



Family Handbook

2019-2020 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.

ACADEMIC HONESTY

Statement of Aim:

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

Rationale:

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

Guidelines:**1. Academic honesty is defined as:**

- a. The use of one's own thoughts and materials in the demonstration of knowledge (e.g., homework, projects, essays, examinations, etc.)
- b. Reference material must not be reproduced in part or in whole unless appropriate in text citation is applied.
- c. The proper citation of any utilized sources (print, digital, etc.).

2. Student Responsibilities

- a. Primary students learn how to distinguish between their own and others' work, cite their sources and understand the principles behind academic honesty, misconduct and possible consequences.
- b. Middle School students cite their sources in text using author name, and create a works cited page including author and source location. They are expected to demonstrate that they understand the principles behind academic honesty, misconduct and the consequences.
- c. High School students use APA format. They are expected to demonstrate academic honesty and their understanding of academic misconduct and the consequences.

3. Teacher Responsibilities

- a. Teachers are expected to model, instruct and monitor academic honesty and academic misconduct in accordance with the grade level procedures of the students they are working with.
- b. The librarian supports teachers and students in understanding academic honesty and misconduct for example when preparing and presenting lessons for students and guiding teachers with presentations and individual support.

4. Administration Responsibilities

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

5. Parent Responsibilities

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

6. Academic Misconduct

- a. MEF IS focuses on the positive quality of academic honesty but also recognizes the need to illustrate what constitutes academic misconduct. Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Examples of academic misconduct include: plagiarism, collusion, duplication of work, falsifying records, and misconduct during assessments.
 - b. All suspected cases of academic conduct are to be reported to the school leadership who will take the appropriate action.
7. **Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- a. **Collusion** is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
 - b. **Falsifying records** includes presenting false academic or other documentation to the school
 - c. **Duplication of work** is defined as the presentation of the same work for different assessment components and/or curriculum requirements.
 - d. Examples of **misconduct during an examination** include: taking unauthorized material into an examination (whether the student uses it or not), behaviour that disrupts the examination or may distract other students, and communicating with another student during the examination.

Works Cited

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

"The IB programme continuum of international education Effective Citing and Referencing". Publication. Cardiff: International Baccalaureate Organization, 2014. Print.

"Academic Honesty" guide for the Diploma Programme published by the IBO. Web.,
Adapted from Cambridge Handbook (international) regulations for conduct in Cambridge examinations

Adapted from The IB Diploma Programme publication "Academic Honesty" (2007)

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 Assistant General Manager
 - Provide immediate and ongoing support for all parties via the School Counsellors
 - Will inform the parents of the children involved
 - Take appropriate disciplinary action for the bully, in line with the MEF IS Behaviour Procedure
 - Provide support for the bully through mentoring and by setting up close home-school links
 - Offer counselling and support to help change the behaviour of the bully
 - Recommend outside counselling support for the bully or the victim as necessary
 - Provide close supervision during free times if necessary
 - Record of bullying will be kept permanently in the child's confidential file.

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 twice a year, in December and June. 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. CAIE 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 STRATEGIES

Observations

All students are observed regularly, with the teacher taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.

Process Focus

Students' skills and developing understanding are observed in real contexts regularly, using checklists and narrative notes. The emphasis is on the process and skill application rather than the product.

Selected Responses

Single 'snapshot' samples of what students know or are able to do.

Open Ended Tasks

Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way the student's understanding and application can be individually assessed.

ASSESSMENT TOOLS

Performance Lists

Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements, but not performance levels. These are used for students to know the criteria before embarking on their work, to assess that they met the criteria. These do not measure how well the students performed.

Holistic Rubrics

A holistic rubric provides an overall impression of a student's work, they yield a single score or rating for a product or performance. They provide a quick snapshot or impact of overall performance. These are used for complex performances where the criteria amalgamation results in the impact (i.e. dramatic performance), or to get a general impression of a piece of work.

