



Family Handbook

2018-2019

Building Bridges between Countries and Cultures

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ACADEMIC GUIDANCE PROGRAMME

Statement of Aim:

The aim of this procedure is to have students fully benefit from the academic opportunities provided for them. They are expected to show academic performance to meet the standards which will support their future higher education plans.

Rationale:

The purpose of an Academic Guidance Programme is to alert the student, parent and the institution to difficulties associated with the student's academic performance and to recommend or implement strategies for improvement.

Guidelines:

1. Students will be placed on Academic Guidance if:
 - a. Receive 60% or less on their progress/report cards at the end of a trimester; or less than 50% in an examination.
 - b. Are considerably behind in completing class work and assignments;
 - c. Have difficulty in being prepared and organized for classes.
2. The teacher will refer the student to the deputy for Academic Guidance when the first signs of underachievement are noticed.
3. A meeting will be scheduled with the Teacher/s, the deputy and the Counsellor. Academic goals and duration for the Guidance will be set and options will be provided for the student for improvement.
4. A letter will be sent home from Administration to parents/guardians to address the academic procedures being followed and asking for their cooperation on specific issues if necessary.
5. Progress on the attainment of the student's academic goals will be reported to parents regularly. The teachers will identify the student's areas of improvement and areas needing further strengthening to the counsellor. The counsellor or deputy will then update the student's parents.
6. When a student is placed on Academic Guidance, every effort will be made to assist the student by the Teachers, Counsellor and the Deputy..
7. Students are expected to make every effort to improve their academic performance while on Academic Guidance.
8. Students will remain on Academic Guidance for a trimester or for as long as their teachers, deputy and Administration recommend. The criteria for being removed from Academic Guidance will include a student consistently meeting his/her academic goals.

ADMISSIONS/WITHDRAWAL

Statement of Aim:

The aim of this policy is to offer children academic opportunities, social skills development and emotional support in a context of respect, safety and responsibility. Our school can offer these benefits to students who have been subject to a rigorous admissions procedure.

Rationale:

A rigorous Admissions & Withdrawal Policy benefits potential and existing students at our school. By identifying a student's needs early, the student's learning potential can be realised quickly and accurately. This makes the student learn more accurately and the school's efforts more successful.

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. Please see your child's corresponding grade level for the documentation required:

GRADE LEVEL EQUIVALENT	MEF IS IZMIR YEAR LEVEL	Required OFFICIAL ACADEMIC REPORTS/TRANSCRIPTS
Preschool	Reception 1 - EARLY YEARS	if available
Pre-kindergarten	Reception 2	if available
Kindergarten	Year 1 - PRIMARY SCHOOL	if available
Grade 1 - PRIMARY SCHOOL	Year 2	Kindergarten/ Year 1
Grade 2	Year 3	Grade 1/ Year 1&2
Grade 3	Year 4	Grades 1 & 2/ Year 2&3
Grade 4	Year 5	Grades 2 & 3/ Year 3&4
Grade 5	Year 6	Grades 3 & 4/ Year 4&5
Grade 6 - SECONDARY SCHOOL	Year 7 - SECONDARY SCHOOL	Grades 4 & 5/ Year 5&6
Grade 7	Year 8	Grades 5 & 6/ Year 6&7
Grade 8	Year 9	Grades 6 & 7/ Year 7&8
Grade 9	Year 10	Grades 7 & 8/ Year 8&9
Grade 10	Year 11	Entry into Years 11 and 12
Grade 11	Year 12	Will be considered on a case by case basis
Grade 12	Year 13	Students are only accepted into Year 13 in special circumstances.
<p>THE CONFIDENTIAL SCHOOL RECOMMENDATION FORM (<i>Admission Form, Page 11</i>) must be completed/signed by the previous school Principal and emailed/posted directly to the school.</p>		

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 disabilities must be declared at registration by the parents, e.g.; hearing or vision issues, 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 (Years 7-13) students will be expected to have a GPA of a minimum equivalent of 60% in her/his previous school.
6. Admission is not confirmed until the Deputy Principal and the Principal have reviewed and approved the student file.
7. The School reserves the right to contact any school previously attended by the student in order to verify any information provided by the student or parents during the process of apply for admission.
8. The families will be appraised 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.
9. 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.
10. Enrolled students and their parents understand and accept all policies enforced by MEF IS.
11. No single enrollment should be at the detriment of other students.

Withdrawal Process

1. When a family would like to withdraw their child/ren from school, they should inform the school in writing at least 3 weeks prior to the student's last day. This amount of preparation time is needed for families to receive the quality of documents they deserve.
2. The official day of handing out report cards and transcripts to students or parents is the final day of the academic year. Families who withdraw their children sooner than the last day of school may only request the previously issued report card. Upon the completion of the academic year, the necessary documents will be emailed or will be ready for collection.

Students with Special Learning Needs:

1. MEF IS will only admit a student, for whom it has the resources, expertise and facilities to provide an education which conforms to acceptable practice resulting in meaningful and appropriate progress in cognitive, physical, social and emotional needs. No single enrolment should be at the detriment to the class, student body or learning environment.
2. MEF IS seeks to accommodate a variety of abilities and needs; however, the school does not automatically provide registration for students with identified learning disabilities 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 is limited and students cannot be guaranteed the level of support that they may require.
3. Student Support Services cater to student needs through English Support, Learning Support, and Counselling.

NOTE - Identified Learning Disability - a student who has been professionally assessed and diagnosed with a disability (social, emotional, academic) requiring specific treatment and schooling.

NOTE - Learning Difficulty - a student who is finding learning difficult, requiring a wider range of methodologies to obtain success. 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.

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 (ELL) 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. Entering students will be assessed prior to placement into the English Support programme for a period of time deemed necessary by the school.

Early Years Enrollments

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. (Please refer to the Tuition Fee Policy for payments details).

Restrictions:

- Admission priority will be given to full-time students.
- To establish an English-speaking learning environment, no more than 6 students may be mother-tongue Turkish speakers.

- 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 care-givers 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 are seeking 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 Placement:

Children entering Reception 1, Reception 2, Year 1 or Year 2 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	3 years old by 31 December of that academic year
Reception 2	4 years old by 31 December of that academic year
Year 1	5 years old by 31 December of that academic year
Year 2	6 years old by 31 December of that academic year

New student placements for Year 3 through Year 9 will be made on the basis of the child's previous educational records and the assessment of the School.

Entry into Year 10, 11 or 12 will be considered on a case by case basis. Entry into Year 13 is not recommended and will be given the most careful consideration.

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 NOTE:

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 who 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.

Class Sizes

- A maximum of: 16 / 18 / 20 students into early Years (Reception 1, Reception 2, Year 1 respectively).
- A maximum of: 22 students into Year 2 - 6 classes.
- A maximum of: 24 students into Year 7 - 13 classes.
- Teacher Assistants will be provided in the following classes where twelve or more students are registered;
 - In the Reception 1 and Reception 2 on a full time basis.
 - In Year 1 on a part-time basis.

Tuition

Tuition includes:

- Textbooks
- Yearbook
- Breakfast, daily lunch and afternoon snack
- 1 Physical Education uniform
- Cambridge International Exam Fees

Coverage includes only Cambridge Checkpoint (English-Math-Science) and up to 8 Cambridge exams per year (IGCSE-AS-A levels). Exam related late entry fees, data changing fees, e-marking, call for re check of papers, postal fees,etc. are excluded.

MEFIS reserves the right to make changes on this policy.

