



ICUS- parents Handbook

2018-2019

School's picture

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Introduction:

The purpose of this handbook is to provide the parents, with information on the curriculum and the organization of the school. We believe that the relationship between the school and parents is critical to the success of the school and the success of a child's education at our school. The parent handbook aims to provide you with information on our history, our educational philosophy, the admissions procedure, the administrative structure, the staff, practical routines at the school, the curriculum, how to communicate with the school and issues related to health and safety.

In addition, the school will send out newsletters regularly to keep you updated about special events at the school such as parent-teacher conferences and celebrations. The homeroom teachers will also send out newsletters to inform the parents about the programme and the special events in their class.

The school will also organize special information sessions for parents to provide information on the curriculum as well as parent-teacher conferences in which parents can discuss the progress of their child with the child's teacher.

History:

In March 2015, the idea of establishing facilities that aim to sustain and develop the educational process and services in Iraq came through. Especially after the educational and scientific obstructions the country faced.

In May of the same year, the first international educational facility was founded by Mrs. Amal Al- Rashied

At the end of **May 2015**, an IB convention was held in Beirut and Mrs. Amal attended the convention and showed interest in the IB system after meeting Mrs. Mary Tadros, Ms. Marj and Ms. Roseline who introduced the idea of applying the system in Iraqi schools in Baghdad.

In August of the same year, AL- AMAL company for educational services announced the establishment of the first Iraqi school in Baghdad registered at the IBO as a candidate school for authorization.

Consequently, the school is following all the needed steps to achieve the IB authorized certification.

Performed Work:

1. Representation of the school development consultants company which applies the international system Niasak in Baghdad (2012- 2015).
2. The establishment and management of Baghdad International school BIS (2012).
3. Coordination of a memorandum of collaboration between the British company Promethean and the Lebanese KIT company, with the Iraqi ministry of education (2014).
4. Participation in the education world forum in London 22-1-2015 with the Iraqi ministry of education (BET).
5. Participation in the conference at the central hall- in the Iraqi ministry of education about (the role of technology in the leadership of educational foundations).
6. Participation in a conference about the strategic evolution of international development, in Beirut 22-5-2015 with the Lebanese ministry of education.
7. Participation in the teacher skills forum in Amman- The dead sea, 4-12-2015 In the presence of Queen Rania.
8. A Training workshop about the international education and its strategic profiles, in Queen Rania's institution.
9. Training and development of private schools teaching staff by setting up special workshops on the need to open up to the international education in the Directorate of general education (2015).
10. A workshop for teaching the English Language for the Iraqi teaching staff in the ministry of education campus 2016.
11. Set up many conferences, the most important was (HOW and WHY the international educational system?) which was held at the Iraqi ministry of education in 25-11-2016.
12. Participation in the international summer camp in Iraq/ Kurdistan.
13. Translation of the Iraqi teaching curriculum to the English language and adopting this translated curriculum officially in the international college university school.
14. Training Iraqi educational staff in regional workshops at queen Rania institute and in full coordination with the international baccalaureate organization (IBO).
15. Establishment of the international college university school ICUS in Baghdad 2016.
16. Coordinating the project of the American College (Mississippi), in coordination with the University of Farabi and the Iraqi ministry of higher education.

School vision:

Creating Knowledgeable Rich Student Community

At ICUS we are working together towards a common vision and creating the environment that allows everyone to go beyond their limits.

School mission statement:

At ICUS we believe that all students have the right to learn in a safe and secure learning environment supported by qualified and caring adults. We will provide them with challenging international educational programme to develop their personal, physical, mental, emotional and social health.

Our graduates will be ready to join the changing world by being actively involved in the local and global community.

Admissions:

The majority of ICUS students are not native English speakers, the students are required to complete an English placement test based on the indicators for each grade level from (1 to 5).

For the primary students who enter Grades 3 to 5 must give evidence of English proficiency. Acceptable evidence of English language ability might include a standardized English language test. These entrance tests are not centered on any one of the national educational systems. To provide valid assessments of the academic attainment and potential of applicants from varied educational origins and educational backgrounds, the content of the tests and the assessment instruments used are also varied; diverse in nature to reflect an international perspective and to ensure equity of access.