Analytic Rubrics

An analytic rubric divides a product or performance into distinct traits or dimensions and judges each separately. Since an analytic rubric rates each of the identified traits independently, a separate score is provided for each. These are used for larger projects and summative assessments as well as for analysing writing.

Benchmarks/ Exemplars

These are samples of student work that serve as concrete standards against which other samples are judged. These can be used in conjunction with rubrics or continuums.

Anecdotal Notes

Anecdotal notes are written notes based on observation of children. These notes need to be systematically compiled, organised and analysed.

Continua

These are a visual representation of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

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.

ASSESSMENT STRATEGIES

Observations

All students are observed regularly, with the teacher taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.

Process Focus

Students' skills and developing understanding are observed in real contexts regularly, using checklists and narrative notes. The emphasis is on the process and skill application rather than the product.

Selected Responses

Single 'snapshot' samples of what students know or are able to do.

Open Ended Tasks

Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way the student's understanding and application can be individually assessed.

ASSESSMENT TOOLS

Performance Lists

Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements, but not performance levels. These are used for students to know the criteria before embarking on their work, to assess that they met the criteria. These do not measure how well the students performed.

Holistic Rubrics

A holistic rubric provides an overall impression of a student's work, they yield a single score or rating for a product or performance. They provide a quick snapshot or impact of overall performance. These are used for complex performances where the criteria amalgamation results in the impact (i.e. dramatic performance), or to get a general impression of a piece of work.

Analytic Rubrics

An analytic rubric divides a product or performance into distinct traits or dimensions and judges each separately. Since an analytic rubric rates each of the identified traits independently, a separate score is provided for each. These are used for larger projects and summative assessments as well as for analysing writing.

Benchmarks/ Exemplars

These are samples of student work that serve as concrete standards against which other samples are judged. These can be used in conjunction with rubrics or continuums.

Anecdotal Notes

Anecdotal notes are written notes based on observation of children. These notes need to be systematically compiled, organised and analysed.

Continua

These are a visual representation of developmental stages of learning. They show a progression of achievement or identify where a child is in a process.

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 the semester 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.
5. Average GPA is the numerical average of the GPA points for each subject

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, 3.5
60 - 69	Satisfactory	2.0, 2.5
0 - 59	Unsatisfactory / Failing	0 to 1

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, project, 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 CAIE courses where practical assessment constitutes more than 50% of the final grade (eg. Physical Education).
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 CAIE 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 written examination or practical project.
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 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 internal 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 an average of 60% or GPA of 2.0 and above with no fails the student is promoted automatically.
- If the student has an average of 60% or 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 an average of 60% or GPA of 2.0 and above yet fails more than three subjects, the student must complete summer work to increase their GPA. After the exams the student can only have a maximum of three remaining failing subjects in order to be promoted by GPA.
- If the student has a GPA less than 2.0, regardless of the number of classes failed, the student must complete summer work to increase their GPA in order to raise their average to qualify for promotion. If the student fails to satisfactorily complete summer work to increase their GPA 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 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 a sufficient grade 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 CAIE 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. Early Years & Primary - Students are allowed up to 20 unexcused absences.
 - b. Secondary - Students are allowed up to 10 unexcused absences and 20 excused absences.
 - c. Students exceeding these maximums will fail the year.
4. The following guidelines will be used to decide if an absence is "Excused" or "Unexcused".
 - a. Absences will be deemed "Excused" if the request to be excused is accompanied by a note or letter from an objective third party justifying the cause:
 - i. health-related absences must be justified by a signed and stamped doctor's note;
 - ii. prolonged health-related absences that total more than 25 days must be justified by a signed and stamped note from a government-funded health centre doctor only (these must not exceed 60 days);
 - iii. absence for compassionate reasons will be dealt with on an individual basis and may require proof, such as air tickets or an interview with a family member;
 - iv. national & religious holidays particular to the absent student's country, when the student's national embassy in Turkey is closed for the holiday.
 - b. Absences occurring for the following reasons will be deemed "Unexcused":
 - i. absent from school with a parent's permission note but without the paperwork needed for an "Excused" reason;

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

CHILD PROTECTION

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

STATEMENT OF AIM

All children have the right to be protected from violence, exploitation, and abuse. Yet, millions of children worldwide from all socioeconomic backgrounds, across all ages, religions and cultures suffer violence, exploitation and abuse every day. Millions more are at risk¹. MEF International Schools aim to ensure that all students are given a safe learning environment by maintaining appropriate practices and supervision in the school.

