



Family Handbook

2024-2025

Building Bridges between Countries and Cultures

WELCOME

Dear Parents and Caregivers,

Welcome to the 2024-2025 Academic Year here at MEF IS. We are excited to welcome our new and returning students and families to our community.

Here at MEF International School Izmir (MEF IS), our policies, procedures and day-to-day practices reflect the mission of our school. In short, our mission is at the heart of everything we do. The mission of MEF International Schools is to inspire, nurture and challenge our students to realise their unique potential. We are an open-minded community striving for creativity, innovation and excellence. We promote and cultivate global mindedness and empathy, learning from others' perspectives and striving for continuous improvement. We endeavor to provide learning experiences that inspire and challenge our students and to develop critical, analytical and creative thinking. Our teaching supports individuals' needs, inviting student involvement and voice and fostering curiosity, exploration and experimentation. Technology is integrated to enhance student learning, creativity, and collaboration.

To make our mission come alive in a world full of change, where knowledge still equals power but is available at a few swipes of a screen, schools are charged with the important job of going beyond the teaching of content in subject areas. Here at MEF IS, we endeavor to create globally minded students who are curious and inquisitive about the world around them while being critical about the information they receive. We promote intercultural understanding and celebrate the differences that exist between us, identifying them as strengths to learn from and develop ourselves. As a result, our students are caring, open-minded and respectful.

This handbook provides information to ensure every child and family entering MEF IS has a supportive beginning. It also serves as a reference tool throughout the school year for students, parents and community members. We hope that you will find this handbook useful to clarify the procedures of the school. Please let us know if there is additional information you would hope to read in the parent handbook. Thank you for your partnership in ensuring the very best educational experience for your children.

Sincerely,

Elvan Tongal
Head of School

Katherine Coban
School Principal

TABLE OF CONTENTS

ACADEMIC INTEGRITY	4
ADMISSIONS	11
ANTI-BULLYING	17
ASSESSMENT	21
ATTENDANCE	29
BEHAVIOR	31
CHILD PROTECTION	39
COMMUNICATION - FAMILY & SCHOOL PARTNERSHIP	41
DRESS CODE (STUDENT)	43
GUEST STUDENT	45
HEALTH & SAFETY	46
HOMEWORK	49
INFORMATION TECHNOLOGY	51
LANGUAGE	56
LEARNING SUPPORT	61
PERSONAL PROPERTY	67
TEACHING AND LEARNING POLICY	68
TRANSPORTATION	72
APPENDIX 1 - DAILY TIMETABLE	75
APPENDIX 2 - GUIDING STATEMENTS	76
APPENDIX 3 - IB LEARNER PROFILE	77

ACADEMIC INTEGRITY

STATEMENT OF AIM

MEF IS recognizes its central role in the cultivation and promotion of academic integrity in its community. To this end, this procedure sets forth definitions of academic integrity and misconduct and elaborates the responsibilities of students, staff, and parents in maintaining academic integrity. Moreover, the process is outlined for reviewing and dealing with instances of academic misconduct on internal and external assessments.

RATIONALE

Academic integrity underpins all of the school's educational efforts as students can only demonstrate their mastery of a subject and teachers can only assess their mastery when students present their own work. Therefore, academic integrity must be defined clearly by the school as well as understood and embraced by the entire community. Furthermore, the school must delineate what constitutes academic misconduct, the process for reviewing cases, and its ramifications. This procedure clearly defines academic integrity, establishes the roles and responsibilities for its maintenance, and enumerates the consequences for violations of academic integrity.

PROCEDURE

Academic integrity

Academic integrity (or academic honesty) is defined as:

"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work." (IB, Academic Integrity, updated 2023).

Maintaining academic integrity involves

- The use of one's own thoughts and materials in the demonstration of knowledge (e.g., homework, projects, essays, examinations, etc.)
- The proper citation of any utilized sources (print, digital, etc.) (IB, Academic integrity 2007).

Sources

As an IB World School, MEF IS has adopted the IBO's citation approach as outlined in, "The IB Programme Continuum of International Education: Effective Citing and Referencing" (2014).

Student Responsibilities

Primary students learn how to distinguish between their own and others' work and cite their sources. They understand the principles behind academic integrity, misconduct and possible consequences.

Grade 5 and Middle School students cite their sources in text using author name, and create a works cited page including author and source location. They are expected to demonstrate that they understand the principles behind academic integrity, misconduct and the consequences.

High School students use MLA formatting. They are expected to demonstrate academic integrity and their understanding of academic misconduct and the consequences.

Note: Middle and high school students are expected to sign an agreement stating that they have read this policy and will abide by it.

Teacher Responsibilities

Teachers are expected to model, instruct and monitor academic integrity and academic misconduct in accordance with the grade level procedures of the students they are working with. All major written assignments should be run through Turnitin. The librarian supports teachers and students in understanding academic integrity and misconduct for example when preparing and presenting lessons for students and guiding teachers with annual presentations and individual support. The librarian will also train staff on Turnitin.

Administration Responsibilities

Administrators are expected to model and monitor academic integrity and academic misconduct in accordance with the procedures, and ensure that both students and teachers understand and follow procedures associated with academic integrity and academic misconduct.

Parent Responsibilities

Parents are expected to support their students and the school in carrying out the academic integrity procedure.

Academic Misconduct

MEF IS defines academic misconduct with the IB definition, "The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper based and on-screen (IB, Academic Integrity, 2019).

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Falsifying records includes presenting false academic or other documentation to the school

Duplication of work is defined as the presentation of the same work for different assessment components and/or curriculum requirements.

Examples of **misconduct during an examination** include: taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students, and communicating with another student during the examination.

Adapted from The IB Diploma Programme publication “Academic integrity” (2007), “The IB programme continuum of international education Effective Citing and Referencing” (2014), and “Academic integrity” (2019)

Procedures in case of academic misconduct:

- If a teacher suspects a student is guilty of academic misconduct, the teacher should consult an administrator immediately to discuss the incident. This discussion should occur before any consequences for the student are decided. The teacher must present an incident report to the administrator at the time of the consultation.
- In consultation with the administrator, a teacher may give the student a “0” for the exam or the assignment. The administrator may also send the student to the Discipline Committee, depending on the severity of the instance.
- **Appeal:** A student has the right to appeal the decision of a faculty member
 - A student has the right to appeal to the Discipline Committee via the School Principal and must notify the principal of his or her intent to do so within seven calendar days of being informed of the teacher’s decision.
 - The Discipline Committee will hear the appeal and share its conclusion with the Principal.
 - If the decision of the Committee differs from that of the teacher, then the Principal will meet with the teacher to adjudicate the issue.
 - If the Committee upholds the decision of the teacher, then the student may make a final appeal to the School Principal.
 - If the Principal disagrees with the decisions of the faculty member and the Committee, then the Principal will meet with the faculty member and a representative of the Committee to adjudicate the issue.
- The Principal will keep a permanent record of any infraction in the student file.
- Students who commit multiple infractions will be referred to the “Discipline Committee.”

External Assessments:

These include, but are not limited to, ISA, Cambridge Checkpoint, Cambridge IGCSE, A Level, IB Diploma exams.

- Evidence of misconduct during official externally graded or moderated external assessments, or any other document submitted externally by the school on behalf of the student, should be immediately reported to the IB Diploma Coordinator or Deputy Principal..
- The IB or Cambridge academic misconduct procedure will be followed.

Cambridge Guidelines:

External examinations:

Students are expected to adhere to the following:

- To bring into the examination venue only authorised materials.
- **Unauthorised materials** include the following (thi is a non-exhaustive list):
 - calculator cases
 - instruction leaflets
 - bags
 - own blank paper
 - non-transparent pencil cases
 - personal TVs
 - computers of any sort
 - electronic or radio communication or recording devices
 - mobile telephones
 - cameras
 - Bluetooth headsets
 - portable music players
- All electronic devices must be switched off and left outside the examination room
- Other types of unauthorized material must be either left outside the examination room or handed to the invigilator (and placed out of reach of candidates) before the start of the examination
- Calculators with the following facilities are **prohibited**, unless specifically stated otherwise in the syllabus:
 - graphic display
 - data banks
 - dictionaries or language translators
 - retrieval or manipulation of text or formulae
 - QWERTY keyboards
 - built-in symbolic algebraic manipulatives, differentiation or integration
 - capability of remote communication with other machines

Internal assessments or coursework:

Students are reminded to exercise academic integrity and integrity

The following actions are regarded as forms of **malpractice** (non-exhaustive list)

- Plagiarism; the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own
- Collusion; working collaboratively with other candidates
- Theft of another candidate's work

- The deliberate destruction (partial or total) or another candidate's work

Penalties for Malpractice:

Cambridge International Examinations (CIE) may impose the following penalties for malpractice by candidates:

- issue a warning
- deduct marks or award no marks for a component (including coursework)
- disqualify candidates from the subject in which the malpractice took place; in some cases the disqualification may be extended to all subjects taken in a session
- ban a candidate from entering CIE examinations for up to five years
- inform other examining bodies of the details of the case and action taken
- inform the police in some serious cases involving theft, impersonation or the falsification of documents.

Adapted from Cambridge Handbook (international) regulations for conduction Cambridge examinations

IB Guidelines:

IB Diploma Programme supplement to existing Plagiarism and Academic Misconduct:

A. Rationale for supplement:

In accordance with the MEFIS Board Policy 8.4 Student Conduct and Academic Misconduct Guidelines currently in use at MEF International School, academic misconduct has been further defined in this document. The procedures taken by the administration and the teaching staff in the IB Diploma Programme in case of documented plagiarism and academic misconduct on formative and summative assessments are established in this amendment. The MEF International School "Academic Misconduct Guidelines" procedure stipulates that IBO guidelines will be followed. Further articulation of IBO guidelines is the purpose of this supplement. The IBO plagiarism and misconduct policy contained in the "Academic integrity" guide for the Diploma Programme published by the IBO is referenced in this document.

B. Amendment to procedure:

'Malpractice' includes plagiarism, collusion, misconduct during an exam, and duplication of another's work on official IB examinations and internal/external assessments.

1. If a candidate is found guilty of malpractice by the IBO, penalties are imposed in order to ensure that an IB diploma candidate does not gain an unfair advantage, to maintain the integrity of an IBDP examination session, and/or to encourage other candidates from taking the same action.

2. A committee formed by the IBO will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence. The committee will take into consideration the information presented by teachers and the Diploma Coordinator on the case.

3. When judging a case of alleged malpractice, the committee will disregard the registration category of the candidate. If a candidate is found guilty, the aim is to penalize the candidate only for the subject in which he or she has been found guilty of malpractice. For example, if a retake candidate is guilty of malpractice in one subject the grade for that subject obtained in a previous session will be carried over to the current session and any higher grades in other retake subjects will be counted in the current session.

4. Work submitted by a candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source in the bibliography, the final award committee may designate a case of this type an 'academic infringement' and not malpractice. The judgement as to whether academic infringement is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate.

5. If the final award committee decides that an academic infringement has been established, no mark will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. No further penalty will be imposed and the case will not be recorded as malpractice. In such a case, the decision regarding academic infringement will be communicated to the IB Coordinator.

- If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. In the case of a diploma candidate the consequence is that no diploma will be awarded to the candidate. However, a certificate of results will be awarded for other subjects in which no malpractice has occurred.
- If a candidate is found guilty of malpractice in his or her third attempt at achieving the diploma or improving the number of points for the diploma, the candidate will not be permitted a fourth examination session in which to achieve the diploma or improve the number of diploma points.
- If a candidate is found guilty of malpractice the candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
- If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component: no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part

of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.

- If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.
- An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.
- Although a case may not warrant a penalty against one or more candidates, on occasion a letter may be sent to the Head of School on behalf of the final award committee insisting that greater care be taken to avoid a similar incident occurring again.

The above twelve points are taken from the IB “Academic integrity” Guide

Further Diploma Programme practices at MEF Schools of Turkey to prevent plagiarism and malpractice:

All IB Diploma Programme students and teaching staff will receive on an annual basis instruction on what constitutes plagiarism and how to reference citations using Modern Language Association (MLA) formatting.

All IB Cambridge and Diploma Programme assessments - both internal and external assessments - are to be moderated within departments to ensure the authenticity of the student work and consistency of teacher marking before being submitted to the IB Diploma Coordinator.

Works Cited

“Academic integrity”. IB. 2007. Web

“Academic integrity”. IB 2019. Web

“The IB programme continuum of international education Effective Citing and Referencing”. IB, 2014. Web.

ADMISSIONS

LEARNING DEFINITION

High-quality learning is cultivated in a supportive environment where students investigate, explore, and create ideas. Students utilize these ideas to construct knowledge through higher order thinking and purposeful interactions that develop knowledge, skills, and attributes, which are transferable into practical experiences. The learning process creates lifelong skills and knowledge that transforms local and global communities.

DEFINITION FOR INTERNATIONALISM / INTERCULTURALISM

Internationalism means to welcome diverse perspectives, traditions, and cultures to nurture, inspire, and challenge our community to build bridges of understanding.

GUIDING PRINCIPLES

The MEF International School Community

- Confirms the CIS Code of Ethics in prioritising the physical, mental, and emotional well-being of every student, staff member, and community member.
- Upholds the principles of the UN Convention on the Rights of the Child, fostering an environment of tolerance and respect for each child's unique identity and perspectives; promoting their freedom of thought, expression, and beliefs, and ensuring equitable access to information and education.
- Celebrates and appreciates diverse individuals, groups, cultures, and beliefs, fostering a sense of belonging and respect for all.
- Actively strives to understand and learn from the perspectives of others, nurturing a community of empathy and compassion.
- Embraces a culture of reflection, continuous improvement, and a growth mindset, encouraging all members to pursue personal and collective development.

Where learning...