Students' grade level placement will be determined by the admissions committee through the admission process. The Admissions Committee is comprised of the Head of School, the Primary Principal, and the programme coordinator.

The teaching staff will have the opportunity to review the submitted applicant's portfolio, and/or interview new students individually before placement in the programme.

Application files are reviewed by each member and comments/recommendations are circulated, a final decision on an application may be made by two members of the Committee. From the time an application is completed, the Admissions Committee aims to return a decision within two days, pending any further follow-up that may be required. The final decision on grade placement will be taken by the head of school based on all the information gathered through the application process.

Below is a reference table relating the chronological age of students to their class in ICUS:

Age	Level	Programme	Iraq - Schools
4-5	Reception	Preparation	Pre-Kindergarten 1
5-6	Reception	Preparation	Pre-Kindergarten 2
6-7	Year 1	Primary	Grade 1
7-8	Year 2	Primary	Grade 2
8-9	Year 3	Primary	Grade 3
9-10	Year 4	Primary	Grade 4
10-11	Year 5	Primary	Grade 5

Administrative Structure:

The pedagogical leadership team at ICUS is organized upon the instruction provided by international baccalaureate (IB) documents

“Making the PYP happen: pedagogical leadership in a PYP school (2009)”.

Growing professionalism of school leadership team and teachers are considered essential for the persistent improvement and success of the PYP.

ICUS is administered by the Head of School. The Head of School is supported by a Business Manager, an Assistant Principal, and a Curriculum Coordinator.

ICUS teachers are considered responsible in regard to the implementation of the PYP which includes single-subject teachers and classroom teachers. The school community is supported by The Student Services department which offers support where necessary.

Staffing:

The school has recruited teachers with experience in international schools around the world as well as Iraqi teachers with experience. Our teachers work together very closely and collaboratively plan and evaluate lessons.

Every class has a homeroom teacher who is the focal point for all contacts with the parents regarding student progress and welfare. The homeroom teacher will teach the class most of the time and will use English as the medium of instruction. English Language Support teachers work with small groups of students using a mixture of in-class support and pull-out classes. In addition to the homeroom teachers and ELS teachers, there are teachers who teach the Arabic language. The students also receive classes in PE, Art, and Music. All these classes are taught in English. Students also receive 2 classes of Islamic religion per week.

All classes have support staff, the support staff includes IT technicians, cleaners, maintenance workers, security, and drivers.

Facilities:

The school facilities are ready to accommodate 150 students and include:

- Well-equipped classrooms with modern furniture and up-to-date IT provision including projectors, laptops, smart boards, audio and video recording equipment.
- a well-stocked library with books in English and Arabic.
- a kitchen and a cafeteria
- an Art room.
- a swimming pool.
- PE hall with sports facilities

Daily Routines:

Beginning and end of day

Students may enter the school building from 08:00

KG 1 and KG 2 classes start at 09:00 and end at 14:00

The advisory lesson starts at 8:00 and end at 8:30

For elementary grade levels, classes start at 08:30 and end at 14:30

What to Bring	What NOT to bring
school bag lunchbox plastic water bottle suitable outdoor clothes	Toys telephones expensive tools and devices

Snack and lunchtime:

Lunch and snack are provided by the school cafeteria.

Drinking water is available in dispensers. Health Education is an important part of our programme. Please support our efforts by sending healthy and nutritious food for your child; please do not include unhealthy food, sweets, and candies.

Please inform the Admissions Officer on the school's application if your child has any allergies. Please contact the School Nurse as well if there are any severe reactions.

Morning and after-lunch recesses:

There are a morning and an after-lunch outside recess. Outside recess time in the Primary School is supervised by several adults. Unless the weather is very bad, students are expected to go outside during recess time and after lunch.

Transport:

Bus transport for students is provided at an additional cost. Parents need to apply for bus transport through the transport officer.