ADMISSIONS PROCEDURE

1. Parents complete/sign the application forms (Pages 2 - 11). Page 11 - CONFIDENTIAL SCHOOL RECOMMENDATION to be completed / signed by the student's previous school's Principal.
2. Provide **Photocopies of passports:**
 - Student
 - Father
 - Mother
3. Provide **Photocopies of TR Residence Permit ID**
 - Student
 - Father
 - Mother
4. Provide **4 hard copy photos of the student (passport size)**
5. Provide **2 hard copy photos of each parent (passport size)**
6. Provide **student's academic records** from the previous school/s as indicated below :

GRADE LEVEL EQUIVALENT	MEF IS IZMIR YEAR LEVEL	OFFICIAL ACADEMIC REPORTS/TRANSCRIPTS REQUIRED
Preschool	Reception 1 - Early Years	If available
Pre-kindergarten	Reception 2 - Early Years	If available
Kindergarten	Year 1 - Primary School	If available
Grade 1 - PRIMARY SCHOOL	Year 2	Kindergarten/ Year 1
Grade 2	Year 3	Grade 1/ Year 1&2
Grade 3	Year 4	Grades 1 & 2/ Year 2&3
Grade 4	Year 5	Grades 2 & 3/ Year 3&4
Grade 5	Year 6	Grades 3 & 4/ Year 4&5
Grade 6	Year 7	Grades 4 & 5/ Year 5&6
Grade 7	Year 8	Grades 5 & 6/ Year 6&7
Grade 8	Year 9	Grades 6 & 7/ Year 7&8
Grade 9	Year 10	Grades 7 & 8/ Year 8&9
Grade 10	Year 11	Entry into Years 11 and 12 will be on a case by case basis
Grade 11	Year 12	
Grade 12	Year 13	Students are only accepted into Year 13 in special circumstances

THE CONFIDENTIAL SCHOOL RECOMMENDATION FORM (*Admission Form, Page 11*) must be completed/signed by the previous school Principal and emailed/posted directly to the school.

For students who apply for admission after the School Year starts in September, their current grade progress reports or Trimester 1 report card/transcripts must also be submitted.

A one-time non-refundable application fee of US\$ 500 must be paid to the school's bank account. The application documentation will be processed only upon receiving this fee.

Payment of the application fee does not guarantee admission/registration. To finalize registration and guarantee a place, the placement fee of \$3,000 must be paid immediately after admission is granted by the school.

USD ACCOUNT DETAILS:

MEF OKULLARI VE ÖZEL EĞİTİM HİZMETLERİ A.Ş
YAPIKREDİ BANKASI - IBAN NO: TR630006701000000050461177
Swiftcode: YAPITRISXX

Account Name: MEF Okulları ve Özel Eğitim Hizmetleri A.Ş.
IBAN: TR630006701000000050461177
Branch Name: MASLAK ŞUBESİ
Branch Address : Maslak Mahallesi Büyükdere Caddesi Nurok Plaza A Blok No:255 Kat:3 Maslak-Sarıyer/ İstanbul
Account No: 50461177
SWIFT Code: YAPITRIS

AFTER SCHOOL CLUBS

Statement of Aim:

To satisfy student interests and to provide opportunities for students to improve themselves and their abilities according to their interests in the three areas of: Cultural, Academic and Sporting

Rationale:

1. To provide opportunities for the students to socialise with peers in an English-medium environment.
2. To expose the students to a variety of activities offered outside the school day and curriculum.
3. To offer the students an opportunity to pursue an interest and experience fun while doing it.

Guidelines:

1. The number of activities offered are arranged each trimester and/or year according to the needs and interests of the students, availability of facilities and qualified teachers.
2. There are varying numbers of students required per activity (minimum/maximum). These numbers are determined by the activity teachers and/or the administrator; if there are not enough students registered in the activity, the school reserves the right to cancel the activity.
3. Following the publication of the After School Activities Program, expressions of interest must be submitted by the deadline, and once an activity is deemed viable by the administrator then payment to confirm placement must be received by the next deadline.
4. The activities fee will be published in the After School Activities Program and announced prior to club registration.
5. The After School Activities fee is non-refundable and non-transferable (to another activity), except in cases when the activity is cancelled by the school.
6. When additional after school activity materials must be purchased by the families this is indicated in the After School Activities Program.
7. Parents are responsible for liaising with the school about transport arrangements.

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 victimized 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 make 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
 - Counselor 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 victimization
- **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 Head of School
 - 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.

Approved 30th March, 2018

ASSESSMENT (Primary)

Statement of Aim:

Assessment is a continuous process that has both formal and informal components that can motivate students and provide information on their knowledge, strengths and needs and gives faculty, students and their family's information about attainments and progress.

Rationale:

A variety of assessment practices provide information so that learning can be evaluated and programmes of learning can be appropriately developed. Standardised and non-standardised assessments are used to determine the potential, status and progress of students. Assessment benchmarks are based on the school's curriculum and the standards set by those external programmes to which the school subscribes. Families receive written information about their children's progress through a regular formal reporting cycle.

Guidelines:

1. All new students are assessed at the beginning of the year for the teacher to understand what their level is in their subject; all new students in Years 3 to 6 sit more formal diagnostic tests in English/ESL, Maths and Science.
2. Besides daily formative assessment, all students from Reception 1 to Year 6 are assessed by their teachers at the end of each unit covered. Results of assessment are stored by each teacher in an assessment folder.
3. Written reports are sent home to parents three times a year at the end of each trimester. In addition to comments about the various subjects, the teachers indicate whether students are working towards (WT), starting to work within (SW), working within (WW) or confidently working within (CW) the expectations of the year group at that particular time in the year. These indications correspond to the following percentage bands:

WT - 0-39%	SW - 40-59%	WW - 60-79%	CW - 80-100%
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4. At the end of the year, students in Years 3 to 6 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.
5. CIE Progression tests are marked internally by the classroom teacher and parents are informed of the results by a Summary Report that goes home before the end of the school year. Students receive a bronze, silver or gold certificate depending on their attainment.
6. At the end of Year 6, students sit Cambridge Checkpoint Examinations, end-of-Primary tests in English or ESL, Maths and Science. These tests are externally assessed, and are normally taken in April; the results come out in June and give a good indication of students' strengths and weaknesses before they move to Secondary. Scores go between 0 to 6, with 6 being the highest.

ASSESSMENT (Secondary)

Statement of Aim:

Assessment is a continuous process that has both formal and informal components that can motivate students and provide information on their knowledge, strengths and needs and gives faculty, students and their family's information about attainments and progress.

Rationale:

A variety of assessment practices provide information so that learning can be evaluated and programmes of learning can be appropriately developed.

Standardised and non-standardised assessments are used to determine the potential, status and progress of students.

Assessment benchmarks are based on the school's curriculum and the standards set by those external programmes to which the school subscribes.

Families receive written information about their children's progress through a regular formal reporting cycle.

Guidelines:

Assessment Weighting

Assessment is a continuous process throughout the school year. The process informs faculty members and enables the planning cycle (assess, plan, teach, assess). It also provides all stakeholders with information about each student's strengths and needs. Families will receive three official written reports, one for each trimester, in December, March and June.

Trimester grade: The final grade in each subject for the entire trimester is calculated as follows:

Trimester	Year 7, 8 and 9	Year 10 to 13
1	Unit assessments 50% Classwork 25% Homework 25%	Unit assessments 25% Classwork 25% Homework 25% Final Exam 25%
2	Unit assessments 50% Classwork 25% Homework 25%	Unit assessments 25% Classwork 25% Homework 25% Final Exam 25%
3	Unit assessments 25% Classwork 25% Homework 25% Final Exam 25%	Unit assessments 50% Classwork 25% Homework 25%

1. All grades will be recorded as percentages.
2. All unit assessments must be completed individually under test conditions.
3. Classwork includes all other assessments e.g. Practical tasks, group work, projects, class quizzes and oral assessment.
4. Approach to learning does NOT contribute to the percentage grade of the student.
5. Teachers may assign weighting for each assessment; the percentages may show variations in each subject. Students will receive information about the percentages allocated for each assessment at the beginning of the academic year from the subject teacher. The variations will be determined per subject in the best interest of the students.