- Is authentic, engaging learners in meaningful and relevant inquiry, resonating with learners' interests and aspirations.
- Prioritises the development of skills, guiding students to critically analyse, think, problem-solve and create innovative solutions.
- Prompts meaningful student action, empowering them to take impactful steps based on their understanding and convictions.
- Is a transdisciplinary journey, where experiences are immersive, authentic, collaborative, and meaningful.
- Integrates technology and digital resources, while applying critical thinking, developing digital literacy, and the ability to discern and analyse information effectively.
- Is holistic, fostering growth in every dimension - cognitive, emotional, physical, and social.

Where teaching...

- Is anchored in the positive relationships between teachers and learners.
- Centres on individual needs, ensuring every learner benefits from both support and the right level of challenge and rigour.
- Prioritises learner agency - student voice, choice, and ownership in the learning journey.
- Fosters curiosity, exploration, and experimentation through sustained inquiry.
- Inspires and challenges, offering authentic learning experiences that matter to them.
- Utilises modern technology to enhance higher order thinking, equipping learners for the future.
- Is innovative and creative, guided by the latest research and best practices.

Statement of Aim:

MEF International School welcomes international students to its community. The admissions policy outlines the guidelines it will follow in admissions. The school welcomes students from different ethnic groups, backgrounds and beliefs. The school will enroll students for which it has the means to support emotionally, socially, physically and cognitively.

Rationale:

1. Families will seek enrollment for their children if they support the development of the school through their adherence to its mission, vision and goals.
2. The school aims to provide students with academic learning opportunities, appropriate social skills and emotional health.
3. The school will require official records of attainment and other relevant documents such as academic transcripts, confidential reports, and health records from previous schools and doctors.
4. Admissions decisions are considered in the light of: the best interest of the applicant, the best interests of the student body as a whole, Ministry regulations and MEF IS admission procedures. Final decisions are ratified by the school Principal after consultation with the Assistant General Manager in non-standard cases.

Guidelines:

1. Families contact the Admissions Officer to verify eligibility, visit the school's facilities, and examine and discuss the mission, vision and goals of the school.
2. At application for enrollment (and prior to the student beginning in school) the school requires official academic records and other relevant school documents from previous schools.
3. Students' special learning requirements must be declared at registration by the parents, including English language proficiency of the student/s whose first language is not English.

4. Any health and/or learning disability must be declared at registration by the parents, (e.g. hearing or vision impairment, medical, developmental or psychological conditions, or specific learning difficulties). All records from previous schools/ psychologists/ doctors must be submitted for assessment of a health or learning concern. All reports are required in English. Official translation is the responsibility of the parent. The school reserves the right to revoke enrollment of any student where a full disclosure of information was not provided at registration (in alignment with number 3, and 4 in this section).
5. Students will be expected to have achieved a satisfactory grade level standard at their previous school. Students may be asked to sit for an interview with a teacher and / or take subject placement tests. For admission into Secondary School (Grades 6-12) students will be expected to have a GPA of a minimum equivalent of 60% in her/his previous school.
6. The families will be apprised of the school's policies by the Principals, particularly those related to student behaviour, reporting ill-health and consequent absence from school, the personal appearance/dress codes for students, homework and home-school communication.
7. Each new student application is subject to a non-refundable application fee. However, the placement fee or tuition payment should not be made until after admission is granted/confirmed. If payment was made prior to confirmation of admission but the student's admission is not approved by the school principal, it will be returned fully minus bank service charges.
8. Enrolled students and their parents understand and accept all policies enforced by MEF International School.
9. No single enrollment should be at the detriment of other students.

Students with Special Learning Needs:

MEF IS will only admit a student, for whom it has the resources, expertise and facilities to provide a meaningful education that meets the cognitive, physical, social and emotional needs of the child. No single enrollment should be at the detriment to the class, student body or learning environment.

MEF IS seeks to accommodate a variety of abilities and needs; however, the school does not automatically provide registration for students with identified learning difficulties where specialist staffing or support is required. Students with mild learning difficulties can be catered for in a standard classroom with the assistance of the Learning Support teacher; however, the time available for the Learning Support teacher may be limited and students cannot be guaranteed the level of support that they may require.

Student Support Services cater to student needs through English Support, Learning Support, and Counselling.

Definitions:**Identified Learning Disability:**

A student who has been professionally assessed and diagnosed with a disability (social, emotional, academic) requiring specific treatment and schooling. When a student with a learning disability is applying for admission, it is essential that the parents provide all medical, psychological, and/or educational reports and the Individual Education Plan in English.

Learning Difficulty:

Students who are finding learning difficult, requiring a wider range of methodologies to obtain success. When a student with a learning difficulty is applying for admission, it is essential that the parents provide all medical, psychological, and/or educational reports and the Individual Education Plan in English. When deemed necessary by the administration, an undiagnosed student may be required to obtain a psychological report.

Students with Health Needs:

MEF IS will only admit a student for whom it has the medical resources, expertise, facilities and ability to provide a safe environment. All admissions involving a student with health needs will be on a case-by-case basis, requiring additional documentation and pre-consultations with the MEF IS medical unit. All admitted students with health needs will have their situation monitored and reviewed on a regular basis.

English Language Learner Integration:

Students for whom English is not the primary language need to be provided with support to develop and function successfully in the English Language in both the social and academic domains.

Class Sizes:

A maximum of: 16 / 18 / 20 students into Early Years (Reception 1, Reception 2, Kindergarten respectively).

A maximum of: 22 students into Grades 1-5 classes.

A maximum of: 24 students into Grades 6-12 classes.

Early Years Enrollment:

Students may enter Reception 1 on a part time or full day basis. Tuition fees are aligned for both part time and full day attendance. This status can be changed by speaking with the Admissions Officer on approval from the Principal.

Restrictions:

- Admission priority will be given to full-time students.
- Children need to be toilet trained (i.e able to identify when they need to go to the toilet and be able to request this).

Criteria for admission to a full time place:

- Child settles after a short period of time, even if initially upset.
- Child is willing to be part of a group and share attention of adults
- Child is willing to be with different members of teaching and support staff
- Child attempts to be independent in dressing and toileting.

We have a 'drop and go' procedure for caregivers and parents dropping children to school. This means that students must be brought to school and left in the care of the teacher and/or teaching assistant in the minimal time possible. We seek to avoid lengthy goodbyes so that students can settle into the classroom environment as soon as possible. The beginning of the school day is very important when settling children. It is therefore essential that children arrive on time so that they can develop class routines as quickly as possible - this will give them a sense of security and normalcy.

Student Placements - Academic Year 2024-2025:

Children entering Reception 1, Reception 2, Kindergarten or Grade 1 will be placed according to their year of birth, although previous schooling (as recorded on reports/transcripts) or home-country regulations may be taken into consideration.

Reception 1	(Children born in year 2021)	3 years old by 31 December 2024
Reception 2	(Children born in year 2020)	4 years old by 31 December 2024
Kindergarten	(Children born in year 2019)	5 years old by 31 December 2024
Grade 1	(Children born in year 2018)	6 years old by 31 December 2024

Depending on the number of students in Reception 1 and Reception 2, the school reserves the right to keep the classes separated or to combine them.

New student placements for Grade 2 through Grade 8 will be made on the basis of the child's previous educational records and the assessment of the school.

Entry into Grade 9, 10 or 11 will be considered on a case-by-case basis taking into account whether the school may adequately support students who require English as an Additional Language. Entry into Grade 12 is not usually recommended unless the applicant's academic background allows for a smooth transition into the Grade 12 course offerings. The initial placement is tentative and the school may reassess placement after the child's abilities have been thoroughly observed in class or through additional testing.

Important Notes:

MEF IS Academic Year runs from September to June with one school year completed in 10 months. Students entering MEF IS after the school year starts must submit their current grade progress reports/ transcripts for placement in the same grade level of their previous school. Students that apply for admission in the second half of the school year (January-June) and come from schools that follow the Southern Hemisphere school year calendar (such as Korea, Japan, Australia, etc.) are placed in the same grade level that they have recently completed (as of end December/January/February). They will start the next grade level in September, at the beginning of the next academic year unless the applicant's academic background allows for them to start the new grade level based on examinations and administration approval.

IB Diploma Entrance Requirements:

Rationale for supplement: The IB Diploma Programme is a route of study for all MEF International School students who meet the specific entrance requirements particular to the IB Diploma at MEF International School, Izmir. These entrance requirements are further articulated in school procedures.

Academic requirements to study in full IB Diploma Programme:

- Students must have passing grades in Grade 10 subjects that will be studied in the IBDP.
- Students must have an overall percentage of 60% on the end-of-year Grade 10 transcript in order to study in the IBDP.
- Students must have a First Language course (either English or Self-taught - see details below).

Other notes:

- Group 1- Studies in Language and Literature: At the end of Grade 10, students sit an English exam (IGCSE Mock Exam or official IGCSE Exam) to determine whether English level is enough to access the full IBDP and to determine which English class is appropriate concerning English level. Students not able to study English A: Language and Literature must be able to pass an English B examination and be able to study another first language in a Self-taught course. Otherwise, such students will study in the IB Course (Certificate) Programme.
- Group 5 - Mathematics: Only passing grades are required in Grade 10. To study in the Higher Level course, students must score high enough on a IGCSE Mock Exam or official IGCSE Exam.
- IB Course (Certificate Programme): Students studying in the IB Course Programme will study 5 of the 6 IBDP subjects and complete the CAS Programme.

****IB examination fees are covered in the tuition fees (refer to the Payment Policy for details)***

Updated 17 April 2024

ANTI-BULLYING

Definition of Bullying: behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

STATEMENT OF AIM

The aim of this procedure is to:

- Define bullying
- State clearly that our MEF International School will not tolerate bullying behaviour
- Outline the responsibilities of teachers, students and parents to prevent and/or reduce the incidence of bullying
- Outline the procedures to follow in alleged incidents of bullying

RATIONALE

Our school is committed to providing a safe, warm, caring and nurturing environment for all students at all times of the day. All of our teachers and administrators have a responsibility to contribute to the protection and maintenance of such an environment. Our school will take action to protect students from bullying and to respond appropriately when bullying does occur.

OUR SCHOOL BELIEFS ABOUT BULLYING

1. Bullying is not accepted and all members of our school accept their responsibility to promote positive relationships and to prevent bullying.
2. Continually being victimised at school by peers can have very serious effects on the mental and physical health of both the targeted children and the bully, in some cases these effects can last a lifetime.
3. Bullying can take many forms. The Australian National Centre Against Bullying identifies four kinds of bullying:
 - a. **Physical bullying:** this is when a person (or group of people) uses physical actions to bully; hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
 - b. **Verbal bullying:** repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse. Verbal bullying can include threatening and/or manipulating someone.
 - c. **Social bullying (covert):** lying about someone, spreading rumours, playing a nasty joke that makes the person feel humiliated or powerless, mimicking or deliberately excluding someone.
 - d. **Online bullying:** Using technology, such as email, mobile phones, social networking sites to bully verbally, socially or psychologically.
4. Our community recognises that the term "bullying" is a highly emotive term and should be used correctly. The Australian National Centre Against Bullying identifies the following as examples of distressing events that do not fit the definition of bullying unless someone is deliberately and repeatedly doing them:

- i. single episodes of social rejection or dislike
 - ii. single episode acts of nastiness or spite
 - iii. random acts of aggression or intimidation
 - iv. mutual arguments, disagreements or fights.
5. Children who bully can have a wide array of conduct problems, and show high levels of depressive, aggressive and delinquent behaviour. However students who bully are not always physically dominant students with self esteem issues. Bullies can also be popular, have good leadership skills, not be malicious in their intent or thoughtless in their actions. Bullies can have high energy, good verbal skills and an ability to talk themselves out of trouble. They can manipulate individuals or groups, enjoy conflict and aggression, and enjoy getting their own way.

PROCEDURES FOR PREVENTION

- **We help our community understand bullying:**
 - Staff are trained about bullying, and how to detect bullying behaviours
 - This procedure will be reviewed on a yearly basis during Teacher Orientation
 - This procedure is shared on the school website and in the procedures folder
 - Bullying is included in the PSHE curriculum with all students
 - Anti-bullying month (October) will be led by the School Counsellors to raise awareness
 - Counsellor talks to children who have concerns, runs ‘Circle of Friends’, group or individual support.
- **We keep the lines of communication open:**
 - Counsellors will keep the lines of communication with all students open and provide pastoral provision for all students. This can happen through PSHE lessons, but also by checking in with children on a regular basis.
 - Teachers are available to speak to children and show genuine interest in them outside the classroom.
- **Responsibilities of teachers and administrators:**
 - Foster our students’ self-esteem, self-respect and respect for others
 - We employ classroom management strategies that will prevent and deter any acts of bullying
 - Demonstrate by example the high standards of personal and social behaviour we expect of our students.
 - Assist children who are isolated or alone to participate in activities, interests, and hobbies. These can build confidence and friendships, which can in turn prevent bullying.
 - Discuss bullying with all classes, so that every student learns about the damage it causes and the importance of telling a trusted adult if it happens
 - Be alert to the signs of distress and other possible indications of bullying.
- **Responsibilities of Students:**
 - Refrain from becoming involved in any kind of bullying
 - Stand up for other students who are being bullied, unless it is unsafe to do so. If you can’t help them yourself, tell a teacher.

- Develop resistance and perseverance skills to combat victimisation
- **Responsibilities of Parents**
 - Encourage your child to participate in sports, after-school activities and develop interests and hobbies outside the classroom. Building confident young people can help prevent bullying.
 - Encourage your child to make and keep lots of friendships, not just one. Research shows that children with more connections and friends are less likely to be bullied.
 - Be a role model for your child, showing kindness and respect to others. Children watch and copy how adults manage stress and conflict and how they treat others in their lives.
 - Keep the lines of communication open with your child, spending at least 15 minutes a day talking can reassure kids that they can talk to their parents if they have a problem.

