



PRIMARY SCHOOL PARENT HANDBOOK 2025 - 2026



TABLE OF CONTENTS

PART 1: INTRODUCTION	3	PART 5: TECHNOLOGY	31
Welcome	3	Technology at MEF IS	31
Our Founder	3	Responsible Use of Technology	31
History	5	Electronic Device Rules	32
MEF IS Guiding Statements	6	Expectations for Student iPad Use	32
Leadership Organization 2025-2026	7	Updating Apps	33
International Baccalaureate (IB) Learner Profile	8	Google School	33
PART 2: EDUCATION	10	Toddle	33
Educational Program Overview	10	PART 6: STUDENT SUPPORT	34
Assessment of Learning	13	Learning Support	34
Reporting of Student Progress	14	Counseling Support	34
Academic Documentation	14	English Language Learning	35
Homework	14	PART 7: HEALTH AND SAFETY	36
Library	16	Health Services	36
Extracurricular Activities	17	Student Illness	36
PART 3: STUDENTS	18	Safety	37
Positive Behavior	18	PART 8: MISCELLANEOUS ITEMS	38
Academic Integrity	20	Food and Catering	38
Student Attendance	22	School Bus Service	38
Student Council	24	Driving on Campus	39
PART 4: PARENTS	25	Arrival and Dismissal Information	39
Adult Expectations	25	Lost and Found	40
Communication	26	Primary Daily Timetable	41
Home Learning	29	Academic Calendar (Draft)	42
Parent-Teacher Associations (PTA)	30	Events Calendar	43
Room Parents	30	Key Policies and Procedures	49
		Primary School Contact Details	50

PART 1: INTRODUCTION

Welcome

Dear Community Members,

Welcome to the 2025-2026 Academic Year at MEF International School (MEF IS). We are excited to welcome our new and returning students and families to our community.

Here at MEF IS, our mission is at the heart of everything we do, framing our policies, procedures and day to day practices. Our mission at MEF IS is to inspire, nurture and challenge our students to realize their unique potential. We seek to be an open-minded community striving for creativity, innovation and excellence. We therefore promote and cultivate global mindedness and empathy, learning from the perspective of others and striving for continuous improvement. We strive to provide learning experiences that inspire and challenge our students and develop critical, analytical and creative thinking. Our teaching supports individuals' needs, inviting student involvement and voice and fostering curiosity, exploration and experimentation. Technology is integrated to enhance student learning, creativity, collaboration and creating.

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

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

Sincerely,

Elvan Tongal
Head of School

Lauren Henrietta Fajobi
Principal

Our Founder

Biography of our Founder, Dr. Ibrahim ARIKAN,

Born in 1941 in the village of Salur in the province of Yozgat, Dr. Ibrahim ARIKAN was accepted on the basis of an examination into the Mimar Sinan Elementary School Teachers School, pursuing his goal to become an elementary school teacher. Following his academic success, he was selected to attend Ankara Teachers College. He graduated from the Faculty of Science, Department of Physics and Mathematics at Ankara Teachers College in 1968. Over the period 1968-1971, Ibrahim ARIKAN worked as an assistant in the Physics Department of Yıldız Technical University.

In 1972, he founded the MEF (Modern Eğitim Fen / Modern Education & Science) Tutoring School. In 1982, ARIKAN established Turkey's first cargo company, Yurtiçi Kargo Inc. and then in 1996, founded MEF Schools, an international educational complex that encompasses pre-school, elementary school and high school levels. On February 11, 1996, ARIKAN collected all of his companies under the umbrella of the holding company, ARIKANLI Holding Inc., ARIKANLI Holding investments focus on the areas of "Education-Communication-Energy", "Transport-Logistics" and "Industry-Construction." As of 2011, the Holding boasted 23 companies.



On May 14, 2011, Ibrahim ARIKAN was awarded an Honorary Doctoral Degree in Business and Science by unanimous vote of the European University of Lefke Senate in the Turkish Republic of Northern Cyprus for "his adherence as an educator to the principles and reforms of Atatürk, his contributions to educating 200,000 students, and his entreprenuring insight and leadership in various industrial and service sectors."

He was presented with a "Leadership Honorary Award" on April 16, 2009 for "the companies he established and their contributions to the business community, the system he has established, and the brands that he has created." He was granted an honorary doctorate in humanities on May 22, 2009 by one of the prestigious universities in the U.S., Roger Williams University, for his successful business career and for making a solid contribution to the world of education with MEF Schools, which he established on the basis of a new vision of education.

Ibrahim ARIKAN is the author of 10 books (*Modern Fizik-Modern Physics*; *Biz Bize-Just Between Us*; *Orijinal Fikir Üretme ve Yaratıcılık-Producing Original Ideas and Creativity*; *Kurum Başarısı İçin-For the Success of the Organization*; *Yöneticiye Mektup-A Letter to the Manager*; *Her Durumda Başarmak-Achieving under All Circumstances*; *Kriz Önce Haber Verir Sonra Kapıyı Çalar-The Crisis First Lets You Know It's Here Before It Knocks on Your Door*; *Tarih Ekonomiyi, Ekonomi Tarihi Oluşturur-History Shapes Economy While Economy Shapes History*; *Ya Yenilenirsin Ya da Yenilirsin - Renovate or Evaporate*; *Öğreten Öğretmen Öğrenen Öğrenci-Teaching Teacher, Learning Student* and has written many articles published in various magazines and newspapers. He also devotes time to working on social and cultural content.