GPA: Grade Point Average

To calculate the GPA, the grades in all subjects are combined by weighting them according to the number of periods per week. GPA (Grade Point Average) is determined according to the report card grades in all subjects *and is calculated from the weighted average.*

End of year average

1. The end of year average is determined by taking the arithmetical average of all three trimester averages.
2. The final end of year weighted average is determined by taking the arithmetical average of the end of year average for each subject and the final GPA score.
3. While calculating the trimester arithmetical average, after the division, extend the digits by two after the decimal point.
4. While calculating the end of year average, fractions of .5 and higher are taken as full point.

Grading:

For Years 7 to 13, assessment and grading are as follows:

Percentage	Description	GPA
80 - 100	Excellent	4.0
70 - 79	Good	3.0 to 3.9
60 - 69	Satisfactory	2.0 to 2.9
0 - 59	Unsatisfactory / Failing	0 to 1.9

Unit Assessments and Examinations:

Unit Assessments

1. These are tests taken under examination conditions at the end of a unit as a summative assessment.
2. They must be completed individually and may contain any combination of multiple choice, short answer, structured paragraph or essay questions.
3. All subjects should have at least two Unit Assessments per trimester unless allocated hours are less than 2 hours per week.

Trimester 1 Internal Examinations (Year 10 to 13)

1. These examinations will take place in November and each subject is allocated two hours.
2. Trimester 1 Exams will be written only except for CIE courses where practical assessment constitutes more than 50% of the final grade (eg. ICT, Music).
3. The examination must cover all content covered during Trimester 1.

Trimester 2 Examinations (Year 10 to 13)

1. Year 10 students will be allocated a two hour written examination per subject.
2. Year 11 to 13 students will take full mock examinations of the same length and types as the CIE examinations.
3. The examination must cover all content covered during Trimester 1 and 2.

Trimester 3 Examinations

1. Year 7 to 10 will complete end of year assessments in all subjects.
2. Cambridge progression tests will be the final examinations for English, Mathematics and Science.
3. All other subjects will have a one hour examination.
4. Year 11 to 13 will not have internal examinations in Trimester 3.
5. The examination must cover all content covered during the entire course.

External Examinations

1. These examinations are set and graded by Cambridge International Examinations.
2. Year 9 students will take the Checkpoint examinations in Mathematics, English and Science.
3. Year 11 to 13 students will take IGCSE, AS and A level examinations.

Examination Protocol

Procedure

1. Unit assessments and examinations should be made available to the Head of Department, Coordinator, Deputy Principals or Principal on request.
2. Students should be given a minimum of one week's notice before a unit assessment.

Absence and Malpractice:

1. When a student does not take an examination or unit assessment, they will be required to take the examination at the first opportunity. The student should also inform the administration in writing with officially signed and stamped documents verifying the excuse within 7 days from the day the excuse starts.
 - a. If the excuse is accepted by the administration as valid, the administration informs the teacher in writing and the student is given the grade achieved in the examination.
 - b. Students who cannot submit official documents or verify the urgency of their situation officially are given the grade zero (0) for that assessment.
2. Cheating or other malpractice in an examination will also result in a grade of zero (0) for that assessment.
3. Information on all zero grades awarded should be passed to the Deputy Principal.

Pass/ Fail

Lower Secondary: Year 7 - 9

In order to pass the year the following requirements have to be met.

- The student has to earn a minimum of 60% in the subject to pass the course.
- If the student has passed all subjects with at least 60%, the student is promoted to the next year level.
- If the student has failed a course, and the student's overall GPA is less than 2.0, the student will do a comprehensive final exam in the subject/s failed within 14 days after the last day of school. If students are out of the country, they will be required to submit additional work online.
- If the student has failed a course, and the student's overall GPA is 2.0 or over, the student is promoted with GPA pass.
- If the student has failed the course and the final exam, the student can take re-take final exams in August. The final retake exam schedule will take place in the last week of the month of August, and the student will be notified of the time and date of the exam or resubmission no later than the 15th of August.
- Final Retake exam is a comprehensive exam covering all units taught in the year. Satisfactory completion of additional work or exams, adjusts the grade to the minimal passing grade.

Upper Secondary: Year 10-13

- If the student has a GPA of 2.0 and above with no fails the student is promoted automatically.
- If the student has a GPA of 2.0 and above yet fails up to three subjects, the student can be promoted automatically by GPA pass.
- If the student has a GPA of 2.0 and above yet fails more than three subjects, the student must sit June and/or August GPA Exams. After the exams the student can only have a maximum of three remaining failing subjects in order to be promoted by GPA. English is not one of the failed subjects in Years 10 or 11.
- If the student has a GPA less than 2.0, regardless of the number of classes failed, the student must sit June and or August GPA Exams in order to raise their average to the qualify for promotion. If the students fails GPA finals in June and/or in August and the GPA is still below 2.0 or they have exceeded the maximum three subject fails, the student fails the year. However if the student has succeeded in June and/or August exams and has raised or improved the GPA to 2.0 or above, the student can still pass by average only up to three subjects. The student is required to have passing scores (4 or better) in the remaining failed subjects.
- If the student fails the subject exam re-sits or fails to increase the GPA to 2.0 and above, the student will repeat the year.

Checkpoint, IGCSE, AS and A level examination results do not determine Pass or Fail of the academic year.

Transfer Students

The document received from the previous school must be original.

To determine the trimester grade of transfer students, the grades of the previous school will not be taken into account in the following circumstances:

- If the student has been assessed at MEFIS AT least three times in the course.
- If the subject taken was not offered at their previous school.
- If there is time to receive two trimester grades, the end of year average is calculated from these grades.
- To determine the trimester grade of transfer students, the grades of the previous school will be taken into account in the following circumstances:
- If the student has not received the required number of grades to determine the trimester average at MEFIS.
- If some of the subjects offered in the previous school are not offered at MEFIS.
- If the student has not received enough grades in the previous school, the student takes the subject offered at MEFIS and trimester average is determined by MEFIS.
- If there is no time to receive two trimester grades, the subject grade from the previous school is included in the end of year average.

Independent Study Courses

1. Students in Years 11- 13 may choose to do self study on the courses which are not offered at MEF International School- Izmir. By choosing to do independent study on a particular course, the student takes full responsibility to follow the content of the course **individually**. If/when possible, Administration will assign a monitoring teacher to meet with the student progress and answering questions as required. However, the monitoring teacher and Administration will not hold any responsibility to teach, supervise or assess the self-study course. Monitoring teachers will be determined dependent upon staffing considerations.
2. Where possible students following an independent study course will be assessed once per trimester and the result will be reported. For CIE courses predicted grades will be provided where appropriate.
3. Independent study courses **do not** earn credits for the required minimum number of credits at MEFIS- Izmir. Additional credits can be earned on independent study courses upon having received a “Pass” at the Cambridge examinations on the particular course. The title of the independent study course will be acknowledged in the transcript of the student as an **Independent Study Course**. Additional credits can be recorded on the transcript after the student receives Cambridge examination results.

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. 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.

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.

See Appendix One for further definitions.

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 risk¹. MEF School aims 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 School endorses the Convention on the Rights of the Child² 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.

¹ Unicef: https://www.unicef.org/protection/57929_57972.html

² Amnesty International Unofficial Summary of the UN Rights of the Child:

<http://www.amnestyusa.org/our-work/issues/children-s-rights/convention-on-the-rights-of-the-c>

- **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.³

Applicability:

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

- All employees of MEF School and employees of the school’s affiliated organizations.
- 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 of 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.