PROCEDURES FOR INCIDENTS OF BULLYING

Responsibilities of Students:

- **If you feel you are being bullied:**
 - Be strong. Share with everyone what is happening and that you do not like it
 - Tell an adult or teacher, you will be supported.
 - Bullies love getting a reaction, or seeing fear; try not to show that you are upset. Keep calm.
 - Stay around friends or other people. Bullies tend not to choose people who are connected with others.
 - It is OK to be different, and it is OK to be you, no one deserves to be bullied. It is the bully who is wrong.
- **If someone else is being bullied:**
 - Do something! Speak up. Watching and doing nothing makes the victim feel alone.
 - If you can't help by speaking up, then tell an adult straight away. You can help deal with the bully without getting directly involved yourself.

Responsibilities of Parents:

- **If you feel your child is a victim of bullying behaviour:**
 - Inform the school administration immediately.
 - Look for unusual behaviour in your children; if they do not wish to go to school or feel ill regularly; if they don't appear to be their normal self.
 - Tell your child not to take physical action, but to report it to a teacher or administrator.
 - Make sure your child is not afraid to ask for help, and they know they will be supported.
- **If your child is bullying others:**
 - Discuss with your child, trying to elicit the facts of the situation. Try to listen in a non-judgemental way.
 - Help your child accept responsibility for their behaviour and come to an agreement to stop the behaviour.

- Help your child feel empathy for the victim, by discussing how this type of behaviour might make them feel if they or a younger sibling were on the receiving end.
- Keep the lines of communication open with your child, talk and listen to them frequently.
- Work together with the school to resolve the problem.
- **Responsibilities of Staff in suspected cases of bullying:**
 - Intervene immediately to defuse the situation.
 - Speak, separately to the suspected victim, the suspected bully and any witnesses.
 - Complete a detailed Incident Report for the school administration. The report will be filed in the student's confidential folder. All submitted reports will be followed up by the School Leadership Team.
- **If bullying is identified, the School Leadership Team will:**
 - Inform the Assistant General Manager
 - Provide immediate and ongoing support for all parties via the School Counsellors
 - Will inform the parents of the children involved
 - Take appropriate disciplinary action for the bully, in line with the MEF IS Behaviour Procedure
 - Provide support for the bully through mentoring and by setting up close home-school links
 - Offer counselling and support to help change the behaviour of the bully
 - Recommend outside counselling support for the bully or the victim as necessary
 - Provide close supervision during free times if necessary
 - Record of bullying will be kept permanently in the child's confidential file.

ASSESSMENT

STATEMENT OF AIM

Assessment is an educational tool used to measure the level of achievement by students against prescribed learning objectives. Assessments consist of formative, summative and formal components that are designed to motivate students and provide information on their knowledge and skills, strengths and needs. Assessment identifies the essential elements of students' understanding, knowledge, skills, and attitudes. Assessment provides teachers, students and families with information about attainment and progress. Assessment acts as a learning tool for students.

RATIONALE

1. A variety of assessment practices provide information so that learning can be evaluated and programmes of learning can be appropriately developed.
2. Standardised and non-standardised assessments are used to determine achievements and progress of students.
3. Students, teachers, parents and administrators are involved in the assessment process. They should have a clear understanding of an assessment's rationale, content, nature, and measuring criteria.
4. The assessment philosophy and procedures are communicated to the school community using a variety of methods.
5. Criterion-based assessment, in line with the programmes of the school, is utilised.
6. Analysis of assessment data is used to inform teaching and learning.

GUIDELINES

The assessment component can be subdivided into three closely related areas:

- I. **ASSESSING** - How we discover what students have learnt
- II. **RECORDING** - How we collect the data
- III. **REPORTING** - How we communicate the information we have gathered

I. ASSESSING

Assessment is used to inform teaching and learning. Teachers provide varied opportunities for students to participate in and reflect on the assessment of their work. Rubicon Atlas should be used to store formative and summative assessment materials for individual units.

Pre-Assessment

All teachers will assess students' prior knowledge and experiences before embarking on new learning experiences. All new students entering the school are assessed by the English Department on their English ability.

Formative Assessment

Ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods are used.

Summative Assessment

Summative assessment happens at the end of the teaching and learning process and is planned for in advance which allows students to demonstrate their understanding, knowledge and skills in an authentic context. Where possible and applicable, students will be encouraged to be involved in the design of these assessments.

ASSESSMENT IN PRIMARY

1. All students are assessed at the beginning of the year for the teacher to understand what their level is in their subject. Students are assessed by their teachers throughout and at the end of each unit of inquiry.
2. Students in the Primary Years will be assessed based on the following key:

Basic	Learners have generally shown a limited level of achievement. Whilst demonstrating a basic level of understanding, knowledge and skills of the curriculum content, they would benefit from a focus on all areas of the curriculum they found challenging.
Aspiring	Learners may show aspects of Basic performance and Good performance.
Good	Learners have generally shown a good level of achievement. They have demonstrated a secure level of understanding, knowledge and skills of most of the curriculum content, but would benefit from a focus on the specific areas of the curriculum identified.
High	Learners may show aspects of Good performance and Outstanding performance.
Outstanding	Learners have generally shown an excellent level of achievement. They have demonstrated a comprehensive level of understanding, knowledge, and skills of the curriculum content, and should be very well prepared for the next stage of learning.

3. At the end of the year, students in Grades 2 to 8 sit Cambridge Progression tests in English/ESL, Maths and Science. These tests do not give a qualification, but they are an end-of-year test that assesses the learners' performance, informs parents of the progress made and helps teachers target students' learning needs.
4. CAIE Progression tests are marked internally by the classroom teacher and parents are informed of the results by a Summary Report.
5. At the end of Grade 5, students sit Cambridge Checkpoint Examinations, end-of-Primary tests in English or ESL, Maths and Science. These tests are externally assessed.

ASSESSING IN SECONDARY

Assessment of student learning is based on the objectives and assessment criteria specific to each subject. Assessments across the Secondary School will be as follows:

Summative Assessments	50%
Performance Grade 1: Projects / Performance tasks / Essay / Labs	40%
Performance Grade 2: Classwork / Homework / Quizzes	10%

1. Internal Summative Assessments

- 1.1. There should be at least two summative assessments per semester in all subjects.
- 1.2. Assessments should focus on a range of skills and concepts from the subject studied that link directly to external learning objectives.
- 1.3. The content and skills assessed should cover at least one unit.
- 1.4. Assessments must be identical when there are two teaching groups (with the same or different teachers) learning the same units.
- 1.5. IB Diploma teachers should set assessment tasks throughout the program so that students in the first year of study have access to the full range of assessment grades as they move through the program.
- 1.6. A minimum of one week's notice should be given to students before an assessment is given and the approximate dates included in the course outline given at the start of the semester.
- 1.7. All teachers should provide a study guide for examinations. Study guides should be handed to students a minimum of one week before an exam. These guides should include a list of skills, topics and practice questions for students.
- 1.8. Only two written assessments can be given per grade each school day. This does not apply to externally scheduled exams.
- 1.9. Students are permitted to use simple translation dictionaries if English is not their first language in non-language assessments.
- 1.10. Teachers should grade assessments within one week of the assessment and input the results to RenWeb.
- 1.11. Teachers should review the assessments in class with students.
- 1.12. If a student does not take an exam, the student should inform the Deputy Principal in writing with officially signed and stamped documents verifying the excuse within 7 days from the day the excuse starts. The Deputy Principal informs the student if they

are eligible to sit the exam. Valid reasons for missing an exam include illness, family emergency, visa appointment, external examination, etc. Another time for the student to sit the exam is arranged with the student and teacher typically the day the student returns to school. This make-up exam can be given outside the class or in class.

- 1.13. Students who cannot submit official documents or verify the urgency of their situation officially are given the grade zero (0), and this information with the required attachments should be passed on to the school administration.
- 1.14. The academic honesty procedure is followed in case of academic misconduct.
- 1.15. A selection of each assessment is customarily moderated by at least one teacher in the same department or by another teacher with experience in the subject area.
- 1.16. Parents of students may ask for the regrading of examinations or other assignments. If a parent or guardian believes an examination or assignment has been unfairly or incorrectly graded, the parent or guardian must submit a written request to the Principal indicating the examinations/assignments for review.

Performance grade 1 are longer formative and summative assessments.

Performance Grade 1: Projects / Performance tasks / Essay / Labs	40% of total grade
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Performance grade 2 are shorter formative assessments. There should be a minimum of three graded assignments.

Performance Grade 2: Classwork / Homework / Quizzes	10% of total grade
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Approaches to Learning (ATLs) do not make up a portion of grades. However, teachers indicate on report cards whether or not each student is meeting the individual Approaches to Learning.

Criteria		Achievement level
Thinking Skills		
Critical-thinking Skills	How effective is a student at analysing and evaluating issues and ideas?	
Creative-thinking Skills	How developed is a student at creating?	

Transfer Skills	How effective is a student at using knowledge across multiple contexts?	
Research Skills		
Media Literacy Skills	How well does a student interact with media and create ideas and information?	
Information Literacy Skills	How skilled is a student at finding, interpreting and judging information?	
Communication Skills		
Communication Skills	To what extent can students exchange thoughts, messages, and information?	
Self-Management Skills		
Affective Skills	To what extent does a student manage state of mind (e.g. mindfulness, perseverance, self-motivation and resilience)?	
Reflection Skills	To what extent is student reflective?	
Organization Skills	How well does a student demonstrate organisational skills?	
Social Skills		
Collaboration	How effective is a student working with others?	

5. External Examinations

Middle School

All students in grade 8 sit the Cambridge Checkpoint exams as scheduled by CIE (Cambridge International Examinations) in April.

High School

Students in Grades 9 and 10 follow the Cambridge International IGCSE curriculum in most subjects, which culminates in formal examinations at the end of the academic year. Students are registered for these exams in January. Parents and students choose the subject exams in which they are registered. IGCSE exam fees are covered by the school. These exams take place towards the end of the academic year in Grade 10.

Students in Grades 11 and 12 follow the IB Diploma Programme curriculum. Students following the IB Diploma programme are registered in all subject exams. Students following the Certificate programme have the option of taking IB subject exams in subjects in which they are studying in the IB. IB exam fees are covered by the school. IB Diploma Programme exams take place towards the end of the academic year in Grade 12.

6. Entrance into the International Baccalaureate Diploma Programme:

Eligibility to study in the IB Diploma Programme is in accordance with the Admissions Procedure.

7. Specific assessment guidelines related to instruction in the IB Diploma Programme:

1. All assessments in the Diploma Programme will relate to the aims and objectives, as outlined by the corresponding IB subject syllabus of the course being studied.
2. A full range of assessment techniques will be utilised to promote international-mindedness within the dimensions of the course.
3. When possible, assessment - both formative and summative - should be inquiry-based and student-centered.
4. Assessments should be 'criterion-referenced', measuring student learning against specific learning objectives related to the assessment criteria designated in specific course guides as opposed to 'norm-referenced' in which a student's score is compared to a predetermined distribution of performance.
5. When possible, internal assessment tasks should take place within regular classroom teaching hours and should focus on student learning of particular skills.
6. Internal assessment marks should represent a student's best level of performance during a course and not merely an average over the course. Deadlines for official internal assessments are outlined in the IB Diploma calendar, which is distributed to all Diploma Programme teachers. These deadlines are shared with students.

II. RECORDING

IN PRIMARY:

A student assessment folder is maintained by the teacher where results of assessments are stored.

SECONDARY

Grades are recorded on the Renweb database within a week of the submission date of an assessment. Teachers are advised to keep a backup copy of grades.

III. REPORTING

End-of-semester reports are sent home two times each year, and two parent conferences are scheduled during the year. In primary, portfolios are developed over the year to show students' development in understanding, knowledge and skills. A parent / teacher interview can be called at any time during the school year by either a family or the teacher to discuss a child's learning programme.

IN PRIMARY:

Parent-teacher conferences

Two conferences will be held throughout the school year. These conferences may consist of either a three-way conference (with student, parent and teacher participating) or a two-way conference (with parent and teacher participating).

Portfolios

Student portfolios are developed throughout the year and presented by students late in the year.

Written reports

Reports are written twice a year and give information about the students' progress against learning objectives for specific subjects and their development in all the elements of the programme. Teachers are given guidance and expectations are shared about the content and style of reports. All reports are checked by the administration team before being sent out to parents.

IN SECONDARY:

Parent-teacher conferences

Two conferences will be held throughout the school year. These conferences may consist of either a three-way conference (with student, parent and teacher participating) or a two-way conference (with parent and teacher participating).

Reports

1. Report Cards include information about attendance and student achievement. They are signed by the Deputy Principal and Principal.
2. Report Cards are given twice per year; one after the end of the first semester, and one at the end of the second semester.
3. Transcripts for secondary students are printed once a year and issued upon request.
4. Original report cards cannot be issued more than once.
5. To determine the semester average for students arriving in mid semester, the grades of the previous school can be taken into account, depending on the date joined in the semester. The document received from the previous school must be original, signed and stamped.
6. The school cannot process requests for report cards or transcripts for the current school year before the last day of school when reports are distributed.

GPA: Grade Point Average

GPA (Grade Point Average) is calculated each semester by averaging the report card grades in each subject area. The annual GPA is determined by averaging report card grades in all subjects for both semesters. To calculate the GPA, the grades in all subjects are weighed according to the number of periods per week a class met. Grades are reported to the hundredths place.

End-of-year Average

End-of-year average in each subject is obtained by averaging the end-of-semester grades per subject for both semester 1 and 2. Please note that in the case of IBDP Language A: Self-taught Literature or other online courses, students will not receive a grade but will receive credit hours if the course is pre-approved by the IBDP Coordinator or Principal.

