/ Digital)
3. **Design** (Product/ Digital)
4. **Guidance and Study Skills**
5. **Language B** (English, Spanish, French)
6. **Music, Visual Arts, Theatre, Media, Design** (Product or Digit), **Yearbook**
7. **1 Arts or Design course** (Music, Visual Arts, Theatre, Media, Design (Product or Digital), Yearbook)
8. **Language B** (English, Spanish, French)
9. **There are eight subject groups.** At IICS the subjects offered are Language A (English), Language B (French, Spanish), Humanities, Mathematics, Arts (Visual Arts, Music, Theatre, Media), Science (Biology, Chemistry, and Physics), Product and Digital Design, and Physical Education. These subjects provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students' awareness of the relationships between the subjects. Integrated into curricular units will be enhanced learning opportunities including cultural field trips and Service as Action.
10. **MYP Grade 10 Personal Project:** This is a student-driven independent project which is the culmination of the students' experience with the MYP. They will develop a learning goal and a product goal in an area of their choosing and record their process in meeting these goals via a 15- page report. During the process, students will further develop their Approaches to Learning skills. Projects in the past have included published writing, coding, music videos, architecture, clothing, art works, public awareness campaigns, dance, film and animation. Towards the end of the project, students' will present their final product at the MYP Personal Project Exhibition, open to the school community and is a truly an inspiring event showcasing their growth and learning.

The students' are supported in their project via a dedicated lesson each week, further resources via the Personal Project website and an assigned supervisor. Students are expected to find experts in their field. The grade for the Personal Project counts as a course grade and a full credit is awarded for a minimum score of 3. Ash Esmail, MYP Personal Project Coordinator

# SECONDARY SCHOOL ACADEMICS

## THE IB MIDDLE YEARS PROGRAM (IBMYP)

The Middle Years Program (MYP) of the International Baccalaureate (IB) is a course of study designed to meet the educational requirements of students aged between 12 and 16 years. At IICS the MYP builds on the foundation of learning and skills in the PYP, and prepares students for the Diploma Program.

Grade 7-10 IB MYP students are at an age when they are making the transition from early puberty to mid adolescence.

This is a crucial period of personal, social, physical and intellectual development. The MYP has been devised to guide students in their search for a sense of belonging in the world around them. It also aims to help students to develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. This means encouraging them to be independent learners and internationally minded people. MYP, like PYP and the Diploma Program, promotes the IB Learner Profile.

The MYP is based on three fundamental concepts; holistic learning, intercultural awareness and communication.

There are eight subject groups. At IICS the subjects offered are Language A (English), Language B (French, German, Spanish or Turkish), Humanities, Mathematics, Arts (Visual Arts, Music, Theater, Media), Science (Biology, Chemistry, and Physics), Product and Digital Design, and Physical Education. These subjects provide a broad, traditional foundation of knowledge, while the pedagogical devices used to transmit this knowledge aim to increase the students' awareness of the relationships between the subjects. Integrated into curricular units will be enhanced learning opportunities including cultural field trips and Service as Action.

## MYP KEY CONCEPTS AND GLOBAL CONTEXTS

MYP Units of Inquiry are based on concepts. A concept is a big idea - a principle or concept that is enduring, the significance of which goes beyond aspects such as particular origins, subject matter, or place in time (Wiggins and McTighe 1998). Concepts represent the vehicle for students' inquiry into issues and ideas

of personal, local, and global significance, providing the means by which the essence of a subject can be explored.

The exploration and re-exploration of concepts lead students towards:

- ▶ deeper understanding of the subject group
- ▶ appreciation of ideas that transcend disciplinary boundaries
- ▶ engagement with complex ideas, including the ability to transfer and apply ideas and skills to new situations (Erickson 2008).

MYP units are based on Key Concepts, which provide interdisciplinary breadth to the program, and Related Concepts, which are subject-specific.

In addition to focusing on concepts, each MYP unit is also connected to one of six global contexts, each of which allows students to see connections between their learning and the real world. These contexts are identities and relationships, orientation in space and time, personal and cultural expression, scientific and technical innovation, fairness and development, and globalization and sustainability. Units will be enhanced learning opportunities including cultural field trips and Service as Action.