³ Save the Children; <https://resourcecentre.savethechildren.net/node/2690/pdf/2690.pdf>

PROCEDURES

Recruitment

MEF International School will make every effort to implement the highest standards of selection, recruitment and verification in hiring practices to ensure the safety of children.

Before an offer of employment is made, the Principal will conduct reference checks. Two written and two phone reference checks will be made with specific questions relating to Child Protection included. See the MEF IS Recruitment Procedure for more detail. Appendix Three shows questions.

All staff will provide a criminal check before employment begins. A criminal check will be requested for each country that an employee has resided or worked. A criminal record check from Turkey will be required every year afterwards for all employees.

All staff will sign and abide by a code of conduct confirming their understanding of, and commitment to Child Protection. Appendix Two.

Admissions

In order to be proactive in the arena of child protection for newly enrolled children, MEF International School will seek information specifically from the Head of the last school the child was enrolled. A confidential form will be sent to the previous school Head asking for information directly related to Child Protection. This form is needed in order to enrol a child, however every effort will be made to receive this information. Appendix Four.

Education and Training

All staff will be required to complete online child protection training before the beginning of employment, and to take a refresher once every two years. This training is coordinated by the Head of School and the Human Resources Coordinator. All certificates of completion will be shared with the Human Resources Coordinator.

The Child Protection procedure will be shared and discussed at the beginning of each academic year during the Teacher Orientation Session. The **UN Conventions of the Rights of the Child** will be included as part of this discussion. The face to face briefing will explore this procedure, and ensure that the reporting systems are clear to all staff. Teachers will also attend to Appendix Six of this document, discussing Positive Touch and the use of Restrictive Physical Intervention.

Students will also be informed and educated about their rights. Each year, the Primary and Secondary School Counsellors will take responsibility for focussing some learning time on the **UN Conventions of the Rights of the Child** through PSE or Homeroom lessons. The activities and learning opportunities will explore these rights, ensuring students have a good understanding of their rights, and what to do if there is a problem. The activities and language will be modified so that they are age and developmentally appropriate. Students will discuss what acceptable and unacceptable behaviour is, and what to do when they feel something is not right.

Communication Guidelines

MEF International School will communicate this procedure annually to all teachers and parents. This procedure will be available on the school's website to the whole community.

All staff will have access to this Child Protection procedure at all times.

The school will protect children by not sharing information or posting online information such as children's names, locations, photographs, or case studies without the informed consent of parents.

Individual staff members will not connect with students using their own personal social media account. They will not share online, or otherwise, any photos or personal information of children at any time.

The Designated Child Protection Officer (School counsellors) will be required to maintain accurate and relevant child protection records. These records will be kept in the child's confidential folder. This information may only be accessed by the Designated Child Protection Officer, the School Principal and the Head of School.

The Principal in coordination with the Human Resources officer will keep any records of any investigations or allegations made against any staff member, whatever the outcome, in the employee's confidential folder in the Human Resources office.

Any investigations made regarding child protection cases will be kept in the child's school confidential records file. Records sent to schools if a child transfers, will be flagged to let the receiving school know there is a confidential file for the child. MEF International School will make every attempt to share this information to protect the child.

Ramifications of Misconduct

In the case of a staff member reported as an alleged offender, MEF School will conduct a full investigation. The employee will be asked to take leave with pay during the course of the investigation. Immediate termination will occur in the case of any serious misconduct. The incident will be reported to the police and to external recruiting agencies.

Reporting, Reaction and Support

Reporting

1. We take all concerns raised seriously. It is not the person first hearing or encountering a case of alleged or suspected abuse to decide whether abuse has taken place; it is their responsibility to immediately report the concern.
2. If the child has come forward to report any kind of abuse, then your role must be that of active listener. Limit your questions to clarifying your understanding of what the child is saying. Any questions should be framed in an open manner so as not to lead the child.
3. The staff member should make notes of what was shared by the child immediately after the discussion. Should you be expressing your own concerns or the concerns of someone else, you should be prepared to write down your concerns. See Appendix Five for further information about what to include in your notes.
4. Concerns must be immediately reported to the Primary School Guidance Counsellor or the Secondary School Guidance Counsellor. The Primary and Secondary School Guidance Counsellors are the school's **Designated Child Protection Officers**. The role of these officers will be:
 - To coordinate action on child abuse within the school, ensuring all staff/volunteers are aware of their responsibilities in relation to child protection

- To refer individual cases of suspected abuse to the Principal and Head of School on issues relating to child protection.
 - Maintain a central record keeping system, keep all records up to date and share records when necessary.
5. Confidentiality is of utmost importance. The teacher must assure the child that this information will only be shared with those authorised to have access to this information, and must not disclose the information to anyone but the Guidance Counsellor, Principal and/or Head of School.
 6. Every staff member is obliged to immediately provide any information of a possible case of child abuse to the Primary or Secondary School Guidance Counsellor. This information could be from a student who has disclosed, personal observation or any other source. Any adult who withholds information or covers up any kind of abuse is considered an accomplice.

Reaction

1. The counsellor will immediately report the situation to the Principal and the Head of School. In all cases, steps taken and information received will be documented factually and strict confidentiality maintained.
2. In all cases of suspected or proven child abuse or neglect, the focus is placed on safeguarding and protecting the child. Healing measures for the affected persons to receive counselling and support will be included.
3. In all suspected abuse cases, an internal investigation is carried out by a neutral person who is not involved in the case and appointed by the Head of School. Any further information may be acquired through:
 - a. the interview of staff members
 - b. reviewing the child's history in the school
 - c. discussions between the child and counselor in order to gain more information. Depending upon the age of the child, these discussions may include drawing pictures and playing with dolls to elicit more information as to what may have occurred.
 - d. In-class observations of the child by the teacher, counselor, or administrator.
 - e. Consultation with the consulate of the country of the involved family.
 - f. Consultation with the school's attorney.
 - g. Informal consultation with local authorities.
4. The Principal and the Head of School will determine the course of follow-up actions. These may include but are not limited to:
 - a. Referral of the student and family to external professional counseling.
 - b. Involvement of the Turkish Child Police services
 - c. Involvement of Social Welfare Services in Turkey
 - d. Involvement of the consulate of the child's home country
 - e. Involvement of the parent's employer
 - f. Involvement of the welfare office of the child's home country

SUPPORT

Subsequent to a reported and/or substantiated case of child abuse or neglect:

- a. The counselor will maintain contact with the child and family to provide support and guidance as appropriate.

- b. The counselor will provide the child's teachers and the Principal with ongoing support.
- c. The counselor will provide resource materials and strategies for teacher use.
- d. The counselor will maintain contact with outside therapists to update the progress of the child in school.
- e. Information as determined by the counsellor will be shared with teachers in order to provide the student with support.

Approved 2nd March, 2018

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 the 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. Visitors to the school must treat all students with care and respect.
8. In regard to everyday arrival and collection, parents can deliver their children to the front gate or to the classroom.
9. Parents whose child is not on the bus must meet their child inside the school grounds.

10. Children not collected on time will wait in the Administration Building (Block A).
11. If a child is late, a late note (excused or unexcused) will be recorded.
12. 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.

DISCIPLINE & BEHAVIOUR

Statement of Aim:

The aim of this procedure is to promote good behaviour and self-esteem in students by having them become increasingly aware of the consequences of their choices. Over time, the aim of this procedure is to produce students who can make positive, self-regulated choices.

Rationale:

Students who independently learn from their choices are more likely to make positive contributions to their communities. Well-behaved students make learning more possible for themselves and for others.