Missing Examinations

If needed, semester averages can be taken with one missing exam grade, provided that there are other substitute grades.

Official Documentation

Any document required to be official is defined as the original document with signatures and stamps/seals on.

GRADING: For Grades 6 to 12 grade thresholds are as follows:

7 -	90 - 100	excellent
6 -	80 - 89	very good
5 -	69 - 79	good
4 -	60 - 68	satisfactory
3 -	49 - 59	unsatisfactory/failing
2 -	34 - 48	poor
1 -	0 - 33	very poor

ATTENDANCE

Statement of Aim:

The aim of this policy is to reduce any amount of school time missed by students due to absence and/or late arrivals and to ensure the students' whereabouts is known.

Rationale:

It is a student's educational responsibility to recognise as early as possible the impact that missing any amount of school has on learning. Absences and late arrival have an impact on student learning. As a matter of safety the whereabouts of every student must be known.

Guidelines:

1. In cases of student absences, parents are asked to notify the Academic Assistant by 09:00 AM each day if their child is ill (or has other inability to attend classes). Families may contact the school by telephone or e-mail about a child's absence.
2. If unconfirmed by a parent, absences will be confirmed by the Academic Assistant calling parents. The Academic Assistant will make every attempt to contact parents to confirm the absence, however if contact does not occur, it is the parents' responsibility to send a note explaining the absence the first day a student returns to school.
3. There are two types of absences: "Excused" and "Unexcused". Under the Turkish Ministry of Education regulations, the following applies:
 - a. Early Years & Primary - Students are allowed up to 20 unexcused absences.
 - b. Secondary - Students are allowed up to 10 unexcused absences and 20 excused absences.
 - c. Students exceeding these maximums will fail the year.
4. The following guidelines will be used to decide if an absence is "Excused" or "Unexcused".
 - a. Absences will be deemed "Excused" if the request to be excused is accompanied by a note or letter from an objective third party justifying the cause:
 - i. health-related absences must be justified by a signed and stamped doctor's note;
 - ii. prolonged health-related absences that total more than 25 days must be justified by a signed and stamped note from a government-funded health centre doctor only (these must not exceed 60 days);
 - iii. absence for compassionate reasons will be dealt with on an individual basis and may require proof, such as air tickets or an interview with a family member;
 - iv. national & religious holidays particular to the absent student's country, when the student's national embassy in Turkey is closed for the holiday.

- b. Absences occurring for the following reasons will be deemed “Unexcused”:
 - i. absent from school with a parent's permission note but without the paperwork needed for an “Excused” reason;
 - ii. absent from school 48 hours before departing on an educational excursion or club/team trip and 48 hours after returning; and
 - iii. absent from school without the knowledge of parents.
5. Students away with “Unexcused Absences” may expect any or all of the following consequences at teachers’ discretion:
 - a. zero on all assignments/tests missed on the day of absence;
 - b. no extension on due assignments;
 - c. no right to receive full credit for made-up work; and
 - d. the requirement to complete alternate assignments.
6. It is always a Secondary student's responsibility to inquire as regards missed assignments due to absence.
7. As per Turkish Ministry of Education regulations, students missing periods that total a minimum of 70 minutes of class time in a given day will be identified as having missed a half-day of school. Two half-days of school missed will count as one full day of school missed.
8. Students missing homeroom or less than 70 minutes of classes at any time of the school day will be counted as late.
9. Students and/or parents may not submit a doctor’s note to excuse an absence more than three (3) school days after the absence.

BEHAVIOR

Statement of Aim:

The aim of this procedure is to promote positive behaviour and social-emotional wellness for our students in order to inspire, nurture and challenge them to realise their unique potential. Students will receive supports and interventions so they may reflect and internalise our core values of respect, responsibility and safety.

Rationale:

Positively-behaved students enable academic and social-emotional learning to thrive, ensuring a respectful, responsible and safe community.

Guidelines:

1. This procedure operates in the context of the school's Code of Conduct Policy and reflects the ethos of the school. As a caring community with a sound value-base, we believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.
2. Positive behaviour arises from strong relationships and from setting expectations of good behaviour.
3. Students will be rewarded for good behaviour. The school uses a positive system of rewards, which will include:
 - a. Verbal praise; extrinsic motivators;
 - b. Positive comments (eg. in Academic Planners);
 - c. Special mention in class or in Assembly;
 - d. Exhibiting good work (eg. in class, corridor displays, notice boards);
 - e. Informal referral to the Principal or Deputy Principal for commendation;
 - f. Use of special award certificates.
4. When managing problem behaviour the school uses restorative practices. A restorative approach sees conflict or misbehaviour as an opportunity for students to learn about the impacts of their actions, develop empathy for others, and make amends to strengthen the bonds that may have been damaged. Examples of restorative responses: mediation, apologies, relationship building, making agreements, repairing harm, or restitution.
5. Specific circumstances involving student behaviour issues may require additional support in the form of consequences, which could include: disciplinary action, removal of privileges, emergency removal from class, suspension, expulsion, and/or denial of re-enrollment. The goal is to provide a restorative response first in order to repair the harm, reinforce positive behaviour, and maintain a productive learning environment. This progression of support fosters a positive school and community, and nurtures an environment for all students to

realise their unique potential.

6. The following willful acts are regarded as valid reasons for suspension or expulsion, though consideration to the frequency and severity of these acts will be considered:
 - a. Substance or alcohol abuse on school premises or during an educational excursion;
 - b. Persistent bullying of a student;
 - c. Physical attack on a student or faculty member;
 - d. Severe verbal abuse of a student or member of staff;
 - e. Persistent disruptive behaviour in class;
 - f. Persistent infringements of relatively minor school rules;
 - g. Significant damage to school, staff or pupils' property, either in or outside school;
 - h. Vandalism of school, student, or faculty property;
 - i. Stealing from school, staff or pupils, in or outside school;
 - j. Forging parental signatures; Classroom Prep/ planning
 - k. Habitual lying to authority figures.
7. Extremely serious problems may result in the forgoing of the above procedures at the discretion of the Administration. This may necessitate a parent coming in to collect their child immediately.
8. Parents have a vital role to play in their children's education. It is very important that they support their child's learning and cooperate with the school. It is both important and essential there are strong links and good communication between home and school.
9. The school will inform parents if there are any early concerns about their child's welfare or behaviour and it would be appreciated if parents have concerns, that they make these known to the Deputy Principals or homeroom teacher.
10. The Deputy Principal and/or Principal will assign all detentions, suspensions, and expulsions.
11. The Discipline & Behaviour Procedure will be reviewed and updated regularly and as required.

Shared Agreements

1. Expectations for Attendance and Punctuality
 - Arrive to school on time and maintain good attendance.
 - Arrive to each class promptly with appropriate learning materials.
2. Expectations for Student Learning
 - Listen carefully and follow instructions.
 - Stay on task and work respectfully around others.

- Seek help when you need it.
- Try your best with all school tasks.
- Respect the school and personal property.
- Cell phones must be kept on silent during lesson time.

3. Expectations for Interacting with Others

- Model the IB Learner Profile.
- Be kind, polite and caring to others.
- Use appropriate and respectful language.
- Be a good listener.
- Be responsible for your belongings.
- Respect the rights, thoughts and feelings of others.

4. Expectations for Break Time

- Interact in a friendly, positive and inclusive manner.
- Be responsible.
- Be safe.
- Keep the school clean and litter free.
- Run only in safe, open spaces.

5. Expectations for the lunch room

- Move carefully around the lunchroom, showing awareness of others.
- Remain seated while eating.
- Use a quiet tone of voice when talking to others
- Take off outdoor clothes and hang them on the back of your chair.
- Use good manners and show consideration to others while eating.
- Use plates and trays appropriately.
- Clean up after yourself.
- Treat servers and helpers with respect.
- Make sensible food choices, using your knowledge and understanding about healthy eating.

- Avoid waste by taking only what you intend to eat.
6. Expectations for moving around school
- Walk as you move around school.
 - Be aware of others around you.
 - Keep noise levels to an appropriate level as other people in the school may be involved in activities needing a quieter environment.
 - Be particularly careful when moving up and down stairs. Keep to the right and be mindful of younger students who may need to move more slowly.
 - When passing through doorways, be aware of others and be prepared to wait for them to pass through first.
7. Expectations for Electronic Devices
- Keep electronic items locked safely in your locker when not in use.
 - Limit use of electronic devices for academic purposes while at school.
 - Middle School students should leave cell phones and iPads in their lockers throughout the school day.
8. Expectation for School Clothing
- Wear appropriate clothing that respects our diverse cultures and that of the host country.
 - For ECC students a set of clean clothing should be stored at school.
 - The school's sports uniforms should be worn for physical education classes.
 - Students are encouraged to wear hats and use sunscreen when outdoors.
 - Dress according to the climate and time of the year.
 - Follow the school's 'Dress Code Agreement'.
9. Expectations for Riding the Bus
- Remain seated at all times on the bus.
 - Wear a seatbelt while in the bus.
 - Sit in the seat allocated by the hostess / duty teacher.
 - Get off the bus only at your own address unless prior approval is given.
 - Heating, cooling, windows and music are regulated by the driver and hostess.

- Listen to the instructions and follow the directions of the driver and hostess.
- No food or chewing gum (only provided by the hostess in an emergency situation).
- Ask for water if needed.
- Put any rubbish into the bins provided.
- Be ready and on time..
- Respect the belongings, rights and property of other passengers and the bus.

BEHAVIOR PROCEDURE

NOTE: This is an addendum to the Discipline & Behaviour Policy Statement

In order to maintain a safe, responsible and respectful learning environment, the school utilises targeted supports and interventions based on various levels of behaviours. This helps provide students with what they need to learn and develop holistically and positively contribute to our community.

Level One - Classroom / Teacher Level

Level one incidents are those that are minor breaches of the school expectations and values; do not seriously harm others; do not violate the rights of others in any other serious way; and are not part of a pattern of problem behaviours. Examples include: minor classroom disruptions, being late for class, being unprepared for class, not cleaning up after oneself, dress code violations, unauthorised cell phone use, mistreatment of a fellow student, etc.

1. Teachers will issue appropriate redirections, warnings and counselling throughout Level One. It is not appropriate to send a student out of the classroom on their own for any period of time.
2. Reflection Session may be given to students after appropriate redirections and warnings or if the situation requires time to reflect on actions. Parents are informed by the teacher issuing the Reflection via email or phone call.
3. After 2 Reflections, the counsellor is contacted for intervention and support strategies.
4. When patterns of five similar incidents arise in a semester, the teacher will refer the issue to the Deputy Principal who will take actions in-line with Positive Behaviour Interventions and Supports.

Level Two - Administration Level

Level two incidents are those that seriously violate our core values and expectations, including: disrespect towards a member of staff, defiance, throwing dangerous objects, skipping a class, lying, cheating, plagiarism, digital misuse, repeated harassment, and abusive language.

1st Incident:

- The teacher will meet with the student, reteach the behaviour expectation, and

document the incident.

- A conference will be held between the Deputy Principal and student, who will reflect on their behaviour, and review strategies to move forward in a way that reflects our values and expectations.
- The student will complete a restorative action aligned with the incident.
- The student’s parent/guardian will be notified of the incident by email.

2nd Incident:

The above actions will be carried out, and:

- A conference with a parent/guardian will be arranged.

3rd Incident:

The above actions will be carried out, and:

- A behaviour plan will be enacted, revised, or reviewed, which will include targeted interventions and supports to assist the student in managing behaviour.
- A meeting will be arranged with the student’s parent/guardian to discuss the behaviour plan.

Level Three - Behaviour Evaluation/Discipline Committee Level

Level three incidents are defined as behaviour of such intensity, frequency, or duration that the safety of the student or others is likely to be placed in serious jeopardy. These behaviours are those that significantly violate the rights of others and/or put others/self at risk of harm and therefore include: fighting, vandalism, theft, and bullying.

These behaviours result in an immediate referral to the Deputy Principal and/or Principal. The student will appear before the “Student Behaviour Evaluation Committee” for middle school or the “Discipline Committee” for high school to determine consequences.

In chronic or severe disciplinary cases, a student’s enrolment may be terminated to preserve the educational rights of others and/or to preserve a safe and engaging learning environment.

BULLYING

Prohibition against Bullying: Bullying is prohibited within our school community.

Definition of Bullying: Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Reporting Bullying:

The victim of bullying, or anyone who witnessed an act of bullying should confide in an adult that they feel comfortable talking to. The adult should immediately inform the Deputy Principal and follow up with a report of the information provided to him/her by the student.

Responsibility of Staff: School staff shall take all reasonable measures to prevent bullying and shall report all acts of bullying that come to their attention.

Instruction in the Prevention of Bullying:

Students and staff shall be given instruction in this Policy and Regulations against bullying.

Investigation of Bullying:

The principal, or his or her deputies, shall investigate all allegations of bullying. If the allegation is found to be credible, appropriate supports and interventions, subject to any appropriate due process procedures, will be imposed. The investigation will include an assessment of what effect the bullying has had on the victim.

Help for the Victim of Bullying: Both sides involved in the bullying must be counselled by the school counsellor and/or Deputy Principal, Principal depending on the level of infraction.

Prohibition against Retaliation: Retaliation or threats of retaliation in any form designed to intimidate the victim of bullying, those who are witnesses to bullying or those investigating an incident of bullying shall not be tolerated.

Voluntary Participation in Mediation: No student who is the victim of bullying shall be required to participate in mediation or restorative conversation to accept any apology tendered by the bullying student. The decision of a victim of bullying not to participate in a mediation program or restorative conversation shall not diminish the obligation of the school to impose discipline against the student who has committed an act of bullying.