## MYP GRADE 10 PERSONAL PROJECT

This is a student-driven, independent project which is the culmination of the student's experience with MYP. The focus is the process that leads to the creation of a product which could be anything from the creation of a public awareness, writing a book, to designing a green school. The project allows students to demonstrate their skills to produce an extended piece of written work (maximum 3500 words), to engage in personal inquiry, to demonstrate effective approaches to learning, and to reflect on learning. The Personal Project resources and guidelines are shared online with students and each student is allocated a supervisor to support them through the project. The grade for the Personal Project counts as a course grade and credit is awarded for a minimum score of 3.



# GRADE 11-12 (DP)

IICS has been offering the IB Diploma Program since 1998. Despite being nonselective in admissions, we are proud to maintain high standards of achievement for all our Diploma program candidates. The IB Diploma pass rate for IICS students over the past five years has been around 80-90% with the average DP score consistently above world norms.

IBDP COORDINATOR

## IB DIPLOMA COURSE SUBJECTS

- English A (Language & Literature)
- Self-taught Literature
- English B
- French B
- Spanish B
- Spanish Ab Initio
- Economics
- Environmental Systems Societies
- Geography
- Global Politics
- Business Management
- History
- Biology
- Chemistry
- Physics
- Math analysis and approaches SL
- Math analysis and approaches HL
- Math applications and interpretation SL
- Music
- Theater
- Visual Arts
- Applied Sciences (High School, HS Level only)
- Applied Math (High School, HS Level only)
- DP Core: Theory of Knowledge, CAS, Extended Essay, Guidance \* Pamoja, i.e. Mandarin Ab Initio, Psychology.
- \* Language A Literature –Standard Level self-study available as an option in languages we don't offer.

IICS gives students the opportunity to study Diploma subjects that the school does not offer, by taking them online through an IB recognized online platform. Diploma students also have the option to study self-through literature in standard level should they wish to study their native language in Literature Level.

## THE IB DIPLOMA PROGRAM (IBDP)

Theory of Knowledge, the Extended Essay Research paper, and Community / Action / Services are part of the IB DP core and as such are required for all full IB Diploma candidates. Theory of Knowledge is a class but the Extended Essay, Guidance and Community / Action / Service are not courses.

**Theory of Knowledge**- an interdisciplinary requirement that challenges students to question the bases of knowledge.

**Creativity, Action, Service (CAS)**- this program complements the academic courses by stressing community involvement, service to others, and the pursuit of life-enhancing individual interests.

**An Extended Essay (or A Research Paper for HS Candidates)**- each student undertakes independent research on a topic of special interest to the student. This 4,000-word essay acquaints Diploma candidates with the kind of work expected by universities.

In order to pursue the full IB Diploma, students must maintain a satisfactory academic record in Grades 9 and 10. While the IB Diploma is a two year program, IICS will accept students into Grade 12 from both IB and non-IB schools depending on course availability and prior credits.



## GRADUATION PATH AND REQUIREMENTS

- All students at IICS in Grade 11 are enrolled in our 2-year Diploma Program which involves earning one of the following options:
- **US High School Diploma**
  - **US High School Diploma and IB Certificates in certain subjects**
  - **US High School Diploma and an IB Diploma**

**The International Baccalaureate Diploma (Grades 11 and 12)**

The following courses are available for the Diploma Years at IICS. depend on the enrollment:

**Group 1:** Language 1: Studies in Language and/or Literature in English or another language

**Group 2:** Language 2: A modern language studied as a non-native language (language acquisition)

**Group 3:** Individuals and Societies: History, Geography, Economics, Environmental Systems, Societies, Global Politics and Business Management

**Group 4:** Experimental Sciences: Science: Biology, Chemistry, Physics, or ESS, Applied Science (HS only)

**Group 5:** Mathematics (Applications & Interpretations SL, Analysis & Approaches SL & HL, Applied Math (HS only)

**Group 6:** Arts: Visual Arts, Theater, Music or 2<sup>nd</sup> subject from groups 1, 2, 3, or 4

In addition: Theory of Knowledge, CAS, plus an Extended Essay of 4,000 words. (covered under DP Core Classes)

Each of the first six groups score a maximum of seven points. TOK plus Extended Essay can give up to 3 bonus points. A student requires a minimum of 24 points to gain the IB Diploma and various other conditions apply.