Field trips:

Field trips to places of educational interest are seen as a vital part of the curriculum and are organized regularly. The school ensures the relevance and safety of each trip. Parents receive in advance an information sheet with a permission slip, which must be signed and returned to the homeroom teacher. No child is permitted to take part in a field trip without a written permission. Students travel on a school bus and will always be accompanied by a minimum of two members of staff.

School – Home Communication:

The school communicates with parents about special events through:

- the annual calendar
- weekly buzz
- class newsletters
- emails
- bulletin boards at the school
- school websites

The school communicates with parents about the curriculum through:

- the parent handbook
- information sessions for parents in the morning or evening
- class newsletters
- assemblies

The school communicates with parents about student progress through:

- report cards (three times a year)
- parent-teacher conferences (three times a year)
- student-led conferences (three times a year)
- the homework schedule or the weekly buzz (every week)

Contacting the school

If you have a question related to:	Please contact:
Classroom issues: <ul style="list-style-type: none">• the progress of your child• class routines• schedule• homework	Homeroom teacher and single subject teachers
Business office issues: <ul style="list-style-type: none">•Accounting and billing•Changes in parent contact information (emails, phone numbers, etc)•Safety and security•Facilities and resources	Business office
School issues <ul style="list-style-type: none">• School policies• Curriculum	Head of School

Supporting your child at home:

The school staff can encourage children to be independent by:

- providing opportunities for them to dress and undress themselves
- allowing them to feed themselves and introducing basic table manners so that sitting at a table to eat becomes part of their routine
- helping them attend to their own basic needs such as getting a drink, blowing their nose and using the toilet
- involving them in general housekeeping by giving simple tasks such as setting the table or tidying their place
- teaching them to organize and care for their belongings
- encouraging them to put away clothes, toys and other belongings tidily

Parents can engage in meaningful activities for their children by:

- spending time talking through every-day events with your child
- encouraging your child to ask questions and answering their questions with more questions to develop an inquiring mind
- sharing books with your child on a regular basis and making sure your child sees you reading
- spending time with your child writing lists, postcards, memos, emails, stories, and journals
- encouraging your child to help with routine jobs such as cooking, washing up and shopping
- encouraging your child to take objects to school to share, such as photos of special events, souvenirs from trips, drawings, etc.

Parents can support a healthy lifestyle by:

- taking care that your child gets enough sleep and goes to bed on time
- providing your child with a healthy breakfast
- encouraging your child to engage in activities that stimulate gross motor skills and fine motor skills (walking, running, climbing, sports, cooking, art, etc.)
- helping your child to explore possibilities with creative expression.
- letting your child know that it's all right to make mistakes
- learning to observe your child without interfering; children learn by making their own discoveries
- using your child's mother tongue when communicating with your children at home
- Please, use your mother tongue whenever you speak to your child.

Health and Safety:

The school seeks to provide a safe and secure environment for students at all times. There are full-time security guards at the entrances and around the school campus. All visitors must obtain enter permission at the reception area.

The school is equipped with a standby electricity generator, water storage tanks and fire extinguishers and fire water system.

The school employs a Registered Nurse and many members of staff are qualified in first aid. In the case of a medical emergency, the services of the clinic will be requested.

Parents are required to complete a medical information sheet. Parents of students with specific medical needs shall provide the school with a management and treatment plan signed by the student's doctor and parent.

The school keeps records of pre-existing medical conditions and all consultations that students have with the nurse and keeps parents informed of incidents that take place during the school day.

Primary years programme (PYP) Academic process:

Because our vision is an image of the future we seek to create; we are applying the primary years programme (PYP) which is one of the educational programmes that the International Baccalaureate Organization (IBO) offers to the world community.

The IB experience is not just a way to learn, it is a way of life, and the way to a better world.

The PYP is designed for students aged 3 to 12. It focuses on the development of the child as an inquirer, both in the classroom and in the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. The PYP is flexible enough to accommodate the demands of most national or local curricula and to provide the best preparation for students to engage in the IB Middle Years Programme (MYP).