Disciplinary Responses: Disciplinary responses for bullying may include:

- In the Secondary school, appearance before the “Student Behaviour Evaluation Committee” (middle school) or “Discipline Committee” (high school) which may result in suspension, loss of privileges, or and restorative justice..
- In the primary school restorative justice practices will be followed

BEHAVIOUR ON THE SCHOOL BUS

Students are expected to follow our core values and expectations at all times on school buses. When students do not, incidents will be managed as follows:

1st Incident:

- Incidents are reported to the Deputy Principal through the bus company representative.
- The Deputy Principal meets with the student or students involved. A restorative action is assigned.
- The parents are informed by the Deputy Principal.

2nd Incident:

- The parents are informed by the Deputy Principal of continuing unacceptable behaviour by phone and official letter.
- The Principal / Deputy Principal will meet with the student involved and reinforce bus behaviour expectations and guidelines. A restorative action is assigned.

3rd Incident:

- If the behaviour expectations continue to be unmet the Parents are required to attend a review meeting.

4th Incident:

If the issues are not resolved the student will be excluded from the bus temporarily or permanently by the bus company and school administration.

CHILD PROTECTION

Definition for Child: for the purposes of this document, a “child” is defined as anyone under the age of 18 which is in line with the **UN Conventions of the Rights of the Child**. At MEF International School, any student who is over the age of 18, will still be included within this definition.

STATEMENT OF AIM

All children have the right to be protected from violence, exploitation, and abuse. Yet, millions of children worldwide from all socioeconomic backgrounds, across all ages, religions and cultures suffer violence, exploitation and abuse every day. Millions more are at risk. MEF International Schools aim to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in the school.

RATIONALE

The school is committed to providing an environment where children can play, learn, develop, and achieve. Students will feel safe and empowered to tell or communicate if they are being harmed in some way. We are committed to ensuring that all staff are sensitive to issues of race, culture, gender and diversity but these issues should never be a barrier to sharing and reporting concerns about children.

MEF International Schools endorses the Convention on the Rights of the Child of which the host country for the School, Turkey, is a signatory and seeks to be a safe haven for students who may be experiencing abuse or neglect in any aspect of their lives.

“State parties shall protect the child from all forms of physical or mental violence, injury or abuse, neglect, maltreatment or exploitation, including sexual abuse.” (UN Convention on the Rights of the Child (1989), Article 19).

This policy is endorsed by the MEF School Board of Governors.

Key Responsibilities:

We will meet our commitment to protect children from abuse through the following means:

- **Awareness:** we will ensure that all staff and others are aware of the problem of child abuse and the risks to children.
- **Prevention:** we will ensure, through awareness and good practice, that staff and others minimise the risks to children.
- **Reporting:** we will ensure that staff and others are clear what steps to take where concerns arise regarding the safety of children.

- **Responding:** we will ensure that action is taken to support and protect children where concerns arise regarding possible abuse.

In order to ensure that the above standards of reporting and responding are met we will ensure that we:

- Take seriously any concerns raised
- Take positive steps to ensure the protection of children who are the subject of any concerns
- Support children, staff or other adults who raise concerns or who are the subject of concerns
- Act appropriately and effectively in instigating or cooperating with any subsequent process of investigation
- Are guided through the child protection process by the principle of the “best interests of the child”
- Listen and take seriously the views and wishes of children
- Work in partnership with parents and other professionals to ensure the protection of children.

Applicability:

Members of the school community in which this policy applies include:

- All employees of MEF School and employees of the school’s affiliated organisations.
- Individuals and entities with contractual relationships with the school.
- Board members/governors/owners and other school leaders.
- All students, parents, and legal guardians; in particular, with respect to upholding the school’s code of conduct, respect for one another, and the reporting of incidents/reasonable suspicions.
- All school chaperones and volunteers who work with children and youth; or participate in school programs and activities involving children and youth.
- Visitors, vendors, or guests on school premises.

MEF School understands that “appropriate personal conduct” is also dependent on cultural expectations and the need to comply with the legal and ethical expectations and requirements regarding child/youth abuse within the country in which the school operates.

In this regard, and as noted in this policy, the school attempts to inform and train applicable community members with regard to these factors.

COMMUNICATION - FAMILY & SCHOOL PARTNERSHIP

Statement of Aim:

The aim of this procedure is to foster positive, productive relationships in the school community.

Rationale:

Professionalism, communication, trust, goodwill and positive regard between faculty and families are necessary components of successful student learning. Modelling appropriate adult behaviour and attitudes will assist students to become effective global citizens who are respectful and appreciative of the many cultural attitudes, beliefs and ideals in the school community and host culture. Our students are from a wide range of cultures that do not share a common means of conflict resolution. Thus, in serving the schools community it is desirable to seek a mutually respectful way to help students; faculty will seek a personally responsible, dignified and rewarding manner in dealing with conflict and resolution.

Guidelines:

1. If a parent has a concern regarding the wellbeing of their child they should:
 - a. First, correspond directly with the teacher involved;
 - b. Second, correspond with the respective Deputy for academic concerns if corresponding with the teacher first did not resolve concerns;
 - c. Finally, if the issue is still not resolved, the concern may be presented to the Principal by making an appointment via the Academic Assistant.
2. Students, faculty and school families will not share in gossip or discussions that may damage the reputation of faculty, students or families.
3. In the spirit of internationalism, all conflict resolution will recognise and allow for cultural differences.
4. The school can also refer families to additional services in the wider community.
5. Drop-in visits by parents during the school day are permissible. However, out of respect for the time needed to focus on student learning, parents must meet with teachers only by appointment. Parents are reminded to not interrupt lessons due to the effect on the learning activity.
6. Parents wishing to meet with any member of the school faculty and/or Administration must do so by appointment. Contact by e-mail or telephone are the best options for arranging such appointments.
7. Teachers are required to respond to written communication within 24 hours during the

workweek.

8. Visitors to the school must treat all students with care and respect.
9. In regard to everyday arrival and collection, parents can deliver their children to the front gate or to the classroom.
10. Parents whose child is not on the bus must meet their child inside the school grounds.
11. Children not collected on time will wait in the Administration Building (Block A).
12. If a child is late, a late note (excused or unexcused) will be recorded.
13. When a student is to leave school early a note must be taken directly to the Academic Affairs Office. The student can wait at the Administration Building until the parent arrives.

DRESS CODE (STUDENT)

Statement of Aim:

The aim of this procedure is to respect, encourage and model culturally appropriate modes of dress and body decoration for students whilst at school, at off-campus events and during school trips. The attire worn by students will project a positive and presentable image of themselves and the school.

Rationale:

Our school is a multi-cultural community of individuals who do not wish to knowingly offend by wearing inappropriate or offensive attire. Learning to make thoughtful clothing choices is a key aspect of global citizenship. Thoughtful clothing choices promote confidence, decency and respect.

Guidelines:

1. All Students must not knowingly wear clothing with offensive slogans, words, pictures or symbols. No offence to the school's community is permitted through dress or appearance.
2. All Students must wear clean clothing that is in good condition. For very young children, sets of clean clothing can be stored at school, in the event of play or toilet incidents.
3. All Students' underwear should be under another item of clothing and not visible.
4. T-shirts are allowed unless they have any offensive slogans, words or pictures on them.
5. All Students' shoes must not be impractical for safe evacuation in an emergency situation or such that they could harm the student. Footwear should be firmly attached to the feet.
6. Hats and bandanas may only be worn outside of classrooms. Hats and bandanas may be worn in hallways and/or outside the school buildings but only between lessons. Exceptions will be made for medical/religious reasons, provided that learning and communication are not affected.
7. All Students must follow subject specific requirements for safety. For example, appropriate safety apparel must be worn during science experiments such as lab coats and safety glasses; athletic shoes must be worn for PE lessons, and jewellery removed.
8. All Students must follow all subject specific requirements for dress. The school's PE uniforms should be worn for physical education classes and may also wear their uniform during the school week, on school trips or in the local community. Swimming caps and swimwear must be worn in the pool.
9. Depending on the season, each student must wear and/or have ready, outer garments for outside play or activities. This clothing is to prepare students for cooler and sometimes seasonally changeable weather patterns.
10. During hot weather, students are encouraged to wear hats and a thin application of sun cream while outside. Families must supply the sun cream applications and hats.

11. All Secondary Students' clothing that is brief in size and/or exposes the midriff, chest or back should not be worn in school. Skirts and shorts should be at least mid thigh length.
12. Secondary students may wear discreet make-up.

GUEST STUDENT

Statement of Aim:

The aim of this procedure is to recognise that it may be appropriate to receive guest students into the school for limited periods of time.

Rationale:

Registered students may enjoy sharing their learning experience with relatives or close friends. Previously registered students who are in Izmir may enjoy returning to see friends and teachers. Prospective students may want to visit the school and participate in lessons as part of the registration process.

Guidelines:

1. Guest students to the class are of course welcome but naturally change the dynamics of the class to a certain degree, and thus to ensure the optimal teaching/learning situation for students in the class as well as the teacher, the guest student's presence should be as unobtrusive and participatory as possible.
2. Parents of a registered student who wishes to bring a guest student to school or of a prospective student, should inform the Registrar and complete the Safety Waiver at least two working days in advance, so that teacher/s involved can be informed.
3. Visiting students are expected to abide by the school's behavioural expectations.
4. Guest students may only attend for a maximum of one day
5. Guest students will normally be placed in an age-appropriate class; however, in the case of a prospective student for the following academic year, due to parental request a child could be placed in the class or grade level that would be correct for the actual placement year.
6. The Registrar will inform teachers at least two days before a guest student is expected.
7. Teachers may not have sufficient materials, resources or equipment for the guest student to fully participate in the class.
8. The school reserves the right to not accept Guest Students if in the best interest of the teaching/learning process or it is not deemed appropriate.

HEALTH & SAFETY

Statement of Aim:

The aim of this procedure is to provide an environment which protects the health and safety of all students, faculty members, school families and visitors, on the campus, on regular school days, on special events and also on educational excursions.

Rationale:

The health and safety of all members of our school community is fundamental to the school. Optimal learning is achieved when students are healthy.

Guidelines:

1. Overall responsibility for the detailed health & safety arrangements within the school lies with the Principal who works closely with the SLT, the General Management, and the local authorities.
2. All employees have the responsibility to co-operate to achieve a healthy and safe workplace and to take reasonable care of themselves and others. Whenever an employee notices a health and safety problem this should be drawn to the attention of the Principal or a member of the SLT immediately.
3. Regular meetings are held by the SLT and Business Office to make sure the school grounds and equipment (PE, garden, kitchen) are regularly checked and properly maintained.
4. Every student is covered by the school's health insurance policy, as per the provisions of its coverage, while at school or on educational excursions and other off-campus events.
5. Information regarding a child's medical record will be collected at registration and passed on to the nurse and Deputy Principals, and used solely for supervision, monitoring and safety purposes.

Accidents

We have a first aid box in the nurse's clinic; the nurse is available on campus every day during school hours. We also have a number of members of staff trained in first aid. All accidents are recorded and monitored, especially in case of head injuries. Parents receive an email from the nurse regarding minor accidents that have happened in school. Small children should not be going to the clinic unaccompanied. The teacher who has witnessed the accident will be writing a report to the deputy principal.

Hospital - Emergency Situations

In the case of an emergency, an ambulance or school vehicle will immediately transport the sick or injured student to the nearest hospital. The family will be notified as soon as possible.

In serious but less urgent cases, if a student needs to be taken to the hospital, the Deputy Principal will contact the child's parent to request permission for the student to be transferred to the hospital

or determine if the parent wishes to transport the child themselves. If the parent cannot be reached, the school will take the student to the nearest hospital, and a designated staff member will accompany the student to the hospital.

Sickness

If a student needs to go home sick, parents will be contacted by the nurse/deputy principal. If a parent cannot come to school, the school may be able to arrange transportation. If a parent identifies a health issue that is contagious (such as head-lice or chicken pox) the school should be notified in order that appropriate measures can be taken. If a teacher suspects a health issue that is contagious (such as chicken pox), then a discrete referral to the school Clinic will be made and parents will be informed of the diagnosis and treatment.

Students who are ill must remain at home until well. Bringing or sending an ill child to school not only interferes with the student's recovery, but it also infects other students and faculty members with potentially harmful conditions. Overall, school absenteeism is reduced to a minimum in this manner.

Medicines

Whenever students require special medical attention, treatment or medication at school, families are required to give the admission officer at registration, or the deputy and nurse during the year, exact details of any drugs or procedures, to be self-administered by the student, or administered by the nurse. Prescription medicines will be kept in the clinic until required unless the student acquires approval from the Deputy Principal to carry the medication.

If a student requires new attention, medication or medical alert supervision, the family must notify the admissions officer about these changes. The necessary faculty members will be immediately notified of such changes.

The nurse is not allowed to administer any medicines without contacting a child's parents.

Smoking

The school has adopted a no smoking policy within the school building and grounds.

Hygiene

All staff are responsible for encouraging good hygiene habits in the children. Particular emphasis is placed on hand washing. Regular inspections are made by the SLT and the Business Assistant Manager to make sure buildings and play areas are clean and tidy.

Animals In School

Only fish and turtles can be kept in school by teachers as class pets. No dogs are allowed in the school grounds; exceptions can be made only by contacting the Principal.

Educational Excursions

Educational excursions are considered a vital part of children's education. Any outdoor visit is carefully researched and preliminary visits can be made by the teacher or administration. For more details, please see our Educational Excursions Policy.

Emergencies

Procedures for emergencies are practised regularly and fire extinguishers are regularly checked and maintained. Parents who require more information concerning emergency protocol, should contact the school principal.