**The IICS High School Diploma (Grades 9-12)**

For grades 9 through 12 inclusive, a student must acquire a score of at least '3' to receive IICS credit for any particular course. In order to graduate from IICS, students must complete a minimum of 26 credits (one credit = one full year course). A typical minimum credit\* distribution would be:

- **English - 4 \***
- **Humanities (Social Studies) - 3**
- **Mathematics - 3**
- **Science - 3**
- **Foreign Languages - 2**
- **Physical Education - 2**
- **Arts (or an elective if coming in from a non-MYP school) - 2**
- **Personal Project - 1**
- **Electives - 6**

\* Can be credit from another school if entering IICS after Grade 9

In addition, students must carry a full time load every year at IICS. Please note these requirements may be subject to change.



# WE PREPARE STUDENTS FOR SUCCESSFUL UNIVERSITY CAREERS

## UNIVERSITY & CAREERS PREPARATION AND COUNSELING

The process of exploring future and career interest starts in 10<sup>th</sup> grade where students are exposed to theories of interest, aptitude and different occupational fields. Students research the pathways that lead to a variety of careers. Summer programs, visits to university campuses, interviews with professionals on the job, all give the student valuable information to narrow down the wealth of options available.

Commendations from the most recent IB Diploma Program Evaluation Report:

- ▶ CAS having a central place in the school's program
- ▶ Providing the space and time for Self Directed Learning
- ▶ Promoting courses available beyond what can be offered on campus by our teachers, such as self taught and Pamoja courses
- ▶ Smooth transition into DP from MYP
- ▶ Balance of the curriculum and the breadth of courses offered
- ▶ Students having learning opportunities beyond the classrooms
- ▶ Providing a resource rich learning environment
- ▶ Personalized learning being encouraged



## UNIVERSITY SELECTION

Students applying to university will receive assistance and guidance from the school's University Counselor. IICS has a full time University Counselor to help guide students and their parents through all aspects of preparing for and applying to university. This includes extensive research, looking at all possibilities for universities in different countries as well as in the student's home country, taking into account the student's career aspirations, the institutions that best serve that aim, and what those universities require of successful applicants.

## UNIVERSITY APPLICATION

The University Counselor works with the students to create each student's curriculum vitae and personal essay or statement by the end of the 11<sup>th</sup> grade. The University Counselor also reviews the applications, process, and procedures with students to help them meet the requirements for applications to universities worldwide. Testing opportunities are provided as well as testing information and materials for standardized exams like the PSAT, SAT, IELTS, and TOEFL.







UNIVERSITY VISITS

IICS hosts a number of college and university visits during the year. We encourage students and parents to take advantage of these events to learn more about university options and to ask questions of the admissions officers.

UNIVERSITY RECOGNITION OF IB DIPLOMA

The International Baccalaureate Diploma is recognized by the world’s leading universities and in many cases a good diploma will ensure advanced standing in particular subjects. There are currently over 3000 universities from 90 countries that have an IB recognition policy. For a complete listing of universities with IB recognition policies please visit [www.ibo.org](http://www.ibo.org)

The following is a partial list of universities and colleges that IICS graduates have been accepted to since 2014.