The primary years programme transdisciplinary six themes are:

1. Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

2. Where we are in place

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

3. How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

4. How the world works

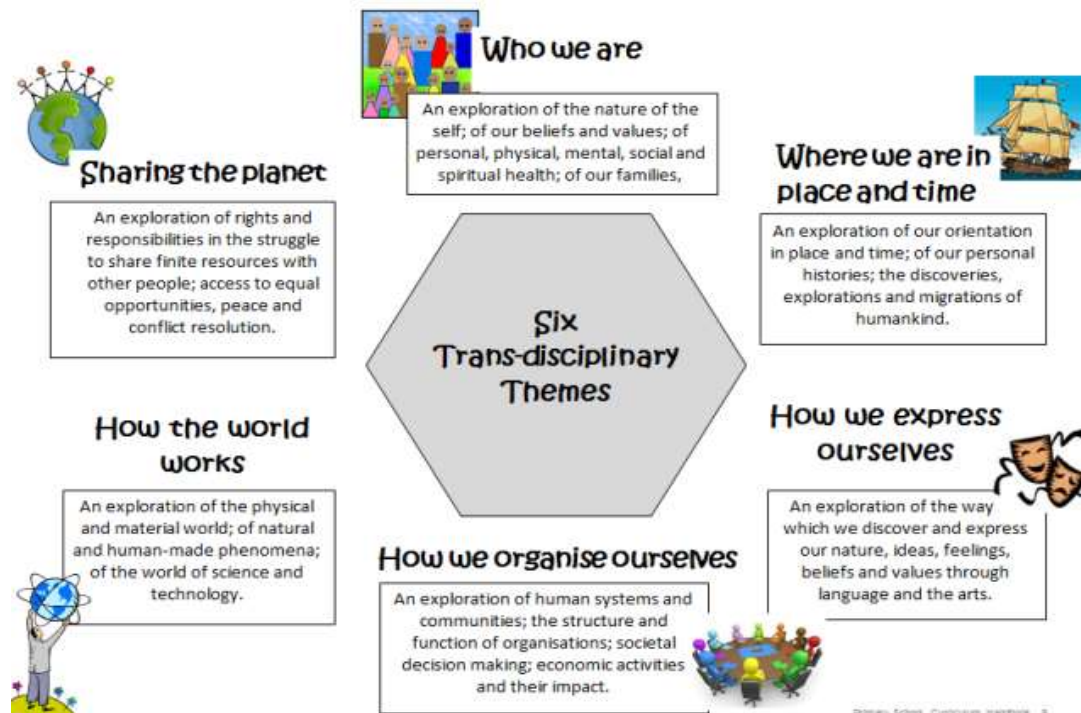
An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

5. How we organize ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

6. Sharing the planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolutions





The IB Primary Years Programme

Preparing students to be active participants in a lifelong journey of learning

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:



INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

How do we assess our students at ICUS?

The purpose of the assessment is to inform and involve students, parents, teachers, and administrators. Assessment data is not just important for teachers, but for everyone involved. At ICUS we believe that effective assessments allow:

Students: to be an active part of the learning process through reflection and demonstration of their understanding.

Teachers: to guide their instruction and to communicate progress with students and families.

Parents: to see evidence of their child's learning and development.

Administrators: to build a sense of community within the school and communicate the school's progress.

We regularly communicate assessment data to students, teachers, parents, administration and the community.

Types of assessment used at ICUS:

Pre-assessment:

Helps teachers and students find out what the students already know and can do in order to discover what the next best teaching/learning steps would be.

Formative assessment:

Provides regular and frequent feedback to the teacher and student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers use various assessment tools to keep a record of student progress (rubrics, checklists benchmarks, observations, and discussions). Formative assessment is interwoven with daily instruction and reflection.

Summative assessment:

Occurs at the end of the teaching and learning process, and give students an opportunity to demonstrate what they have learned. It also shows how effectively students understand the central idea of the unit. It shows students what they are able to do, what they feel and value and how reflecting has led them to responsible action.