RATIONALE

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

MEF International Schools endorses the Convention on the Rights of the 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.
- **Responding:** we will ensure that action is taken to support and protect children where concerns arise regarding possible abuse.

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>

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>

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. Teachers are required to respond to written communication within 24 hours during the workweek.
8. Visitors to the school must treat all students with care and respect.
9. In regard to everyday arrival and collection, parents can deliver their children to the front gate or to the classroom.
10. Parents whose child is not on the bus must meet their child inside the school grounds.

11. Children not collected on time will wait in the Administration Building (Block A).
12. If a child is late, a late note (excused or unexcused) will be recorded.
13. When a student is to leave school early a note must be taken directly to the Academic Affairs Office. The student can wait at the Administration Building until the parent arrives.

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. 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. 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 will be referred to the Principal and 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; Classroom Prep/ planning
 - 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 Principal 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 Principal and 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 and complete the Safety Waiver at least two working days in advance, so that teacher/s involved can be informed.
3. Visiting students are expected to abide by the school's behavioural expectations.
4. Guest students may only attend for a maximum of one day
5. Guest students will normally be placed in an age-appropriate class; however, in the case of a prospective student for the following academic year, due to parental request a child could be placed in the class or 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.

Accidents

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

Hospital - Emergency Situations

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

In serious but less urgent cases, if a student needs to be taken to the hospital, the Deputy Principal will contact the child's parent to request permission for the student to be transferred to the hospital or determine if the parent wishes to transport the child themselves. If the parent cannot be reached, the school will take the student to the nearest hospital, and a designated staff member will accompany the student to the hospital.

Sickness

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

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

Medicines

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

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

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

Smoking

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

Hygiene

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

Animals In School

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

Educational Excursions

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

Emergencies

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

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 Principal 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.

Responsible Use of Technology - Primary School Guidelines:

Use of technology, network, Internet and all electronic resources are provided to support the educational objectives of MEF International School. Use of these technologies is a privilege tied to responsibilities. Therefore each member of the school community must honor the following guidelines in using technology in a responsible and ethical manner. MEF International School retains the right to change and update the terms and conditions at any time based on the requirements.

Purpose

- I will only use the school network and Internet for school work.

Guidelines

- I will follow the instructions of the teacher when using computers.

Communication

- I will use appropriate language when doing homework, when using online forums and when working with classmates.
- I will think and be thoughtful about the language I use when posting anything on line or sending messages to someone else.
- I will not use any language that is hurtful to anyone.

Honesty and Safety

- I will be honest.
- I will only use my own account and password.
- I will get help if I feel unsafe, bullied or if I see any unkind behaviour.
- I will only communicate with people I know.
- I will follow the safety guidelines for the sites I use.

- I will not post personal information on a public site.

Learning

- I will have a positive attitude.
- I will explore new technologies.
- I understand that everything online may not be true.
- I will search and check the validity of information shown online.
- I will cite all information taken from online sources, including (but not limited to) images, videos and music.

Respect for Self and Others

- I will not upload or publish personal information, private communication or photos of other people without permission.
- I will respond thoughtfully to the opinions and ideas of others.
- I will not send or share mean emails or texts.

Respect for School and Personal Property

- I will take care of all equipment at school.
- I will report misuse and / or inappropriate content to a teacher or adult.
- I will only use the computers at school for school work.
- I understand that I am completely responsible for following these guidelines when using school owned devices or private devices at school.
- I will be responsible for any damage caused by negligence when using school owned devices or private devices at school

Responsible Use of Technology - Secondary School Guidelines:

Use of technology, network, Internet and all electronic resources are provided to support the educational objectives of MEF International School. Use of these technologies is a privilege tied to responsibilities. Therefore each member of the school community must honor the following guidelines in using technology in a responsible and ethical manner. MEF International School retains the right to change and update the terms and conditions at any time based on the requirements.