HOMEWORK

PRIMARY

Rationale:

The purpose of this procedure is to consolidate knowledge and understanding of learning objectives; to reinforce and apply skills learned in the classroom; to aid the development of good study habits; to stimulate creative activity and imagination; to encourage independent thinking; to develop a spirit of inquiry and research; to foster self-discipline; and to foster parental involvement.

Guidelines:

1. Homework in the Primary School will consist of consolidation and extension activities.
2. The following is a breakdown of daily time that should be spent on homework:

a. Reception	10 minutes
b. KG and Grade 1	10-15 minutes
c. Grade 2 and 3	15-30 minutes
d. Grade 4 and 5	30-50 minutes
3. Requirements for homework will be displayed on Class Dojo or Google Classroom and updated weekly.

SECONDARY

Rationale:

The purpose of this procedure is to consolidate knowledge and understanding of learning objectives; to reinforce and apply skills learned in the classroom; to aid the development of good study habits; to stimulate creative activity and imagination; to encourage independent thinking; to develop a spirit of inquiry and research; to foster self-discipline; and to foster parental involvement.

Guidelines:

1. Homework assigned will be purposeful and meaningful to the work of the class or to some future work.
2. Extended exercises may form part of an on-going assessment of each student.
3. Students must present homework on the date specified by the teacher. Students who do not complete their homework will complete it in school during a specified time.
4. It is the responsibility of students to find out any homework missed due to absence.
5. Students absent due to illness should submit their homework on the day they return to

school.

6. Students absent due to school-related activities (eg. matches, quizzes) must ensure that homework set in their absence is completed and submitted on their return to school.
7. A student absent for a period of time is expected to make every effort to complete work missed including homework while absent.
8. A student absent for an extended period should contact the teacher for a record of homework set during this period.
9. If there are extenuating circumstances, a verification note from parents is to be presented at the beginning of class.
10. Students can expect to complete the following amounts of homework in any given evening:
 - a. Grades 6, 7, and 8 45 to 60 minutes.
 - b. Grades 9 and 10 60 to 90 minutes.
 - c. Grades 11 and 12 90 to 110 minutes.

INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY - STUDENTS

Statement of Aim:

The aim of this procedure is to ensure the school's computer system and wireless connection are only used in a responsible, efficient, ethical and legal manner. Students assume responsibility for understanding the procedure and guidelines as a condition of using the system and equipment.

Rationale:

The primary purpose of MEFIS-Izmir's electronic communications systems is to support and enhance learning and teaching. To this end, students must learn to use these systems responsibly.

Guidelines:**Use Of School Computers Including I-pads:**

1. All student work should be saved to the student's google drive to enable universal access. Students must not save files to local hard drives or portable memory storage (eg flash drives).
2. Students should not look at, read, modify or remove files, mail, or network traffic owned by any other user without explicit permission from the owner. Having access to a file does not constitute such permission.
3. Students must not attempt to access others' password-protected files.
4. All computer use must be considerate and polite. Offensive, obscene, or harassing messages are strictly prohibited. Using computer systems to bully others will not be tolerated, even if the bullying was initiated off-campus.
5. Printing is only available to students in Grades 9 - 12. Upper secondary students may print documents for assessment (e.g. coursework) or to support their learning from the library computers only.
6. Students must not install software or download files to the school computers.
7. Disciplinary action will also result from the following: using, or attempting to use, MEFIS - Izmir, computer systems or those accessible by network, without proper authorization (includes, but is not limited to, supplying misleading information or false credentials); tampering with, obstructing, or attempting to alter the operation of any computer system accessible through MEF network connections; attempting to modify, distribute, or copy data of software without authority. Attempting to physically open, damage or otherwise alter any hardware components such as mice, keyboards, computers, scanners, or cameras.
8. Students will acknowledge sources of information and respect copyright when using Internet material in their own work.
9. All unsuitable websites, whether discovered by students or faculty, will be reported to the IT

Manager with the URL address.

10. Students must not reveal details of themselves or others, including full names, addresses, telephone numbers, or arrange to meet anyone in online communication.

Use Of Personal Devices

1. Students in Grade 6 - 12 are required to bring a device to school.

MEF IS, Izmir utilises a 'Bring Your Own Device' (BYOD) program for its middle and high school students.

High School - Mandatory - Laptop Computer or Tablet

Middle School - Mandatory - Laptop Computer or Tablet

Primary School - No device needed / Provided as necessary by school

2. Permission to use personal devices during lesson times is at the discretion of the teacher.
3. Expectations for online use of personal devices are the same as for the school computer network. Inappropriate use of a personal device is subject to disciplinary action.
4. Responsibility for personal devices rests with the student. MEFIS takes no responsibility for loss of or damage to personal devices.
5. All students receive instruction on responsible usage of technology. Thereafter, students and parents sign a responsible usage contract.

Online Communication:

1. Students may communicate with faculty through google sites, google classroom or the school email system.
2. Students may not communicate with faculty through the faculty member's personal email, personal phone number (including text and chat facilities) or online social media. Exceptions may be negotiated with the Deputy Principals.
3. Students should delete email which is suspicious or containing possible viruses without opening it.

INFORMATION TECHNOLOGY - TEACHERS

Statement of Aim:

The aim of this procedure is to ensure the school's computer system and wireless connection are only used in a responsible, efficient, ethical and legal manner. Faculty members assume responsibility for understanding the procedure and guidelines as a condition of using the system and equipment. Faculty members are accountable to teach and use the system responsibly.

Rationale:

The primary purpose of MEFIS-Izmir's electronic communications systems is to support and enhance learning and teaching.

Guidelines:

Use Of Technology Including Ipad :

1. Teachers should request Ipad from the IT Technicians 24 hours prior to the lesson.
2. Teachers must direct student technology use during lesson times. Inappropriate use of technology is a disciplinary offence and the respective discipline procedure (primary / secondary) should be followed in the event this occurs.
3. Teachers may allow students in Grades 4 -12 to use personal devices during lesson time for personal organisation or to support learning. Expectations for online use of personal devices are the same as for the school computer network. Inappropriate use of a personal device is subject to disciplinary action.
4. As no filter software can completely block the appearance of potentially controversial writing, images, video, and music, teachers will make reasonable attempts to fully supervise children when they are using the Internet. In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. The school makes use of Internet filtering software. However, due to the international scale, linked nature, and variety of languages used to publish Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. The school cannot accept liability for the material accessed, or any consequences of Internet access.
5. New software or applications can only be downloaded or installed to school devices by the Information Technology technician. All software and application requests must be legal copies. Software and applications which incur a cost, must be ordered through the orders procedure.
6. The following actions are not permitted by faculty members: attempting to use MEFIS - Izmir computer systems or those accessible by network, without proper authorization (includes, but is not limited to, supplying misleading information or false credentials); tampering with, obstructing, or attempting to alter the operation of any computer system accessible through MEF network connections; attempting to modify, distribute, or copy data of software without authority. Attempting to physically open, damage or otherwise alter any hardware

components such as mice, keyboards, computers, scanners, or cameras.

7. The ICT labs will be locked when not in use.

Online Communication:

1. Faculty are expected to set up the following by the 1st week of the school year:
 - a. A Google Classroom (for all classes from Grade 4 - 12) - Access to google classroom should be shared with all students in the class. For Grade 4 - 8 google classroom must also be shared with parents.
2. Teachers are expected to update their google site / classroom at least once per week.
3. Faculty may communicate with students through google sites, google classroom or the school email system. Faculty may not communicate with students through the faculty member's personal email, personal phone number (including text and chat facilities) or online social media - with the exception of educational excursions.
4. Faculty members must not post student names or images to any website.
5. Faculty members must not subscribe students to any external websites or mailing lists.
6. Faculty members must not form online social connections with current students through any social media site or chat facility.
7. In the event that a student communicates with a faculty member through an inappropriate channel (e.g. text message), the faculty member should direct the student to use school email / google classroom / sites.
8. All communication initiated by a student, through any communication channel, which contains personal, social or inappropriate content (including photographs) must be reported to the Principal at the earliest opportunity.

Printing:

1. It is the faculty's responsibility to ensure that all possible precautions are taken to keep printing to a minimum.
2. Colour printing required by faculty members should be sent to the administrative assistant for printing.
3. Faculty members must not share their printing code with students or send them to pick up printing.

Data Management:

1. Faculty should store their documents on google drive or in their Z drive. Documents must not be stored on the desktop or hard drive of their computer.
2. All documents should be stored in an organised manner and deleted if no longer required.

3. Faculty members must ensure that the following information is stored in the school database system RENWEB and is updated regularly.
 - a. Student grades
 - b. Progress data

Email:

1. Faculty members should use a standard signature in their e-mails which contains their name, job title and contact information.
2. Google reserves the right to administer all accounts in accordance with the [Google Terms of Service](#).

LANGUAGE

Mission: We inspire, nurture and challenge our learners to realise their unique potential.

Vision: To be an open-minded community striving for creativity, innovation and excellence.

STATEMENT OF AIM

We aim to create a challenging and motivating environment where the language of instruction is English and multilingualism is valued and celebrated. We view language as a tool for making meaning in the world. We believe that every student has a personal and a cultural set of experiences, skills, and interests, which must be considered in the teaching and learning process. At MEF IS, multilingualism and the development of critical literacy are considered important factors in fostering international-mindedness through the promotion of cultural identity, intercultural awareness and global citizenship. Through our language programmes, we aim to develop confident, curious, highly proficient and enthusiastic readers, writers, viewers, presenters, speakers and listeners. As a result, teaching and learning is designed to "promote inquiry-based authentic language learning; focus on the transdisciplinary nature of language learning; incorporate the teaching and learning of language into the programme of inquiry; develop the skills of listening, speaking, reading, writing and media literacy; interrelate the skills of listening, speaking, reading, writing and media literacy; provide for the teaching of additional languages; promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used" (IB, "Guidelines for developing a school language policy", 2008).

RATIONALE

Language is taught meaningfully and contextually. These contexts vary but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. We advocate the

learning of language through inquiry, allowing students to make connections with context to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to move them forward.

The language of instruction is English. It is understood that the acquisition of a language may occur relatively quickly in non-academic terms but that academic proficiency can take longer. For this reason, all teachers at MEF IS are considered to be English language teachers, and the acquisition of language is viewed to be an integral part of learning. Through our admission policy and in school support provisions, we aim to enable all of our students to access the curriculum in English. Instruction is differentiated and scaffolded for non-native learners of English.

A strong mother tongue is seen as crucial in the development of additional languages. There are currently a wide variety of native languages used by students at the school. Students are encouraged to develop their home language. Use of mother tongues is encouraged in school when it supports

learning. It is understood that fluency in a mother tongue strengthens proficiency in English, our medium of instruction.

Aside from English, the school offers foreign language courses. An awareness of and knowledge of Turkish as our host country language is paramount. The school offers French and Spanish as modern foreign languages.

In alignment with the International Baccalaureate, the school is committed to the following practices:

- The school places importance on language learning, including mother tongue, host country language and other languages (IB Standard A, Practice 7).
- The school utilises the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).
- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their mother tongue (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

PROCEDURES

In the Primary School

Mainstream English Language

Speaking and listening, reading, and writing complement the specific course content in the mainstream English Language Programme. Transdisciplinary skills and topics are incorporated into lessons. For further information about the mainstream English Language Curriculum, the course guide may be consulted.

English language learning support

During the admissions process, the English proficiency of incoming students is assessed to determine whether they may access the curriculum effectively. Students who are determined to be English Language Learners receive support from English language teachers through additional courses or in their subject areas.

Pull Out Lessons:

All beginner and some intermediate English language learners receive pull-out individualized support from Kindergarten - Grade 5. These courses support students in learning the basics of the language: school routines, communication, and conversation. Then, as students develop their English, teachers support students in their individual courses.

Students in the Early Childhood Center, Kindergarten, and Grade 1 receive full immersion in the English language from their homeroom and specialist teachers. Teaching takes place in English and children are encouraged to come to understanding through the English language. This is supported by modelling, visuals, and action prompts rather than through translation. It is acknowledged that at this age, supporting the development of language as a means of communication is vital to all teaching and learning.

In class support

ELL teachers work in the classroom with individuals or small groups depending on need or numbers of students in the classroom. Support might include working with reading groups, literature circles, learning centres, support depending on times the ELL teacher is available to work with class teachers schedules. All homeroom teachers and specialists are also viewed as ELL specialists, who are able to differentiate communication.

Modern Foreign Languages

In the primary school Grades 2-6, parents and students may select either French, Turkish or Spanish. Instruction is usually provided at a beginner or intermediate level. Therefore, if a student is already fluent in one of these languages they are expected to learn another language. Once a student enters Grade 2 they may select the language they would like to learn. It is recommended that students stick to this language throughout their years in primary school.

Modern Foreign Languages has a communicative approach, trying to develop students' communication skills in the foreign language. Modern Foreign Languages at our school is delivered as a concept-based programme, rather than content based. The programme may be linked to transdisciplinary units in some grade levels.

Development of Mother tongue

New students are often initially paired with others of the same mother tongue to assist them in their learning process and socialisation. Mother tongues are celebrated throughout the school during activities and special events. In the library, a "World Languages" section is maintained, with contributions from families in the form of donated books in mother-tongues. New titles are regularly ordered. Each year during Book Week, there is a focus on reading stories in other languages and students share stories that they have written in the languages they are studying.

Host Country Studies

Host Country Studies lessons include some elementary Turkish language but focus predominantly upon Turkish culture and traditions including everyday life. Although students who are fluent in Turkish are included in these lessons, the focus for them is on culture and traditions with some independent study with teacher direction of the language.

PROCEDURES

In the Secondary School

Mainstream English Language

The language of instruction in the Secondary School is English. First and second language English courses are offered at all grade levels. The Administration (Principal, Deputy Principal) decide on the groupings, taking into consideration previous performance and teacher recommendations. Students new to the school take a placement test if deemed necessary. Students in Grade 11 and Grade 12 either take first language English or a self-taught course in their native tongue. All subject teachers make the curriculum accessible to learners no matter their English level.