UNITED STATES

American University  
Amherst College  
Babson College  
Bard College  
Barnard College  
Bennington College  
Bentley College  
Boston College  
Boston University  
Brandeis University  
Brigham Young University  
Brown University  
Bryant University  
Chapman University  
Clark University  
College of William and Mary  
Colorado State University  
Columbia College  
Columbia University  
Connecticut College  
Cornell University  
Dartmouth College  
DePaul University  
Dickenson University  
Drew University  
Drexel University  
Duke University  
Elon University  
Embry Riddle Aeronautical University  
Emerson University  
Fairleigh Dickinson University  
Fashion Institute of Technology  
Fordham University  
Franklin and Marshall College  
George Washington University  
Georgetown University  
Georgia Tech University  
Gonzaga University  
Hobart and William Smith Colleges  
Hofstra University  
Illinois Institute of Technology  
Ithaca College  
James Madison University  
Johns Hopkins University  
Knox College  
Lafayette College  
Lehigh University  
Loyola Marymount University  
Lynn University  
Macalester  
Maryland Institute College of Art  
Michigan State University  
New York University  
Northeastern University  
Oberlin College  
Occidental College  
Pace University  
Parsons The New School For Design  
Pennsylvania State University  
Pepperdine University  
Pratt Institute  
Princeton University  
Purdue University  
Quinnipiac University  
Reed College  
Rhode Island School of Design  
Rochester Institute of Technology  
Rollins College  
Rutgers University  
Sarah Lawrence College  
Savannah College of Art and Design  
Skidmore College  
Stanford University  
State University of New York  
Suffolk University  
Syracuse University  
Temple University  
Texas A & M University

Tufts University  
OTIS College of art and design  
Tulane University  
University of Arizona  
University of California, Los Angeles  
University of Chicago  
University of Colorado  
University of Denver  
University of Florida  
University of Illinois  
University of Indiana at Bloomington  
University of Iowa  
University of Maryland  
University of Massachusetts  
University of Miami  
University of Michigan  
University of Oregon  
University of San Francisco  
University of South Carolina  
University of Texas at Austin  
University of Vermont  
University of Virginia  
University of Wisconsin at Madison  
Utah State University  
Vanderbilt University  
Villanova University  
Virginia Polytechnic Institute and State University  
Wake Forest University  
Wesleyan University  
Wheaton College

CANADA

Bishop’s University  
Carleton University  
Concordia University  
Dalhousie University  
Humber University  
McGill University  
McMaster University  
Memorial University  
OCAD University  
Queen’s University  
Ryerson University  
Simon Fraser University  
Trent University  
University of British Columbia  
University of Guelph  
University of Saskatchewan  
University of Toronto  
University of Victoria  
University of Waterloo  
University of Western Ontario  
Wilfrid Laurier University  
York University

ASIA

City University of Hong Kong  
Hanyang University  
Hong Kong University of Technology  
KAIST University  
Keio University  
Korea University for Chemical Engineering  
Meiji University  
Myongji University  
Rikkyo University  
Seoul National University  
Sogang University  
Sophia University  
Waseda University  
Yonsei University

UNITED KINGDOM

Aston University  
Aberystwyth University  
American College Dublin  
Bath Spa University  
Birmingham City University  
Bournemouth University  
Brunel University  
Canterbury Christ Church University  
Cardiff University  
City University  
Durham University  
Goldsmith’s College, University of London  
Heriot-Watt University  
Hult International Business School  
Imperial College/ London  
Keele University  
Kingston University  
Lancaster University  
London College of Fashion  
London Metropolitan University  
London School of Economics  
Loughborough University  
Middlesex University  
Nottingham-Trent University  
Oxford Brookes University  
Ravensbourne University  
Regents University  
Richmond University  
Royal Holloway, University of London  
School of Oriental and African Studies, University of London  
Sheffield Hallam University  
Southampton University  
St. Andrews University  
Swansea University  
The University of Liverpool  
University College London  
University of Leicester  
University of Aberdeen  
University of Bath  
University of Bedfordshire  
University of Birmingham  
University of Brighton  
University of Bristol  
University of Buckingham  
University of Cambridge  
University of Central Lancashire  
University of Chester  
University of Durham  
University of East Anglia  
University of East London  
University of Essex  
University of Glasgow  
University of Greenwich  
University of Hull  
University of Kent  
University of Leeds  
University of Leicester  
University of Liverpool  
University of London  
University of Manchester  
University of Newcastle  
University of Nottingham  
University of Oxford  
University of Plymouth  
University of Reading  
University of Roehampton  
University of Sheffield  
University of Southampton  
University of Surrey  
University of Sussex  
University of the Arts London  
University of the West of England  
University of Warwick  
University of West London  
University of Westminster

University of Winchester  
University of Wolverhampton  
University of Worcester  
University of York