The 5th-grade exhibition:

The 5th-grade students are expected to develop and present their own collaborative unit of inquiry that shows the five essential elements of the PYP (knowledge, concepts, skills, attitudes, and action) this is an opportunity to recognize the IB learner profile which they have been developing throughout the Primary Years Programme.

Primary Years Report Card

The school year 2018- 2019

Student's name:

Grade:

Teacher's name:

Date:

Key indicators		
5	Consistently exceeds grade level expectations	96 – 100
4	Sometimes exceeds grade level expectations.	86 – 95
3	Meets grade level expectations	76 – 85
2	Approaching grade level expectations	66 – 75
1	Below level grade expectation	50 – 65
N/A	Not applicable	

Primary years programme units of inquiry	
The primary years programme is committed to a structured inquiry for learning. Six transdisciplinary themes provide the framework for the expectation of knowledge. In the process, students explore subject areas, develop important concepts, acquire essential skills and develop particular attitudes to learn how to take socially responsible actions.	
1. Transdisciplinary theme	Who we are
Description: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	
Unit of inquiry	
Central idea	
Teacher's comments He is confident	
Areas of strength	Areas where support is needed
2. Transdisciplinary theme	Where we are in place and time
Description: An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives	
Unit of inquiry	
Central idea	
Teacher's comments Teacher comments on the unit of inquiry and how well the student displays the IB learner profile and attitudes	
Areas of strength	Areas where support is needed

Art learning outcomes		1 st trimester
Responding	Uses artistic tools and resources properly	
	Uses personal imagination to create artwork	
	Recognizes different forms of visual arts	
Creating	Identifies colors, shapes, patterns, and symbols in different forms of artwork	
	Provides constructive criticism when responding to the artwork	
Areas of strength		Areas where support is needed

Physical education PE		1 st trimester
Shows improvement in locomotor and manipulative skills		
Recognizes the need for safe participation in physical activities		
Identifies and develops appropriate skills and strategies		
Works collaboratively to accomplish a common goal		
Recognizes the importance of maintaining a healthy lifestyle		
Areas of strength		Areas where support is needed

Language	learning outcomes	1 st trimester
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Arabic language	1 st trimester	Islamic religion	1 st trimester
Uses Arabic language to communicate during Arabic lessons		Completes and memorizes the Qur'anic Surra or/and the Hadith properly	
Recognizes phonetic principles		Understands the reason behind the Surra or/and hadith existence	
Reads and retells stories		Follows the examples of good manners	
Configures the studied language vocabulary		Knows good morals	
Recognizes the link between alphabet phonetics and their written images		Demonstrates tolerance of Islam	

	Listens actively and responds to questions		
Mathematics learning outcomes			1st trimester
Data handling	Presenting	Represents information in graphs, pictographs and tally marks	
		Shares ideas and stories	
		Participates in discussions using own knowledge and experiences	
	Reading	Writes mathematical notations using appropriate vocabulary	
		Uses a variety of implements to develop presentation skills	
		Analyses the composition of visual presentations	
		Represents different sets of data numerically	
Understanding	Uses appropriate terminology to discuss visual texts		
	Demonstrates an eagerness to read		
Written language reading	Understands and uses the mode, median, mean and range		
	Participates in a collaborative learning		
	Identifies relevant, reliable and useful information		
Written language Writing	Recognizes and understands figurative language		
	Identifies and describes elements of a text		
	Demonstrates confidence in developing writing		
	Writes legibly and in a consistent style		
	Uses basic punctuation to support the meaning		
	Organizes ideas in a logical sequence		
	Uses accurate grammatical structure		