English Language Learning Support

English Language Learners are identified through the use of both quantitative and qualitative data and receive continuous support from ELL specialists until they are academically proficient. English as a Second Language (ESL) courses are offered as an alternative to English Language. Furthermore, students who require additional assistance may receive Additional English Support (AES).

In class support

In addition to pull-out support, ELL students receive in-class support from ELL specialists and teachers. Formal and informal assessments for ELL students are reviewed by the ELL teachers and accommodated if necessary. Additionally, all subject level teachers and specialists are also viewed as ELL specialists, who are able to differentiate communication and break down subject-specific language.

Modern Foreign Languages

Students may select either French, Spanish or Turkish in Grades 6-8, and French or Spanish in Grades 9-12. Instruction is usually provided at beginner or intermediate level so if a student is already fluent in one of these languages they are expected to learn the other language. The school encourages students to remain in their Modern Foreign Language course choice throughout their school career.

The middle school curriculum is taught in mixed ability groups. The goal is that students finishing Grade 8 should have at least an A2 level (CECR).

Turkish is not offered as a second language after grade 8, as there are no IGCSE second language courses in Turkish. Students thereafter transfer to French or Spanish to study for IGCSE Second Language. Students studying for First Language examinations in these languages study independently. While students are encouraged to stay in the same language class during IGCSE, students are allowed to study the language of their choice with the understanding that IBDP second language courses are designed for learners with background knowledge; however, students needing to study an ab initio course will receive support.

Development of Mother tongue

New students are often initially paired with others of the same mother tongue to assist them in their learning process and socialization. Mother tongues are celebrated throughout the school during activities and special events. In the library, a “World Languages” section is maintained, with contributions from families in the form of donated books in mother-tongues. New titles are regularly ordered. Each year during Book Week, there is a focus on reading stories in other languages and students share stories that they have written in the languages they are studying. Additionally, students are able to study literature courses in their mother tongues in IBDP self-taught courses.

Turkish language Learning

Secondary second language Turkish courses reinforce the local culture by celebrating the language. Second language Turkish classes are offered through Grade 8. Self-taught first language Turkish courses, depending on demand and feasibility, may be offered in the IB Diploma Programme.

LEARNING SUPPORT

Learning Support Mission Statement

MEF International School inspires, nurtures and challenges students to realise their unique potential. It provides equality in opportunities so that each child is guided to discover and develop intellectual, creative, social and physical potentials. It encourages an open-minded community striving for creativity, innovation and excellence. Students are encouraged to become confident, balanced and socially responsible individuals who will contribute positively to local and global communities.

Statement of Aim

The aim of this policy is to ensure that all students receive appropriate support for their academic and social success.

Philosophy of Learning Support

The quintessential responsibility of teachers is to encourage students to take risks with their learning and to prepare them to become global citizens. At MEF International School, students are encouraged to promote self and social awareness and develop their critical thinking and reasoning capacities. Students are encouraged to become autonomous active learners, capable of synthesising information and deepening their knowledge with challenging, curiosity-driven and purposeful learning. MEF IS is an inclusive learning environment that fosters safety, well-being, and social and academic growth. It is the responsibility of staff, students and parents alike to support our students in meeting their own individual needs. Instruction is differentiated to allow students to have various entry points to their learning and to allow each student to achieve their individual learning goals. This collaborative approach, coupled with a growth mindset, empowers students to be responsible and active learners and respectful global citizens. Inclusion is an ongoing process aiming to increase access and engagement for all students by identifying and removing barriers to learning. Inclusion is facilitated in a culture of collaboration, mutual respect, support and problem-solving involving the whole school community (Learning diversity and inclusion in IB Programmes, 2016).

Learning Support at MEF IS

An Overview

The Learning Support Specialist works with a team of educators in order to identify and meet the needs of students who have a diagnosed learning difficulty. They work collaboratively with staff to ensure that students receive equitable access to the curriculum. They support staff by providing professional development on various teaching pedagogies including differentiation. They support both students and teachers by identifying individual learning styles and interests, scaffolding, modifying and accommodating learning tasks in order to help students achieve their unique potential.

The Learning Support Specialist monitors the progress of students and, where necessary, provides and conducts internal literacy and numeracy assessments. They provide feedback and recommendations for external referrals where necessary and provide follow-up on student progress and development.

They provide intervention strategies through tiers which outline different levels of modifications and accommodations. They provide Individual Educational Plans appropriate to each student. They work closely with the Counsellor to monitor student well-being and engagement. They exercise confidentiality at all times.

MEF IS provides learning support services for a range of disabilities from mild to moderate. A decision about the level of support required is the responsibility of the student support team under the leadership of the learning support teacher. Each student's program is designed to meet the needs of the student by emphasizing strengths, remediating weaknesses, and supporting curriculum access.

Understanding the terminology

Individual Educational Plan (IEP)

The *Individual Educational Plan* (IEP) is a working document that is designed specifically for each student who has been formally diagnosed with a learning difficulty. This plan identifies that the student is on a learning program, which may be modified and may have curriculum adjustments (accommodations or modifications - see below) appropriate to their level of ability. Students who have an IEP will have personal and academic goals. The IEP is reviewed during and at the end of the year and is updated accordingly. The IEP is a working document that, while kept confidential within school staff, is communicated to all appropriate teaching staff ensuring student services and accommodations are provided across school settings.

Accommodations

Accommodations are adaptations to the general education curriculum that do not change the benchmarks or standards established for each grade level but provide students with support to cope with their learning differences (e.g. extra time, fewer homework questions, use of laptop for written work, responding orally rather than in writing for exams, etc). When a student has a learning difficulty that has been identified through psycho-educational tests, the school may put into place accommodations that may help the student, e.g. more time during tests/exams. These accommodations should all be listed in the IEP. It is the responsibility of all teachers to be knowledgeable of these accommodations and to ensure they are provided.

Modifications

Modifications are provided when students are unable to attain grade level benchmarks or standards for particular academic areas and need significant adaptations to gain from the academic subject (e.g. cannot master all required concepts, may not be able to read grade level texts, etc). When a student has a learning difficulty diagnosis that has been identified through psycho-educational tests, the school may put into place modifications to parts of the program that may help the student, e.g. alternative assignments in specific subject areas, modified grading practices which measure student growth and not against the class standard (teachers will take into consideration effort, etc). Students' modifications should be directed toward their actual academic achievement levels and not those of their actual grade. That is, a student might be in 9th grade English but reading at a 5th grade level, hence they should be given appropriately leveled reading and writing tasks.

Key Roles and Responsibilities:

Learning Support Specialist

The Learning Support Specialist performs a variety of duties to support the student's holistic development. This fosters the growth mindset in academic, social and emotional learning. MEF IS provides an inclusive learning support program. The purpose of an inclusive learning support program is to provide children with disabilities with a meaningful and respectful learning experience that creates self-confidence and a sense of belonging to a larger community. Strategies to achieve this goal are many, varied and individualized with a focus on how children learn. It is our responsibility to support these students in learning how to learn. Services are provided in the least restrictive environment.

The Learning Support Specialist performs the following duties:

- Reading and deepening understanding of specific learning difficulty
- Interview students (learning about them personally)
- Identify key strengths and weaknesses
- Identify strategies for differentiating tasks (learning strengths)
- Outline modifications and accommodations specific to learning the difficulty
- Develop an Individual Educational Plan (IEP)
- Push in (in-class support from the teacher) to classes
- Pull out students of class for one-to-one work
- Pull students out of class for group work
- Facilitate after school help sessions
- Numeracy /Literacy support
- Small group instruction
- Study and organizational skills instruction
- Assist with organizational tasks and develop organizational skills
- Create a homework program where necessary
- Monitor academic progress/reviewing school report
- Communicate effectively with parents/guardians regarding student progress/updates via email and face-to-face meetings.

Staff Collaboration

At MEF International School our positive school culture cultivates an inclusive environment. To aid this, the Learning Support Specialist alongside the Student Support Team, build a program that reflects the priorities and the resources of the school. This empowers teachers to reflect on their pedagogy and use differentiation strategies that give each student access to an entry point to their learning.

It is the responsibility of every teacher, as a teacher of all students, to make sure that each student is exposed to teaching and learning that reaches them as individual learners. Every educator is an educator of all students (Learning diversity and inclusion in IB Programmes, 2016).

With this, the Learning Support Specialist seeks to:

- Provide professional development on most recent teaching pedagogies
- Connect current educational philosophy and programme pedagogy to daily teaching and learning practice
- Communicate student learning styles, interests and attitudes to support access to curriculum and student achievement
- Assist staff to develop their practice in modifying exams and coursework
- Work collaboratively with the Student Support Team to ensure the student is receiving support needs relevant to their learning difficulty
- Work closely with the Counsellor and Head of Department to ensure student growth and putting in place appropriate intervention structures
- Work with all staff to promote confidentiality and empathy
- Regularly attend and facilitate student support meetings
- Outline referral processes with students presenting areas of concern
- Work with staff to complete initial referral and areas of concern (verbal)
- Work with staff to complete formal referral and reporting of areas of concern (written)
- Assist during examination periods (invigilation, extra time room)

Assessment and Documentation

MEF IS aims to promote professional dialogue and strengthen pedagogical practice. Good pedagogy relies on consistent, reliable and valid assessment and reporting. The Learning Support Specialist seeks to work alongside staff to ensure that the curriculum meets the specific needs of their students. They use this to form the basis of determining the next stages of learning. This then nourishes:

- The development and documentation of IEP's/Action Plan's
- Student support plan (IEP) is constantly reviewed and updated throughout the year
- Documenting staff meetings/Student Support Group meetings
- Monitoring student academic data
- Modifying tasks/activities
- Modifying exams
- Documenting tier support accommodations/modifications;
 - o **Tier 1 intervention** - simplified language, directions explained.
 - o **Tier 2 intervention** - moderate modifications, simplified language, some visual assistance, small group testing, access to a dictionary and extra time.
 - o **Tier 3 intervention** - highly modified, simplified language, explicit instructions and directions, visual guides, small group testing, the scaffolding of questions, sentence starters, access to a dictionary, access to a calculator and extra time.
- Use a variety of assessment tools to identify student strengths and weaknesses and/or learning difficulties.
- Where there is a possibility of a learning difficulty, a Learning Support Specialist informs Student Support Team Lead to inform parents and arrange for an educational psychological assessment.

- Responsibility for obtaining formal assessment documentation ultimately rests with families and not the school.
- Refer to MEF IS Communication Procedures
- Communicating with appropriate outside professionals for assessment purposes whilst maintaining confidentiality
- Maintaining a log of communication between Learning Support Specialist and staff
- Presenting and providing resources to staff on specific learning difficulties

Students entering Cambridge examinations wishing for special arrangements in line with their needs must submit medical or psychological evaluation materials by Cambridge deadlines.

Students in the IB Diploma wishing for special arrangements in line with their needs must submit medical or psychological evaluation materials by IB deadlines. The formal assessment must be from a medical or psychological service. The report may be written by a clinical team comprising various medical, health, educational or counselling professionals with appropriate qualifications.

Learning Support Referral Process

The Student Support Referral Procedure is put in place to maintain a systematic school which fully supports our students. The Student Support Team will work with teachers to ensure all tiers of Responses to Intervention (RTI) are being implemented. This requires teachers, Student Support Team members, and the community as a whole to work and follow these procedures with fidelity.

In order to refer a student to the Student Support Team the following referral process must be completed in full.

Student Support Referral Process

1. Collaborate with other teachers and specialists to determine if concern occurs in specific or multiple settings.
2. Implement strategies, differentiate and collect data. Consult with the Student Support Team for ideas.
3. Share concerns with parents and students to come up with solutions.
4. After implementing pre-referral strategies with fidelity and concerns continue, the teacher completes the Student Support Team referral form and shares any documentation, including any pre-referral strategies and outcomes. The teacher must inform the student's parents that a referral is being made.
5. The referring teacher attends the Student Support Team meeting to present the referral.

Post Referral

After a referral is made the Student Support Team will work with the student, their teachers, and parents to put in place a tier 2 intervention plan lasting between 4-6 weeks. This may include counseling, behavior, and/or learning support. It may involve push-ins, observations, check-ins, and mentorship.

Psychological Assessment

If after tier 2 interventions fail to show significant improvement in student progress, the Student Support Team will contact the student's parents and request a psychological assessment.

If an assessment is completed and is returned with a diagnosis of a learning difficulty or other, the student will officially be placed on the Student Support caseload. At this stage we will offer tier 3 individualized supports including intervention plans, push-ins and/or pull-outs with team members.

Exiting students from Learning Support

Students may be exited from learning support services when they

- Are working to their potential on grade level standard for a sustained period of time of at least half a school year, based on standardized assessment
- Understand their learning profile
- Demonstrate the use of strategies to compensate effectively for their disability
- Demonstrate effective self-advocacy skills

There must be a consensus from the student support team and Declaration of Consideration for Learning Support Services form signed by parents. Students will continue to be case managed under monitor status until they leave MEFIS or the status of their disability changes.

PERSONAL PROPERTY

Statement of Aim:

The aim of this procedure is to provide a safe environment for students' personal property at the same time as promoting individual student responsibility for personal possessions brought to campus.

Rationale:

Students who learn to independently manage their material possessions with support are better equipped for the rigors of adulthood and lifelong learning.