EUROPE

American University of Paris  
American University of Rome  
Bocconi University  
Ecole Hoteliere de Lausanne  
Erasmus University  
ETH Zurich  
European University  
Franklin University  
Glion  
Hebrew University of Jerusalem  
Hogeschool Van Amsterdam  
Hotel School of the Hague  
IE University  
Istituto Marangoni  
John Cabot University  
Leiden University  
Les Roches International School of Hotel Management  
Maastricht University  
NHTV Breda University of Applied Science  
Nyenrode Business University  
Rheinische Friederich-Wilhelm Universitaet Bonn  
Rotterdam University of Applied Sciences  
SAE Institute  
Sorbonne  
SRH Hochschule Berlin  
Stenden University  
The Hague University  
Tilberg University  
Toulouse Business School  
Universita Cattolica del Sacro Cuore  
Universiteit Leiden  
Universiteit Utrecht  
University of Amsterdam  
University of Groningen  
University of Leuven  
University of Szeged  
Utrecht University College  
Vesalius University  
Webster University

TURKEY

Boğaziçi University  
Bahcesehir University  
Bilgi University  
Sabanci University  
Koc University  
Kadir Has University



# WE PROMOTE BALANCED LIFESTYLES

## Middle School Co-Curricular Activities (Grades 6-8)

(subject to modification)

**Animal Welfare | Badminton | Band | Boys' Basketball | Boys' Football | Boys' Tennis | Boys' Volleyball | Children of Hope Choir | Cross Country | Cultural Arts Drama | Girls' Basketball | Girls' Football | Girls' Tennis | Girls' Volleyball | Horseback Riding | Math | Mixed Martial Arts | Orchestra Poetry | Refugee Outreach | Science Speech & Debate | Strategy Games**

## Co-Curricular Activities

Co-Curricular Activities are an important part of our program at IICS. These activities allow students the opportunity to utilize their talents and motivate different learning styles to help foster the whole child and develop a balanced lifestyle. Over the past years we have noticed a strong correlation between participation in athletics and activities and academic performance. IICS is a member of CEESA (Central and Eastern European Schools Association), which provides the opportunity for IICS students to travel to nearly twenty different schools to participate in athletic, artistic, and academic competitions and conferences. IICS is also a member of TISL which offers the opportunity for our teams to compete with other schools in Turkey.



## High School Co-Curricular Activities (Grades 9-12)

(subject to modification)

**Advanced Drama | Animal Welfare | Badminton | Boys' Basketball | Boys' Football | Boys' Tennis | Boys' Volleyball | Ceramics and Wood Art | Children of Hope | Cross Country | Cultural Arts | Design Club | Girls' Basketball | Girls' Football | Girls' Tennis | Girls' Volleyball | Jazz | Knowledge Ball | Life Drawing | Math Team | Mixed Martial Arts | Model United Nations | Orchestra | Photography | Poetry | Refugee Outreach | Speech & Debate | Technology Club | Yoga and Mindfulness | Gender Sexual Alliance | The Splash (Newspaper) | Teen Empowerment Club**

## CEESA Schools IICS students have travelled to:

**Baku, Belgrade, Bratislava, Prague, Moscow, Bucharest, Budapest, Sofia, St. Petersburg, Vienna, Helsinki, Vilnius, Krakow, Warsaw, Zagreb, Kiev, Riga, Tallinn.**







# WE GIVE BACK TO OUR WORLD AND BUILD CLASSROOM WITHOUT WALLS

## DEVELOPING GLOBAL CITIZENSHIP

We are a world community and share this planet. It is important for children to develop a sense of global citizenship and for each individual to take responsibility to create positive change in the world--whether it be in one's self, home, city or other countries. Through taking part in various school initiatives and also through visiting inspirational speakers, IICS students learn how small steps add up to world changes.

From their earliest school years, our students have the opportunity to get involved in numerous social outreach projects locally and internationally. Our mantra over the last years has been "Think Global, Act Local": the focus of our actions is mainly rooted in regional issues and we make sure that our programs do fit in the United Nation Global Goals for Sustainable Development.

**Refugee Outreach Committee:** Partnering with NGO's such as Ad Dar, Small Projects Istanbul, and Turkey Volunteers, students design campaigns to support refugee families in Istanbul, through the "Girls to School" program and diverse drives to cater to the needs of the children throughout the year.