Measurement	Identifies compares and describes attributes of real objects	
	Understands the uses of standard units	
	Selects and uses appropriate tools and units of measurement	
	Demonstrates an understanding of a range of procedures for measurement	
Shapes and space	Understands describes and compares the characteristics of shapes	
	Classifies shapes and names them according to their properties	
	Sorts describes and models regular and irregular geometric shapes	
	Understands the properties of 2D shapes and 3D shapes	
Patterns & functions	Identifies, describes, extends and creates patterns in various ways	
	Understands the inverse relationship between mathematical operations to solve problems	
	Uses his/her understanding of patterns to solve problems	
	Represents patterns using algebraic expressions, equations or functions	
Numbers	Counts and uses number words and numerals to represent quantities	
	Reads writes, compares and orders cardinal and ordinal numbers	
	Selects uses and describes a range of strategies to solve problems involving the four operations	
	Understands fractions, decimals and percentages	

ICUS PYP Coordinator Signature

Rules, Regulations, and Policies

School Rules

The school rules are intended to develop self-discipline by allowing students to take on responsibilities and enabling the institution including staff, parents and students to live in a climate of confidence and co-operation, which is essential to education.

Staff members, substitute teachers, part-time teachers, mentors, and tutors have the same authority and rights as the regular classroom teachers.

Bullying Policy

Bullying is a serious matter and requires awareness from teachers, students, and parents. School employees will take immediate action against bullying. Parents must contact their child's teacher if they suspect their child or another child is being bullied. It is important that students can express their concerns to an adult if they are being bullied at school.

Definition of bullying

Bullying is different from teasing and it is therefore important to define the concept.

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

Dan Olweus, Bullying at School: What We Know and What We Can Do.

This definition includes three important components:

1. Bullying is an aggressive behavior that involves unwanted, negative actions.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Bullying may involve the following:

- Cyberbullying – includes internet gaming, emails, texts, social networks, manipulation of images, and slander
- Social exclusion
- Actions without words using grimaces or gestures.
- Negative actions meant to intentionally annoy or hurt.

Prevention

Preventive measures are planned and executed in collaboration with parents, school staff, and students:

- General awareness of bullying, by parents, school staff, and students.
- Parent Conferences will include a discussion on bullying.
- Commitment of parents, teachers, and students to stop bullying if it occurs.
- All individual classes will discuss bullying and how to prevent it in their own classroom and students' general well-being.

Disciplinary Action

1. The school will first try to resolve problems among the involved students. Parents will be informed by the administration.

2. If this fails, the management will be involved.

Bullying (including cyber-bullying) that occurs outside of school time may also be investigated by the school, and consequences may occur as if it happened in school.

*Bullying can ultimately lead to the permanent expulsion of pupils.

Classroom Rules

Each year, class teachers in the PYP develop rules and expectations for the year ahead. These are referred to as “Essential Agreements”. Though they will change from class to class, in general students should:

1. Come to class prepared.
2. Respect the personal space of others.
3. Remain in class during lessons, unless given permission otherwise from their teacher.

4. Be respectful to peers, teachers, and staff.

In situations where these expectations are not being followed, parents will be notified.

School-Wide Rules

1. Students are always to be in assigned supervised areas only.

2. Pushing, hitting, tripping, and shouting are prohibited.

3. No swearing, whether written or verbal.

4. No name-calling or bullying.

5. Absence and late policies should be respected and followed.

6. The use of tobacco, matches, or lighters on or near school grounds is prohibited.

7. Respectful behavior is expected of all.

8. Eating in hallways and classrooms during lessons is prohibited unless it is teacher initiated.

If these rules are not followed, then the parent may be contacted, the principal directly involved, an incident report recorded, or any combination of these actions.

Dress Code

Students should be worn the school uniform and appropriately be dressed for the weather. Please write your PYP child's name on the inside tag or label of jackets, jumpers, and sweaters. Shoes must be worn at all times. We encourage students to wear trainers or sneakers at school to allow for maximum play at recess. If a teacher deems a student as dressed inappropriately, the student may be directed to go home or asked to change clothes.

Forbidden Items

Chewing gum, scooters, skateboards, roller skates/blades, sneaker wheels and dangerous or frightening toys may not be used in the school buildings or on the school grounds.

Hats/berets/caps/hoods/knitted caps/coats may not be worn during lessons.