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. Effective consequences arise 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. Using stars/smiley faces on charts, books (as age-appropriate); and
 - g. Use of special award certificates.
4. Failure to abide by the principles of the Code of Conduct or to obey any school rule may result in the following consequences being applied:
 - a. The student will learn why his/her behaviour is unsuitable, be given the opportunity to discuss and reflect upon the situation with opportunities to modify that behaviour;
 - b. A student may be isolated from his/her peers for an appropriate amount of time in an appropriate place;
 - c. A student may be required to speak with a teacher during recess times; and he/she may be required to complete certain consequences at these times;
 - d. A withdrawal of privileges, appropriate to the situation and the age of the student, may be applied. This will be Parents will be informed if deemed necessary.
 - e. Continued misbehaviour may result in the exclusion from an extra-curricular

- activity and/or a school-organised outing or educational excursion;
- f. If the behaviour is not modified, an incident report will be sent to the Deputy Principal who will report to parents and/or give consequences. This is primarily used for students whose behaviour is consistently unacceptable and who have failed, after previous steps have been taken, to show any improvement. The pupil's behaviour and, when appropriate, class work will be monitored in collaboration with the student's parents, the Deputy Principal and the homeroom teacher.
 - g. Continued failures to comply with procedure will be documented and extremely serious misconduct or non-conformance may result in suspension or expulsion.
 - h. Infractions deemed serious enough will be considered Zero Tolerance Infractions. In such a case, steps one and two above will be bypassed and the situation will be escalated straight to an Incident Report.
5. 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;
 - k. Habitual lying to authority figures.
6. 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.
7. Parents have a vital role to play in their children's education. It is very important that they support their child's learning and co-operate with the school. It is both important and essential there are strong links and good communication between home and school.
8. 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.
9. The Deputy Principal and/or Principal will assign all detentions, suspensions, and expulsions.
10. The Discipline & Behaviour Procedure will be reviewed and updated regularly and as required.

DISCIPLINE PROCEDURE - PRIMARY

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

The school “universals” represent the ethos of our school community and culture and should be used in conjunction with the procedure. The Primary Discipline Procedure should be followed and is based upon the Discipline and Behaviour Procedure. Each classroom will post and enforce rules containing, but not necessarily limited to, the following:

1. Follow directions the first time given.
2. Keep hands and feet to yourself.
3. Be prepared.
4. Respect people and property.

In order for rules and procedures to be effective, there need to be clear and consistent consequences. When the aforementioned rules are not followed, these classroom consequences will be given:

- 1st Consequence: Verbal Warning Accompanied By An Explanation Of The Proper Behaviour.
- 2nd Consequence: Extrinsic consequence.
- 3rd Consequence: Student will be sent to a “Time-Out” in order to complete a behaviour reflection form.
- 4th Consequence: Faculty member will fill out an incident report/email at the earliest convenience and the student will be sent to the Academic Assistant in order for a meeting to be arranged with the Deputy Principals and Principal.

Zero Tolerance

Infractions deemed serious enough will be considered Zero Tolerance Infractions. In such a case, steps one to three above will be bypassed and the situation will be escalated straight to an Incident Report. For more details, refer to the Discipline & Behaviour Procedure.

Continual Minor Infractions

In the case that a student shows a pattern of behaviour that doesn't reach the level of an Incident Report, an Informational Report will be issued to the Deputy Principals Principal in the form of an e-mail. In consultation with the reporting teacher, counsellor and parent, a decision will be made as regards the type of behavioural intervention.

DISCIPLINE PROCEDURE-SECONDARY

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

The school “universals” represent the ethos of our school community and culture and should be used in conjunction with the procedure. The Primary Discipline Procedure should be followed and is based upon the Discipline and Behaviour Procedure. Each classroom will post and enforce rules containing, but not necessarily limited to, the following:

1. Be in class on time.
2. Be prepared.
3. Follow instructions and policies.
4. Respect people and property.

In order for rules and procedures to be effective, and to prepare our students for the workplace and life, there need to be clear and consistent consequences. At the teacher’s discretion, and in addition to intermediary responses, these classroom consequences will be given:

- 1st Consequence: Verbal warning accompanied by an explanation of the appropriate behaviour.
- 2nd Consequence: Final warning.
- 3rd Consequence: The student will be removed from class and sent to the deputy principal. The referring teacher will complete an incident report / email at the earliest convenience.

Late to Class

Students frequently late to class will incur disciplinary consequences from the Deputy Principal.

Zero Tolerance

Infractions deemed serious enough will be considered zero tolerance infractions. In such a case, steps one and two above will be bypassed and the situation will be escalated straight to an Incident Report. For more details, refer to the Discipline & Behaviour Procedure.

Continual Minor Infractions

In the case that a student shows a pattern of behaviour that doesn’t reach the level of an incident report, an informational report will be issued to the Deputy Principal in the form of an e-mail. In consultation with the reporting teacher, counsellor and parent, a decision will be made as regards the type of behavioural intervention.

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 in 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 Students who are not dressed appropriately will be given PE kit to wear.
12. 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.
13. 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 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 year 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, 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.

Fire/Earthquake Safety

All emergency exits and evacuation routes are clearly marked and kept free of obstructions. There are fire extinguishers on all floors in all buildings, including the kitchen, and in the garden. Their location is marked with a red fire sticker. Fire safety equipment is checked regularly and records of their visit are kept. Fire and earthquake drills are held termly. Earthquake posters are visible in every classroom. See our Emergency Procedures for more details.

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 be go home sick, parents will be contacted by the nurse/deputy principal. If a parent cannot come to school, 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 discreet 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.

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.

Security

Our campus is enclosed by fences and has CCTV cameras working 24/7. All members, students and visitors are requested to go through security upon arrival; visitors must wear a visitor pass. Regular security drills are carried out every trimester; the Principal and SLT members regularly consult with local police authorities and international bodies to be kept up to date in terms of security. Contingency plans are available and shared with staff at the beginning of each academic year.

EMERGENCIES - Fire & Earthquake & Security

Emergency Contact Information:

FIRE (YANGIN) = 110; EMERGENCY (ACIL) = 112; POLICE (POLIS) = 155

The three kinds of emergency procedures are fire, earthquake, & security.

Fire Procedure:

When the fire alarm bell is heard all faculty, students and support staff must assume there is a real fire. The procedure followed and behaviour exhibited by all faculty, students and support staff must be the same for a fire drill as for an actual fire.

Earthquake Procedure:

At the first indication of an earthquake all faculty, students and support staff in classroom or teaching areas must remain where they are and take the required earthquake precautions.

An earthquake drill will be initiated by a recording simulating an earthquake; when the alarm rings, it will signify the end of the earthquake. All faculty, students and support staff in all the respective Blocks must leave the buildings immediately in an orderly and quiet fashion as per the following information.

Note: see additional EARTHQUAKE PROCEDURE information later in this document.

Security Procedure:

A Security Procedure (drill or actual) will only go into effect when a member of Administration or Security sounds the LOCK-DOWN SIREN. This will be done if it is determined that individual safety will be better protected if students, teachers, faculty/staff, and Administration are locked in their present or nearest classroom/room. Possible reasons to initiate a security situation may include an intruder on campus, a bombing on or near the campus, or another comparable threat.

Note: See additional SECURITY PROCEDURE information later in this document

For ALL Evacuations:

The “**Emergency Point Person**” will be the Principal.

The “**General Rendezvous Point**” is the enclosed parking lot to the side of Block A for fire and earthquake drills.

The “**Security Rendezvous Point**” is the alongside border of main garden by Block A.