Guidelines:

1. Students are responsible for any items brought to school. MEFIS takes no responsibility for loss of or damage to personal property.
2. Students are encouraged to keep personal property in their lockers.
3. All electronic devices are allowed on campus but cannot be used in lessons unless granted permission from the teacher. Students can expect to have such items confiscated by any teacher if they are observed using these devices inappropriately.
4. If the students lose something they need to check the Lost & Found box and inform Administration of an item's retrieval.
5. Parents are encouraged to check the Lost & Found box.
6. The lost and found items will be displayed on a regular basis. Remaining items will be donated to charity.
7. Administration reserves the right to have students empty out any form of container they own (eg. bag, pocket, backpack, pencil case, locker) at any time. The primary purpose is to ensure that students are keeping their belongings more organised. Refusing to comply will be treated as an act of defiance and will be immediately referred to the Deputy Principal or Principal.

TEACHING AND LEARNING POLICY

Learning is the ongoing process of constructing new understandings of the world through experiences and interactions. It consists of making connections, reflecting, and expanding on current knowledge through motivation, curiosity, exploration, experimentation, and natural consequences resulting in change in the way we think and perform.

Learning and Teaching should:

- lay the foundation of lifelong learning by providing active, challenging and engaging learning experiences for learners who will be involved in and aware of the process of learning;
- construct conceptual understandings of the world based on a foundation of knowledge through experiences and interactions that enable students to make connections across disciplines;
- motivate learners, provoke curiosity and allow risk-taking, so learners can learn through natural consequence which result in visible changes in thinking and performance;
- promote a high standard of learning and teaching throughout the school through reflective practices and ongoing research into learning and teaching;
- help create a safe environment to ensure the well-being of all community members.

RATIONALE

As learning and teaching are the central functions of our school, a policy on teaching and learning is necessary to establish an agreed set of standards against which the high quality of the written and taught curriculum can be monitored. The learner is at the heart of learning and teaching within our community where learners are capable of taking meaningful and intentional action. Our teachers are also viewed as learners and all members of our community acknowledge the learners' rights, responsibilities and identities demonstrated by learner influence and ability to direct learning. Our students and teachers learn in partnership, as they all contribute to and participate in the learning community together. This means understanding both the learning and teaching process, building on students' skills, background knowledge, demonstrated conceptual understandings and a collaborative approach. In order to support learning and preparation for external exams, MEF International School is aware of the need to balance the interests of learning and the interests of gaining externally set qualifications.

The role of the Leadership Team includes accountability to monitor the quality of learning, provide training, coaching, mentoring, modelling and appropriate systems to support the implementation of the Learning and Teaching Policy.

PROCEDURES

The Roles of Learners and Teachers

These roles reflect the MEFIS learning definition and are based on self-awareness and an understanding of the dynamic, transformative and life-long processes of learning and teaching. Both learners and teachers aim for impacts not just the assessment outcomes. Teachers and learners collaborate in a secure environment in order to develop their thinking, research, self-management,

social and communication skills and become responsible and productive members of local, national and global communities.

Learners are	Teachers are
Confident in working with information and ideas using a variety of sources by analysing and reflecting on visuals and multimedia.	Confident, knowledgeable and visionary in teaching their subject and engaging each student in learning.
Responsible and principled for their own learning, making informed choices, and being responsive to and respectful of others both in and out of the classroom.	Responsible and principled for themselves being responsive to and respectful of all learners by supporting individual needs and providing challenge and rigour, both in and out of the classroom.
Reflective inquirers who realize that people learn in different ways, discovering how they learn best and developing strategies to be successful throughout the learning process.	Reflective inquirers as learners themselves, developing their practice and fostering curiosity, exploration and experimentation.
Innovative, resourceful and resilient thinkers and risk-takers who take initiative in applying prior knowledge to solve present and future challenges.	Innovative risk-takers equipped for present and future challenges, who integrate 21st century skills to enhance and transform learning and are informed by action research.
Engaged, balanced and open-minded intellectually and socially and ready to make a positive difference in local, national and global communities.	Engaged, balanced thinkers intellectually, professionally and socially, ready to make a positive difference in local, national and global communities.
Communicative and caring in understanding constructive feedback and expressing ideas creatively and collaboratively in more than one language and in many ways.	Communicative and caring allowing for student voice, choice and ownership by promoting positive relationships and providing learners with constructive, timely feedback and strategic opportunities for using mother tongue for developing understandings.

Standards and Practices

Teachers at MEF International School;

1. Demonstrate knowledge and understanding of students and how they learn

- Engage students as inquirers and thinkers
- Build on what students know and can do
- Are conscious of the theory of the zone of proximal development, learning and the learner's role, teaching and the teacher's role, which underlies their own practice.

- Engage students in reflecting on how, what and why they are learning.
2. Know subject and curriculum content and how to teach it
 - Have a thorough knowledge of the subject content covered in the lesson, use subject and developmentally appropriate material for the lesson.
 - Make knowledge relevant by connecting learning to real-life problems that interest students.
 - Address human commonality, diversity and multiple perspectives.
 - Incorporate a range of resources, including information technologies.
 - Demonstrate that all teachers are responsible for language development of students.
 3. Demonstrate professional teacher values and attributes and develop them in learners
 - Develop the Learner Profile attributes.
 - Use reflective practice, striving for continuous improvement
 - Develop student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
 4. Establish professional relationships to develop and support learning and teaching
 - Actively collaborates with the Curriculum Coordinator, teachers and leadership to develop and support learning and teaching and the needs of individual learners in the classroom.
 - Collaborate with the Student Learning Support Team to incorporate recommendations for individual students. This may include the development of Student Support Plans within the mainstream classroom.
 - Engage in positive communication with community members including parents, colleagues, students and the wider professional community.
 5. Implement effective planning and assessment practice
 - Identify the knowledge, understandings and skills that the students will develop in unit planning, starting with the end in mind.
 - Use sound assessment practices to inform teaching and learning (see Assessment Policy).
 - Promote the understanding and practice of academic honesty.
 - Scaffold the thinking to make deeper connections and develop understandings based on thoughtful planning.
 6. Demonstrate innovative and effective classroom practice
 - Support students to become actively responsible for their own learning.
 - Encourage students to demonstrate their learning in a variety of ways.
 - Use a range and variety of strategies. Learning is experiential, fun, authentic, and collaborative.
 - Make connections, and extend the learner's understanding that results in action and change.
 - Engage student interest through questioning to set the stage for exploration and experimentation.
 - Inspire students to pursue excellence in all their learning endeavours.
 - Support individual learners, providing challenge and rigour through differentiated instruction.
 - Engage learners in critical, analytical and creative thinking.
 - Allow for learner voice, choice and ownership.
 - Foster curiosity, exploration and experimentation.

- Are innovative and creative, informed by research concerning educational practice.

7. Create and maintain a safe and inclusive learning environment

- Promote and cultivate global mindedness, developing an appreciation for individuals, groups, cultures and societies
- Cultivate positive relationships between teachers and learners and understand that learning and teaching depends on it.
- Develop empathy to understand and learn from the perspective of others.
- Foster a stimulating learning environment based on understanding and respect.
- Address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

Review in line with the accreditation cycle.

ANNEX:

- For further information, please reference the IBO for their [Learner Profiles](#) and Cambridge International Education for their [Cambridge Learner and Teacher Attributes](#).
- For detailed descriptions of MEF IS expectations of the role of the teacher please refer to the following documents relevant to your context:
- MEF IS Job Description for Teachers
- [IB Standards of Practice \(Standard C\)](#)
- [Cambridge Teacher Standards](#)

TRANSPORTATION

Statement of Aim:

The aim of this procedure is to ensure the best possible relationship and service between the transportation company and the parent community.

Rationale:

The agreement between the transportation company and parent community is external to the school and paid as a separate fee; however, the school will do its utmost to ensure the relationship and service is of a high quality.

Guidelines:
School Administration Responsibility:

1. The school Administration will propose to the parents a certified transportation company that best meets the following standards:
 - a. Each bus will have a hostess who speaks sufficient English to have the children comply with the Bus Behaviour Guidelines and who understands the children's basic needs;
 - b. All seats will have suitable seat belts for children and all buses must have air conditioning;
 - c. Drivers and hostesses will have mobile telephones to ensure communication to families when necessary to do so;
 - d. First-aid kits, bottled water, tissues and nausea bags will be kept on all buses for emergencies.
2. The school will approve the bus guidelines, after consultation with parents and the transportation company, and put the Bus Behaviour Guidelines in each bus.
3. The Principal will liaise with the transportation company.

Parent Community Responsibility:

1. The parents will enter into and adhere to the terms of the formal contract with the transportation company.
2. The parents will instruct their children about the bus behaviour guidelines, routes and schedule.
3. The parents will enforce respective children's behaviour whenever needed.
4. The parents will ensure if their children want to listen to music on the bus it is only via the use of individual listening devices with ear-phones, for the overall benefit of all on the bus.

Transportation Company Responsibility:

The transportation company will:

1. Draft an agreement between parents and the transportation company with fees indicated;
2. Propose, prepare and approve a schedule for the bus routes for parent approval (in consultation with the school, as needed) and comply with the approved schedule;
3. Post the Bus Behaviour Guidelines on each bus and easily visible;
4. Provide to parents and the school a complete list of driver and hostess mobile telephone numbers and ensure it is maintained and updated, as required; and,
5. Receive requests/complaints and seek the best solution for them.
6. Train and instruct the host(ess) in order for him/her to:
 - a. remind students adhere to the Bus Behaviour Guidelines;
 - b. ensure all children use the seatbelt in the proper way;
 - c. inform the parents about any change in the time schedule exceeding 15 minutes;
 - d. ensure the only music on the bus is via students using individual listening devices with ear-phones, for the overall benefit of all on the bus; and
 - e. inform the parents and school about any significant deficiency in children's behaviour.
7. Train and instruct the driver in order for him/her to:
 - a. Adhere to the traffic rules and drive safely and defensively;
 - b. Ensure the bus has sufficient fuel to accomplish the delivery of children without the need to refuel during the route; and,
 - c. Refrain from smoking, talking with passengers, or using mobile telephone whilst driving.

Complaints Procedure:

Any complaint or request from parents or the bus company personnel will be sent to the Transportation Company by e-mail or other written means (with a CC to the Principal at the school). After appropriate investigation a reply will be provided. Any change to the agreement or the guidelines must be submitted to all parents and the bus company for comments and proposals (with a copy given to the school), with at least a 10-day response time, prior to formal implementation. If both sides (parents and transportation company) cannot reach an agreement then the school will become involved and arbitrate as necessary.

Student Responsibility:

The rules for using the school bus for transportation to and from school as well as on excursions are as follows:

- *Students must follow the instructions given by the hostess, and inform them if there is a problem or emergency.
- *Students must respect other students in all ways, including not calling anyone names, not teasing, and keeping hands, feet and objects to themselves.
- *The hostess will assign seats based on younger students being at the front of the bus. Students must sit in assigned seats and remain seated at all times, with seatbelt fastened, whether the bus is moving or not, until told to get off. If there is a specific issue regarding your child's choice of seat that we need to be aware of, please contact us.
- *Students must keep arms, head and possessions inside the bus.
- *Students must talk with friends in a low voice and use proper language.
- *Students must not eat on the bus, or drink anything other than water. Chewing gum is also not allowed.
- *Students may read, listen to music (with headphones) or play electronic games (either with the sound off or with headphones). For safety reasons, younger students may not use crayons or pencils on the bus.
- *Students are not permitted to sit in the front passenger seat unless there are no other seats available on the bus. If occupied, the front passenger seat may only be used by a Secondary Student.

If a student does not follow the above rules, warning letters will be issued by the hostess to the school; the school will then meet with the student regarding the issue. If the behaviour continues, parents will be notified and the student may be excluded from the bus.

APPENDIX 1 - DAILY TIMETABLE

MEF IS Izmir Daily Timetable	
Homeroom	8:45-8:50
Lesson 1	8:50-9:35
Lesson 2	9:35-10:20
Breakfast	10:20-10:35
Lesson 3	10:35-11:20
Lesson 4	11:25-12:10
Lunch	12:10-12:50
Lesson 5	12:50-1:35
Lesson 6	1:35-2:20
Break	2:20-2:35
Lesson 7	2:35-3:20

APPENDIX 2 - GUIDING STATEMENTS

MOTTO

Building Bridges between Countries and Cultures

MISSION

We inspire, nurture and challenge our students to realise their unique potential.

VISION

To be an open-minded community striving for creativity, innovation and excellence.

DEFINITION FOR INTERNATIONALISM / INTERCULTURALISM

Internationalism means to welcome diverse perspectives, traditions, and cultures to nurture, inspire, and challenge our community to build bridges of understanding.

GUIDING PRINCIPLES

The MEF International School Community

- promotes and cultivates global mindedness, developing an appreciation for individuals, groups, cultures and societies
- is empathetic, striving to understand and learn from the perspective of others
- uses reflective practice, striving for continuous improvement

Where learning...

- involves making connections, and extending student understandings that result in action and change
- is experiential, fun, authentic, and collaborative
- engages students in critical, analytical and creative thinking

Where teaching...

- depends on the positive relationship between teachers and learners
- supports individual learners, providing challenge and rigour
- allows for student voice, choice and ownership
- fosters curiosity, exploration and experimentation
- integrates technology to enhance student learning
- is innovative and creative, informed by research concerning educational practice

APPENDIX 3 - IB LEARNER PROFILE

Central to the International Baccalaureate Organization's philosophy is the IB Learner Profile. It is expected that all members in the MEF IS community strive to exhibit these traits. These traits foster well rounded individuals who are proactive in creating a more harmonious global community and have correlations with academic success.

their own learning in the class but for their actions outside of the classroom. IB students must understand that all actions have consequences and they must learn to proactively pursue a lifestyle that ensures both positive results in the classroom and in the local, national, and global village in which they share. 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 our MEF IS community members 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.

**Please note that much of the information explained above pertaining to the IB Learner Profile is taken from www.ibo.org*