1. Purpose

I will only use the school's network and Internet services for educational and academic purposes.

2. Guidelines

I will follow the specific instructions from school staff when using the computers and computer services

3. Communication

- I will use school-appropriate language when submitting homework, participating in online forums and working in teams with classmates.
- I will think before posting anything online or sending messages to someone else and will be thoughtful and mindful about the language I use.
- I will not use any language that is offensive to anyone and think about how my words will be interpreted by others before posting anything online.

4. Honesty & Safety

- I will represent myself honestly.
- I will not access the network using an account other than my own.
- I will seek help if I feel unsafe, bullied or witness unkind behavior.
- I will only communicate with people I know.

- I will follow safety guidelines posted to sites to which I subscribe or I am a member.
- I will not share my personal details (name, surname, address, phone number) on public websites.

5. Learning

- I will have a positive attitude and will be willing to explore different technologies.
- I understand that everything online is not true and I will search and check the validity of information presented online.
- I agree to document and properly cite all information taken from online sources including but not limited to images, videos and music.

6. Respect for Self and Others

- I will not upload or publish personal information, private communications or photos of other people without permission.
- I will respond thoughtfully to the opinions, ideas and values of others.
- I will not send or share mean, harmful or inappropriate emails or texts.

7. Respect for school and personal property

- I will take care of all equipment on campus.
- I will report misuse and/or inappropriate content to my teachers and adults.
- I will use the computers on campus for school related purposes only.
- I understand that I will be completely responsible for following the guidelines in using school owned devices and will be responsible for any damages caused by negligence or misuse.

Use of Google Applications and Accounts:

At MEF International Schools, we use Google Apps for Education for mailing, organising and storing digital data and working in the digital collaborative platform. Google has revised the end user agreements for educational purposes and the age limits for parental consents have been raised from 13 to 18 years of age worldwide.

To stay in line with the Children's Online Privacy Protection Act (COPPA) Rules, we request parents to complete the form below for children under 18 that gives permission to MEF IS to create email accounts and utilise tools and additional services on Google Apps for Education. The email accounts for Reception 1 to Year 3 students are used for internal identification and Google database means only. The use of email for Years 5 to 9 will continue to be restricted to communicating within the MEF International School domain. Students up to Year 9 will not be able to receive email from external addresses, and they will not be able to send any email to external addresses through their school accounts. Students between Years 10 to 13 will have access and exposure to communication with other domains.

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 a 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 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 Principal or Principal.

TRANSPORTATION

Statement of Aim:

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

Rationale:

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

Guidelines:**School Administration Responsibility**

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

Parent Community Responsibility:

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

Transportation Company Responsibility:

The transportation company will:

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

Student Responsibility:

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

*Students must follow the instructions given by the hostess, and inform them if there is a problem or emergency.

*Students must respect other students in all ways, including not calling anyone names, not teasing, and keeping hands, feet and objects to themselves.

*The hostess will assign seats based on younger students being at the front of the bus. Students must sit in assigned seats and remain seated at all times, with seatbelt fastened, whether the bus is moving or not, until told to get off. If there is a specific issue regarding your child's choice of seat that we need to be aware of, please contact us.

*Students must keep arms, head and possessions inside the bus.

*Students must talk with friends in a low voice and use proper language.

*Students must not eat on the bus, or drink anything other than water. Chewing gum is also not allowed.

*Students may read, listen to music (with headphones) or play electronic games (either with the sound off or with headphones). For safety reasons, younger students may not use crayons or pencils on the bus.

*Students are not permitted to sit in the front passenger seat unless there are no other seats available on the bus. If occupied, the front passenger seat may only be used by a Secondary Student.

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