1. All faculty, students and support staff in each of the respective Blocks must leave the buildings immediately in an orderly and quiet fashion, as per the information below.
2. All Teachers will bring the class that they were teaching at the time to the Rendezvous Point. Homeroom Teachers will meet their respective students at the Rendezvous Point.
3. The Rendezvous Point will have markers indicating the place where each Homeroom Teacher & Class will stand in rows; there will also be other posters indicating where (a) teachers without homerooms as well as guests will line up; and (b) support staff (Custodians, Cafeteria Staff, Guards, Gardener and Nurse; Doctor if on site).
4. Any faculty or staff members who are able to take their cell phones with them should do so, provided it does not jeopardize safety or time to exit.

When at the Rendezvous Point:

5. Homeroom teachers and the Primary and Secondary Deputy Principals will be provided with Emergency Class Lists along with Red and Green cards. These will be provided on location by the Admissions Officer.
6. Homeroom teachers will use the provided Emergency Class List to account for their homeroom students in attendance that day. Homeroom teachers will indicate the presence of all students in the respective Year Level Homeroom in attendance that day by raising the Green card high above their heads; homeroom teachers will indicate a missing student(s) by raising a Red card high above their heads.
7. If a teacher or homeroom teacher is absent during a drill or real emergency situation, the teacher covering the class or homeroom time will be in charge of getting the attendance at the rendezvous area (parking lot) and standing in front of the respective year level. The Academic Assistant will also bring the daily attendance in to do a double check.
8. The Primary Deputy Principal will account for the presence of all Primary students in attendance that day by observing the number of Red and/or Green cards raised by all Primary homeroom teachers.
9. The Secondary Deputy Principal will account for the presence of all Secondary students in attendance that day by observing the number of Red and/or Green cards raised by all Secondary Homeroom Teachers.
10. The Primary and Secondary Deputy Principals will inform the Emergency Point Person whether all students are accounted for by raising either a Red or Green card of their own high above their heads.
11. The Academic Assistant & Admissions Officer will inform the Emergency Point Person whether all teachers and support staff are accounted for by raising a Red or Green card

high above their heads.

12. Security will inform the Emergency Point Person whether all visitors to the school are accounted for by displaying a Red or Green card.
13. The Emergency Point Person will then take control of the entire group and make any required precautions or decisions as necessitated by the emergency situation at hand.

In the case that a student is hurt during an emergency situation

If a child or adult is injured during an emergency evacuation the following steps will be followed:

The teacher or administrator ensures their own safety and the safety of others around the injured person;

- The teacher or administrator should make a decision as to whether or not the injured person should be moved/carried out of the building based on the extent of the injury and the demands of the emergency;
- If the injured person can be carried, the teacher or administrator will carry the injured person to the emergency evacuation location with the help of others;
- If the injured person cannot be carried, the teacher/administrator will stay with the injured person wherever possible, and call the Head of School or Principal. If a phone call cannot be made, a messenger should be sent to call for help to the nearest administrator.

BLOCK B EVACUATION

Ground Floor:

If the use of any planned exit is not available, alternate exits exist through the EY Activity Room, Reception 1 & 2 Classrooms, and via the back emergency stairs.

All faculty, students and support staff in French Room, Primary Deputy Office, Clinic, **Years 1, 2, 3 & 4** will:

1. Exit through the front door;
2. Turn towards the south walkway and walk along the airport fence; &
3. Walk towards and line up at the Rendezvous Point.

All faculty, students and support staff in **Years 5 & 6, and the Primary English Support Classroom** do as follows:

1. Exit through the spiral emergency stairs;
2. Turn towards the south walkway and walk along the airport fence; &
3. Walk towards and line up at the Rendezvous Point.

All faculty, students and support staff in Activity Room and **Reception 1 & 2** classrooms will:

1. Exit through their side door;
2. Walk to the fence of the playground area; &
3. Walk along the airport fence and line up at the Rendezvous Point.

NOTE: The Primary Deputy Principal will make sure all faculty, students and support staff have already evacuated before they exit the building and walk to the Rendezvous Point.

First Floor:

If the use of any planned exit is not available, alternate exits exist through the back emergency stairs or the front main stairs.

All *faculty, students and support staff* in the **English Classroom, Spanish Classrooms, Turkish/HCS Classroom Geography Classroom, Faculty Room, and in the Principal's Office** will do as follows:

1. Proceed down the main stairs;
2. Exit through the front door;
3. Walk along the airport fence to the enclosed parking lot; &
4. Line up at the **Rendezvous Point**.

All *faculty, students and support staff* in the **Mathematics/Economics Classroom, Mathematics Classroom, History Classroom, Physics Classroom, Chemistry Lab, Secondary Deputy Principal's Office, and IT Lab** will:

1. Exit through the back door in an orderly fashion;
2. Walk down the spiral emergency stairs;
3. Turn right onto the playground area along the wall;
4. Walk along the fence to the enclosed parking lot; &
5. Line up at the **Rendezvous Point**.

NOTE: *The Secondary Deputy Principal will make sure all faculty, students and support staff have already evacuated before they exit the building and walk to the Rendezvous Point.*

BLOCK A EVACUATION

If the use of any planned exit is not available, alternate exits exist through the front door on the Ground Floor and via the back emergency stairs.

Ground Floor

All faculty, students and support staff on all floors will do as follows:

1. Exit through the front door;
2. Turn right towards the front gate area;
3. Then turn right again towards the garden area; then,
4. Turn right again into the enclosed parking lot; and
5. Line up at the Rendezvous Point.

First Floor

All faculty, students and support staff present in the Biology lab, Counsellor office, tea room, IT room, Learning Support room will do as follows:

1. Proceed down the main stairs;
2. Exit through the front door on the Ground Floor;
3. Turn right towards the front gate area;
4. Then turn right again towards the garden area; then,
5. Turn right again into the enclosed parking lot; and
6. Line up at the Rendezvous Point.

First Floor English Room and Second Floor

All faculty, students and support staff on 2nd floor and students 1st floor English room will do as follows:

1. Exit down the outside emergency staircase at the back of the conference hall;
2. Walk towards the enclosed parking lot; and
3. Line up at the Rendezvous Point.

NOTE: The English teacher will make sure all faculty, students and support staff have already evacuated all floors before they exit the building and walk to the Rendezvous Point.

BLOCK C EVACUATION

All students and members of staff will exit through the main front door. If the front door is blocked, an alternate exit can be made through the side door of the Gym and the side door of the Pool. All faculty, students and support staff would then proceed along the

back wall towards the airport fence and then along the airport fence to the enclosed parking lot.

All faculty, students and support staff will do as follows:

1. Exit through the front door;
2. Turn left along the walkway to the airport fence;
3. Walk along the airport fence to the enclosed parking lot up; and
4. Line up at the Rendezvous Point.

NOTE: The Art Teacher will make sure all faculty, students and support staff have already evacuated Block C and then walk to the Rendezvous Point.

BLOCK D EVACUATION

All faculty, students and support staff will do as follows:

Cafeteria/Cooking Club

1. Exit through the Cafeteria doors;
2. Proceed along the walkway towards the airport fence; and
3. Walk along the airport fence towards the enclosed parking lot;
4. Line up at the Rendezvous Point.

PE Office and Catering Manager Office

1. Exit through the door;
2. Proceed along the walkway towards the airport fence towards and then the enclosed parking lot;
3. Line up at the Rendezvous Point.