**Animal Welfare Group:** Students collaborate together to improve the lives of stray cats and stray dogs in Istanbul

working with various organizations by providing shelters, sterilization, vaccination, and treatment. Students also take care of school pets.

**Roots and Shoots:** Students design campaigns and actions to promote environmental-friendly practices within our school community.

**The Education Pipeline:** Students focus on delivering school supplies and educational material to communities in need in Turkey.

## WHAT THE IB SAYS ABOUT OUR CAS PROGRAM

The International Baccalaureate Organization commended IICS on its Community, Activity, Service (CAS) program in their July 2015 review, saying:

**"...optimum implementation of the CAS program..."**

**"... rigorous, regular and constructive support given to students..."**

**"...students can be commended for the sincerity of often moving accounts of their experiences..."**

**"...students are regularly challenged to leave their 'comfort zones'..."**

In keeping with the transdisciplinarity of the IB curriculum which illustrates the connections between concepts and subjects, IICS teachers make use of the rich history of Turkey and the intricate mosaic of Istanbul as a venue for hands-on, 'mis-en-scene' learning outside the classroom.

## FIELD TRIPS

Classes regularly take trips through the city to experience first hand the relevant places and processes reflected in their units of study. As a city with millennia and a half of history at the crossroads of civilizations, the historic sites and museums in Istanbul are incomparable. As Turkey's largest city, the metropolis affords countless possible outings to places like museums, galleries, businesses, observatories, recycling facilities, factories, charity organizations, NGOs, and much, much more. With unlimited opportunities from which to draw, IICS teachers make good use of what the city has to offer.

## OVERNIGHT TRIPS IN TURKEY

Each year, grades 4 through 11 take their own class trip. They travel to cities throughout Turkey to engage in curriculum-based activities in venues pertinent to their subject of study. This provides a unique context to their studies, like Grade 9

students visiting Gallipoli while studying World War I. Moreover, such trips are also a valuable bonding experience that eases students into the new school year, particularly if they are new to the school. These trips initiate strong friendships between classmates and foster better communication between teachers and students.

**IICS classes have travelled to the following cities for overnight trips:** Ağva, Ankara, Antalya, Bursa, Bolu, Cappadocia, Çanakkale, Dalyan, Gallipoli/Troy, İzmir, Mudurnu/Bolu, Selçuk (Ephesus), Trabzon, Uludağ

## TRAVEL ABROAD

IICS believes that experiencing different cultures is an excellent means to developing global citizenry in students.

IICS has a number of opportunities for students to travel. The school is a member of CEESA (Central and Eastern European Schools Association), which provides the opportunity for IICS students to travel to fifteen different schools to participate in co-curricular athletic, artistic, and academic competitions and conferences.

**CEESA Schools IICS students have travelled to include:** Baku, Belgrade, Bratislava, Prague, Moscow, Bucharest, Budapest, Sofia, St. Petersburg, Vienna, Helsinki, Vilnius, Krakow, Warsaw, Zagreb, Kiev, Riga, Tallinn.





“The best thing about IICS is the amazing student teacher relationships.”

## WE CAREFULLY SELECT OUR TEACHERS

### INTERNATIONAL

16 nationalities / 5 continents

37%	USA
19%	Canada
18%	Turkey
6%	UK
6%	Australia
3%	New Zeland
3%	Serbia
1%	Belgium
1%	Acuador
1%	Mexico
1%	Pakistan
1%	Russia
1%	Slovakia
1%	Kenya
1%	Denmark
1%	Ireland

### EXPERIENCED

An average of 17 years of teaching experience

### STUDENT FOCUSED

7:1 student to teacher ratio

### ESTABLISHED

Low turnover of faculty

### LIFE LONG LEARNERS

All faculty complete annual professional development inhouse or abroad

### EDUCATED

100%	Bachelors Degrees
60%	Masters Degrees
5%	PhD

## HOW OUR STUDENTS TRAVEL TO SCHOOL

Students come to school either by school bus or by car (parent or driver). In recent years, over 80% of our students have used the bus services. School buses serve many parts of Istanbul. For transportation to and from the Marmara Campus, IICS coordinates the services of 17, 27, and 47 passenger buses. All buses have seat belts, wi-fi, cameras (offline), GPS system and supervisors.