School Policies:

Please see our website to access the following policies. We expect all stakeholders at International College University School to be familiar with and follow the following policies:

Language policy, Inclusion Policy, Assessment Policy, Academic Honesty policy, and Admissions policy.

Home-School Communication

ManageBac and Staff Email

You may contact a teacher directly through school email addresses (or **ManageBac** for absences). PYP teachers and Management use **ManageBac** to send out weekly newsletters, monthly newsletters, and other important documents and vital pieces of information. It is important that all families have access to and knowledge of the **ManageBac** system. If you need support in this area, please feel free to contact the PYP Principal directly. It is the parents' responsibility to keep up-to-date about their own child's progress, the school's teaching program and the school's social activities by attending parent/teacher consultations, class meetings, and by reading the letters and notices sent home via **ManageBac**.

SCHOOL YEAR 2018/2019 CALENDAR

International College University School ICUS

	S	M	T	W	TR	F	S	S	M	T	W	TR	F	S			
	July							January									
summer school starts& staff induction	1	1	2	3	4	5	6	7		1	2	3	4	5	1	New Year's Day	
1st working day for the staff	1	8	9	10	11	12	13	14	6	7	8	9	10	11	12	2	classes resume
		15	16	17	18	19	20	21	13	14	15	16	17	18	19	13	4th unit of inquiry starts
		22	23	24	25	26	27	28	20	21	22	23	24	25	26	6	Army's Day
		29	30	31					27	28	29	30	31				
	August							February									
First day of school	5				1	2	3	4						1	2		
1st UOI starts	6	5	6	7	8	9	10	11	3	4	5	6	7	8	9		
Iraq ceasefire day	8	12	13	14	15	16	17	18	10	11	12	13	14	15	16		
Eid- Aladha Holiday	22-25	19	20	21	22	23	24	25	17	18	19	20	21	22	23		
classes resume	26	26	27	28	29	30	31		24	25	26	27	28		24-28	2nd trimester assessment starts	
	September							March									
IB verification Visit	2-3	2	3	4	5	6	7	8	3	4	5	6	7	8	9	3	5th unit of inquiry starts
Al-Hijra (Islamic New Year)	12	9	10	11	12	13	14	15	10	11	12	13	14	15	16	8	parents conference
Ashura	20	16	17	18	19	20	21	22	17	18	19	20	21	22	23	21	spring holiday (Nawroze)
2nd UOI starts	27	23	24	25	26	27	28	29	24	25	26	27	28	29	30		
		30							31								
	October							April									
Iraqi independence day	3		1	2	3	4	5	6		1	2	3	4	5	6		
		7	8	9	10	11	12	13	7	8	9	10	11	12	13		
		14	15	16	17	18	19	20	14	15	16	17	18	19	20	14	6th unit of inquiry starts
		21	22	23	24	25	26	27	21	22	23	24	25	26	27		
		28	29	30	31				28	29	30						
	November							May									
						1	2	3				1	2	3	4	1	labor day
1st trimester assessment starts	11-15	4	5	6	7	8	9	10	5	6	7	8	9	10	11		
3rd UOI starts	19	11	12	13	14	15	16	17	12	13	14	15	16	17	18		
religious event (the prophet's birthday)	21	18	19	20	21	22	23	24	19	20	21	22	23	24	25		
parents conference	25	25	26	27	28	29	30		26	27	28	29	30	31		26	3rd trimester assessment starts
	December							June									
		2	3	4	5	6	7	8	2	3	4	5	6	7	8	2	parents conference
		9	10	11	12	13	14	15	9	10	11	12	13	14	15	3	last day of school
		16	17	18	19	20	21	22	16	17	18	19	20	21	22	6	last working day for the staff
Christmas Day	25	23	24	25	26	27	28	29	23	24	25	26	27	28	29		
New Year's Eve	31	30	31						30								
1st Semester = 95 Study days	2nd semester= 109 study days							Total: 204 studying days									

School Holidays	assessment days
Events	First and last working day for the staff
starting units	school's off days
First and last day for students	29