Library

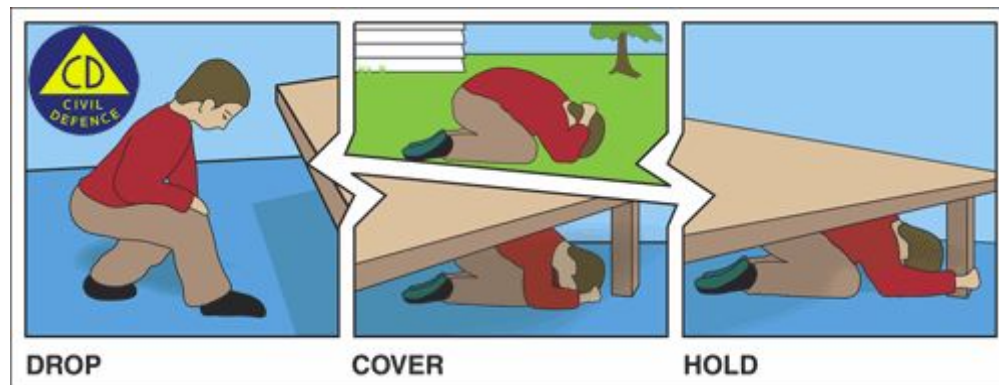
1. Exit from the main door (first choice) or down the outside emergency stairs at the back of the Library;
2. Proceed along the walkway towards the airport fence; and
3. Walk along the airport fence towards the enclosed parking lot;

4. Line up at the Rendezvous Point.

NOTE: The Librarian will make sure all faculty, students and support staff have already evacuated the building and then walk to the Rendezvous Point;

Additional Information on Earthquake Procedure

If an Earthquake Happens - Remember to **DROP, COVER & HOLD!**



1. Protect your eyes by pressing your face against your arm.
2. If there is a desk, go under it.
3. If there is no desk, stand in a doorway or sit near an interior wall with your back to it.
4. If outside, get as far away from buildings as safely possible and turn your back to the building.
5. If in the pool, get out of the pool and sit against the interior wall by the Girl's Changing Room.

Additional Information on Security Procedures:

1. Security will immediately lock all access to the campus, if possible, and sound the alarm.
2. The Principal, Deputy Principals, Asst. Business Manager, Security Manager, and Security Guards will make immediate phone calls to the following individuals and agencies, if possible: Police 155; Emergency 112; Fire 110.
3. All students, teachers, faculty/staff, and visitors are to remain in the room they are presently in or to immediately enter one. The door(s) to that room is to be immediately locked. Keys to each room are hung on a hook beside each door. In rooms with two doors, teachers need to lock both doors. Reasonable attempts to lock the entrance doors to each building on campus will be made by administrators and custodians.
4. Anybody outside when alarm is heard is to immediately enter the nearest building in the nearest unlocked room.
5. Everyone in a room is to keep out of sight from all windows and doors and remain silent.

6. The Security Procedure will end when the EVACUATION SIREN is heard. After a Security Drill there will be an evacuation from the buildings to the Security Rendezvous Point in order to take attendance. The Security evacuation process will be the same as for Fire and Earthquake procedures.

HOMework (PRIMARY)

Statement of Aim:

The aim of this procedure is to develop essential study habits that lead to a self-motivated approach towards learning.

Rationale:

The purpose of this procedure is to consolidate knowledge and understanding of a subject; 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 be comprised of Daily Process Work and Weekly Consolidation Work.
2. The following is a breakdown of daily time that should be spent on daily process activities:
 - a. 10 minutes being read to each night in Reception Classes;
 - b. 10-15 minutes in Years 1 & 2;
 - c. 15-20 minutes in Years 3 & 4; and
 - d. 20-30 minutes in Years 5 & 6.
3. Requirements for homework will be displayed on google sites and updated weekly.
4. These activities will be in the Academic Planner or Homework Book. Parents are encouraged to review teacher comments and marking with their children.

Weekly Consolidation Work:

English, Mathematics, Science and Social Studies homework will be set to consolidate learning in the classroom. These activities will be sent home on a Friday to be returned no later than the following Wednesday at the latest. This allows parents and students to choose when and how often they work on these activities. This recognizes that students have preferred working practices and families have varying obligations throughout the week and weekends so flexibility can be built into homework schedules.

This is a breakdown of the recommended amount of time to be spent on the weekly activities.

30 minutes per week at Year 1 & 2;

45 minutes per week at Year 3 & 4; and

60 minutes per week at Year 5 & 6.

HOMework (SECONDARY)

Statement of Aim:

The aim of this procedure is to improve student progress at school and to enhance partnership between educators and parents regarding raising expectations and achieving high standards.

Rationale:

Homework is an important tool for improved student learning because it:

1. Enables students to cover more subject content than is possible in lessons alone;
2. Provides time for essential learning activities that do not require the presence of the teacher;
3. Allows time for researching information, re-drafting work or working with others;
4. Enables student to review and consolidate knowledge and skills taught in class.
5. Encourages independent study skills and reflection;
6. Allows individuals to work at a pace that is appropriate to their abilities.

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. Homework up to 2 days late without acceptable reason will incur a 25% penalty per day. Work more than 3 days late will not receive credit.
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 and will not receive a late submission penalty.
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. Year 7, 8, & 9 45 to 60 minutes.
 - b. Year 10 & 11 100 to 110 minutes.
 - c. Years 12 & 13 120 to 130 minutes.

Non- Compliance:

1. In the event of non-compliance with the homework procedure the following will apply:
2. 1st Instance noted by a subject teacher: teacher will send an email to the parent with copy to the deputy principal.
3. 3rd Instance recorded by the Deputy in any subject: An email will be sent to the parents from the deputy.
4. on-going: further consequences chosen, as appropriate, with a view to assisting the student to achieve: further correspondence home, parent meetings, counselor referral, detained work-time, organizational support.

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 year 10 - 13. Upper secondary students may print documents for assessment (eg 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 a meet anyone in online communication.

Use Of Personal Devices

1. Students in year 5 - 13 are permitted to bring and use their own devices in 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.

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.

LEARNING AND TEACHING 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 extends 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 understands 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](#)

Revised 20th June, 2018

PERSONAL CELEBRATIONS

Statement of Aim

While we understand that their birthday is a special day in child's life, the objective of this policy is to encourage parents to celebrate the birthday of their child in a modest manner.

Rationale:

Celebrations can promote unnecessary competition between the parents and children by giving return gifts, and birthday cake. Due to this competition the children may feel bad or biased if their return gifts or cake were not as good as compared to other children. Celebrations are time consuming, the time which can further be used productively for learning, which is what the school is meant for. In the name of celebration, parents often send unhealthy food items, which is also not aligned with our school food policy and which can be a risk for students with allergies.

Guidelines:

1. For students in Lower Primary (Reception 1 - Year 2):
 - a. If parents wish to celebrate their child's birthday in class, teachers must be informed a week in advance so that instruction is not disrupted, and can assist in organising a modest celebration at around 14:30.
 - b. Parents are welcome to attend the celebration; permission for other adult guests must be obtained from the deputy principal prior to the day of the event.
 - c. Birthday celebrations will take place in the cafeteria; parents can bring in homemade or purchased food as long as it is healthy; chocolates, sweets, crisps and fizzy drinks are not allowed; a chocolate cake and fruit juice is, for example.
2. For students in other year groups:
 - a. If a student wishes to have a small celebration during the school day, prior permission must be obtained from the relevant teacher.
 - b. Celebrations may not exceed 30 minutes in length
3. Before any food to be shared is brought to school, parents should always check with the homeroom teacher that no child is suffering from allergies; peanuts are not allowed under any circumstances.
4. Parents should not take pictures without permission as not all children have a signed photo release on file.
5. Teachers may help out in distributing private party invitations in class, as long as all students are invited.
6. International celebrations, such as Mardi Gras, Chinese New Year, St. Martin's Day, or others, which are specifically linked to the culture and language of the countries where our foreign languages are spoken, or end-of-term/year celebrations, are important parts of our children's cultural education and fun. However, parents should take permission from the respective deputy principal in order to send in food or organize activities of some kind in order not to disrupt learning.