The school buses (and their drivers) are privately contracted by parents. The school coordinates and supervises the buses for the convenience of IICS families, but IICS bears no liability. Upon admission or reenrollment, parents may sign up for bus services through the transportation coordinator in the school office. Parents are billed by the bus company (in TL) for this service.





# WE WELCOME NEW STUDENTS YEAR ROUND

## ADMISSIONS AT IICS

Parents and students considering IICS as their next school are welcomed and encouraged to come visit both campuses, meet with the Director of Admissions, and learn about the learning and student life at IICS. To arrange a visit or to speak with the Director of Admissions, please email: [admissions@iics.k12.tr](mailto:admissions@iics.k12.tr) or call: +90 212 8578264 ext 215.

## APPLICATION PROCESS

Istanbul International Community School has an open admissions policy for students who can benefit from our program. Students must hold a non-Turkish passport for admission to IICS, as required by local regulations. Applications for admission are accepted throughout the year. Admission is conditional upon the review of a student's current school records and space availability. Individual determinations are made by an admissions committee.

Although applications are accepted year round, we recommend you submit your application in January/February in order to join us for the start of the next academic year in August. If you are planning to join IICS in the course of the academic year, please submit your application as soon as possible.

Provided we have space available, your child can begin school as soon as the admission process is completed and a place has been confirmed. The Director of Admissions will inform you of your child's starting date.

## TUITION & FEES

Istanbul International Community School is a not for profit school. Avoiding the conflict of interest that may occur when profit is diverted away from school resources, IICS directly re-invests its revenue into improving the facilities and resources of our school to provide increasingly better educational opportunities for our children. This creates a cycle of successive improvement as well as more value for your tuition paid.



## APPLYING TO PRIMARY

A student entering in the Early Years Program will be placed according to the September 1<sup>st</sup> age cut-off date. IICS strictly adheres to an age-appropriate placement of students. There are no exceptions for Early Years. For other grades, this rule is only deviated from in exceptional circumstances and at the discretion of the Head of School.

An application may be reviewed if a student meets ALL four of the following criteria:

- ▶ Has completed an equivalent grade in an English-speaking school
- ▶ Is within two months of the September cut-off date
- ▶ Is tested at IICS for appropriate grade placement according to the IICS curriculum
- ▶ Is applying to Grade 1-6

### CHECKLIST FOR STUDENTS APPLYING TO PRIMARY (Early Years - Grade 6)

- ☐ Online application form at [iics.openapply.com/apply](https://iics.openapply.com/apply)
- ☐ School records for the last 3 years. Students applying to Early Years or Grade 1 will submit whatever school records/reports are available.
- ☐ Official English translation of school records if the originals are not in English
- ☐ Teacher Recommendation for students applying for Early Years - Grade 6 (download form at [iics.openapply.com/apply](https://iics.openapply.com/apply))
- ☐ Photocopy of Passport
- ☐ Health Form (download form at [iics.openapply.com/apply](https://iics.openapply.com/apply))
- ☐ Photo
- ☐ Proof of Application Fee payment
- ☐ Financial Obligation form

## APPLYING TO SECONDARY

All students applying for Grade 7 or higher who are not native speakers must be tested for English proficiency.

### CHECKLIST FOR STUDENTS APPLYING TO SECONDARY (Grades 7 - 12)

- ☐ Online application form at [iics.openapply.com/apply](https://iics.openapply.com/apply)
- ☐ School records for the last 3 years
- ☐ Official English translation of school records if the originals are not in English
- ☐ Teacher Recommendations from: English, Math teachers and Counselor (download form at [iics.openapply.com/apply](https://iics.openapply.com/apply))
- ☐ Photocopy of Passport
- ☐ Health Form (download form at [iics.openapply.com/apply](https://iics.openapply.com/apply))
- ☐ Photo
- ☐ Proof of Application Fee payment
- ☐ Financial Obligation form





CONTACT US