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 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 Principals Principal or, in his absence, the Principal.

SCHOOL VOLUNTEERS

Statement of Aim:

The aim of this procedure is to encourage volunteers to assist and support our school and to give guidelines therein.

Rationale:

School volunteers are a part of our school community and a valuable resource.

Guidelines:

1. School volunteers will be encouraged and sought from our parent and wider community.
2. They may be able to assist teachers in the school during lessons as well as on educational excursions.
3. A School Volunteer List and Schedule will be prepared and maintained by Administration and distributed accordingly.
4. Administration will give a welcome and orientation to School Volunteers.
5. Administration will liaise with the teachers to arrange the Volunteer's schedule on the teacher's and Volunteer's mutual agreement or according to the teacher's and Volunteer's preferences and areas of expertise.
6. If Volunteers are school parents they will not normally be scheduled into their child/ren's classrooms, in order to maintain the most natural and optimal teaching/ learning environment.
7. School Volunteers will be given name tags to ensure Security and other members of faculty and staff are aware of their names and purpose in the school.
8. School Volunteers are unofficial members of the faculty and thus are welcome to have lunch at the school and to visit the Faculty Room.
9. If a School Volunteer is not able to come to school on any given day as per the Volunteer Schedule he/she should contact the Academic Assistant.

STUDENT SUPPORT

Statement of Aim:

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

Rationale:

Students may need support for their academic success and social- emotional wellbeing. For students requiring ongoing support, parent consent will be required and the parents will receive a report at the end of each trimester.

ENGLISH SUPPORT

Guidelines:

1. English Support is offered to students in mainstream education.
2. Students are subject to English Language assessment(s) upon first entering MEFIS.
3. The ES Programme champions the Communicative Approach to English Language Learning. The teaching objectives for the ES Programme are determined by the developmental stages for passive and active language acquisition/learning at each year level. Therefore, Withdrawal and Inclusion ES Instruction are offered to meet the ES needs of students.
4. Students with limited or no English Language skills may receive Withdrawal ES Instruction. The goal of Withdrawal ES Instruction is to give the maximum support possible to the student in order to enable him/her to integrate back into the regular classroom programme as soon as possible. In that regard, the students are withdrawn from Language/Literacy classes to receive such support following written parent consent.
5. Withdrawal ES Instruction particularly emphasises vocabulary development and the communication skills needed in the subjects studied at school. If a student is in the Withdrawal ES Programme, s/he will be withdrawn from his/her Language/Literacy classes and work individually or in small groups with the ES Teacher. The lessons are tailored to individual needs as much as possible, and can include students who enter at different times during the school year.
6. A decision on the extension or termination of English support Instruction is made by the Student support team at the end of each trimester. Parents will be notified in writing upon termination of the English support Instruction.
7. If a student has sufficient knowledge and skills with Conversational English and the ability to cope with Academic English, s/he may receive Inclusion ES Instruction instead of Withdrawal ES Instruction. The ES Teacher, then, works closely with the Classroom/Specialist Teacher and can thus monitor the student's progress.
8. Students who are not yet proficient in English when they join MEFIS-Izmir may require more support than the Classroom/Specialist Teacher is able to provide. MEFIS-Izmir is an English-medium school serving individuals from a range of cultural and linguistic backgrounds. It is necessary that all students have the satisfactory command of English to ensure efficiency in academic skills. The ES Programme has also been designed to meet the needs in interpersonal communication.

9. Parents are reminded that beginning English learners may initially have difficulty with their academic programme and so they need to be aware of their child's academic and emotional needs.

LEARNING SUPPORT

Guidelines:

1. Learning Support (LS) is offered to children in mainstream education.
2. Prior to registration, and at any time after, a student may be assessed to ensure his/her accurate placement in mainstream education.
3. Students may receive LS in their regular lessons among other students or via other lessons in an environment that involve few or no other students.
4. The expectations and responsibilities of all partners in the learning process will be made clear by the Learning Support Teacher in collaboration with the deputy principal and school Counsellor.
5. The achievement of realistic targets will be used to monitor and report progress
6. According to teacher availability, student support may be prioritised.
7. The school endeavours to support the learning of all its students in all subjects. As such, every reasonable effort to meet the differentiated learning needs of our students will be made.
8. Students with a report issued by an Educational Psychologist, or suitably qualified independent assessor, can be placed in a Modified Programme. If a student is on a "Modified Programme" then this fact must be indicated in the student's report card.
9. MEF IS will only admit a student, for whom it has the resources, expertise and facilities to provide an education which conforms to acceptable practice resulting in meaningful and appropriate progress in cognitive, physical, social and emotional needs. **No single enrolment should be at the detriment to the whole class.**
MEF IS seeks to accommodate a variety of abilities and needs; however, the school does not automatically provide registration for students with identified learning disabilities 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 Student Support Team (SST).

Note -

Identified Learning Disability - a student who has been professionally assessed and diagnosed with a disability (social, emotional, academic) requiring specific treatment and schooling.

Learning Difficulty - a student who is finding learning difficult, requiring a wider range of methodologies to obtain success.

It is essential that when a student with a learning disability is enrolling in MEFIS, the parents must provide all documentation in English (medical, psychological, and/or educational reports).

MODIFIED PROGRAMME PROCEDURE

NOTE: This is an Addendum to Learning Support Procedure Statement

DEFINITION: A Modified Programme has learning outcomes that are substantially different from the prescribed curriculum and are specifically selected to meet the student's learning needs. An MP involves curricular changes in instructional and assessment practices therefore students follow a substantially different curriculum and are assessed in reference to the goals and objectives outlined in their Individual Education Plan (IEP). Placement on an MP is advised by an outside agency such as an educational psychologist, psychiatrist or suitably qualified professional not related to the student.

Individual Education Plan (IEP): an IEP is a written plan or framework that describes programme modifications and services to be provided for students who are on a Modified Programme, based on recommendations from an outside agency.

For students requiring ongoing support, parent consent will be required and the parents will receive a report at the end of each trimester.

1. In case a faculty member/parent believes a student requires a Modified Programme, they must contact the level Coordinator in writing.
2. When/If it is believed that a student requires a Modified Programme, a written report in English produced by an outside agency such as an educational psychologist, psychiatrist or suitably qualified professional not related to the student, is sought. Implementation of a Modified Programme without such documentation is not possible.
3. Upon receipt of the report stating the learning needs of the student, the Learning Support Teacher will contact the relevant faculty members in order to develop an IEP.
4. Parents will be invited to participate in the planning process and will receive a copy of the IEP.
5. IEPs are developed, implemented and monitored by the Learning Support teacher in consultation with the student and, if necessary and possible, with outside agencies.
6. A student on a Modified Programme will be monitored and the status reviewed. Continuation or termination of the Modified Programme is considered each trimester.

COUNSELLING

Guidelines:

1. Counselling support is offered to children in mainstream education.
2. The Counsellor works in collaboration with parents, legal guardians and faculty members.
3. Students can be referred to the Counsellor by faculty or family members or they may independently request and receive support.
4. The Counsellor works as a support system to provide the delivery of specific skills and information in a proactive and preventive manner to ensure all students have the opportunity to achieve academic and behavioural success.
5. The Counselling programme has several facets.
 - a. It is thus an integral part of the school's total educational program.
 - b. It is developmental by design and implemented by the Counsellor with the support of teachers, administrators, students, and parents.
 - c. The programme is organized around three major areas: Personal and Social Development, Academic Development, and Career Planning.
 - d. The Guidance and Counselling Programme includes individual planning (activities that enable students to master skills and knowledge), responsive services (activities done with some students to help and support them overcome social and emotional problems) and system support (management and support tasks that make the educational system work).

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 Primary Deputy 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 re-fuel 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.