Dr. İbrahim Arıkan passed away on February 2, 2016. He was the father of three children, named Ümit, Ebru and Eda. A respected teacher devoting his entire life to education, an entrepreneur, environmentalist and scientist, Dr. İbrahim Arıkan succeeded in being a good human under all conditions, and he believed that the world needed goodness more than anything. Dr. İbrahim Arıkan will always be remembered with yearning and respect for the pioneering institutions and organizations he founded in our country, his innovative ideas and the value he gave to education and to humans.

P.S.: You can obtain his books from our library if you wish to understand his approach to education.

History

The foundation of MEF Schools was completed in more than eight years of study by going through the following stages.

Stage One - Examining the Education Systems of Various Countries:

Eight different countries were visited by our Founder Dr. Arikan and his team consisting of academicians and the educational system were observed and examined in the place. These countries were the USA, the UK, Germany, Finland, the Netherlands, Denmark, France and Japan. During these examination visits, information was collected from the educational scientists of the countries on curriculum taught according to the school types and the teaching methods they followed.

Stage Two - Evaluating the Educational Systems of the Different Countries:

A “Science Committee” consisting of university lecturers and educational experts was formed in order to evaluate the information gathered. This committee compared the educational systems of these countries with each other and with the educational system in Turkey by working with its more than 30 members within its body for more than two years. The data and the important examples obtained during the studies conducted in those countries were also evaluated by the Committee. As a result of the evaluation, it was found that the difference was in the teaching methods only, the subjects taught in Turkey do not differ greatly from the basic courses and basic subjects taught in the same type of schools in these countries. After completing these evaluations, the educational style of MEF Schools, curriculum, education language, teaching programs, after-school activities and physical plannings of the school were determined.

Stage Three - Preparing the Curriculum:

At this stage, the “Curriculum Preparation Committees” were formed. These committees prepared the syllabus to be taught in their fields, taking into account the most accepted developmental theories of the time, various program models applied in Turkey and in the world, and the aspects that can be applied to the Turkish Education System.

Starting Education:

MEF Schools started education on September 1, 1996 in its Istanbul Ulus Campus, with Kindergarten, Primary School, Middle School and High School.

MEF International School opened in 1998 on the same campus.

In 2004, MEF International School Izmir campus was opened to serve the children of foreign families living in Izmir.

Today, MEF Schools continue its educational services with its National Schools in Istanbul-Ulus & Bahçeşehir Campuses and its International Schools in Istanbul/Ulus & Izmir Campuses.

MEF EDUCATIONAL INSTITUTIONS CHRONOLOGICALLY...

- ★ 1996-1997 MEF Schools (Istanbul-Ulus Campus)
- ★ 1998-1999 MEF International School (Istanbul-Ulus Campus)
- ★ 2004-2005 MEF International School (Izmir Campus)
- ★ 2014-2015 MEF University (Istanbul-Maslak Campus)

MEF IS Guiding Statements

Our guiding statements are not just words on a page, they truly guide our school each and every day in everything that we do. We review our guiding statements together with our teachers, parents and students to ensure that they still hold true and state our purpose and our aspirations every three years. The guiding statements below were revised and approved by the Executive Board during the 2023 - 2024 academic year. The definitions for learning and internationalism have been created by our faculty.

Definition of Internationalism

A dynamic discourse that fosters knowledge, mutual respect, and understanding; the celebration of our commonalities and differences; the promotion of international mindedness, and a peaceful, ethical and progressive society.

Definition of High-Quality-Learning

High-quality learning is the continuous journey of constructing new understandings through authentic inquiry, exploration, and experimentation. This process is fueled by student agency, curiosity, creativity, and discovery. It involves purposeful interactions, the forging of insightful connections, and deep reflection, equipping learners with the skills and attributes to contribute to a better and more peaceful world.

MOTTO

Building Bridges between Countries and Cultures.

MISSION STATEMENT (our purpose)

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

VISION (our aspiration)

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

GUIDING PRINCIPLES

MEF International School Community...

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

Where learning...

- ★ Is authentic, engaging learners in meaningful and relevant inquiry, resonating with learners' interests and aspirations.

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

Where teaching...

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

Leadership Organization 2025-2026

Executive Board (National & International Schools)		
MEF International School Board		
General Manager Mr. Fikret Mulhan		
Head of School Ms. Elvan Tongal		
Primary School Principal Mrs. Lauren Henrietta Fajobi fajobih@mefis.k12.tr	Secondary School Principal Mr. Malcolm Ringo ringom@mefis.k12.tr	
Primary Deputy Principal Mr. Carlos Isern isernc@mefis.k12.tr	Secondary Deputy Principal Mr. Peter DiCarlo dicarlop@mefis.k12.tr	
IB PYP Coordinator Ms. Ceni Alpanda alpandac@mefis.k12.tr	IB DP Coordinator Ms. Cansu Cakili Aydinkal cakilic@mefis.k12.tr	Cambridge Coordinator Mr. Furter Malherbe malherbef@mefis.k12.tr
MEF Schools K-12 Guidance & Counseling Coordinator and Child Protection Leader Ms. Pelin Uster usterp@mefis.k12.tr	Pastoral Dean Ms. Vanessa Vitello vittelov@mefis.k12.tr	

International Baccalaureate (IB) Learner Profile

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

To acquire each of these traits, it is paramount for IB students to take RESPONSIBILITY not only for their own learning in the class but for their actions outside of the classroom. IB students must understand that all actions have reactions and they must learn to proactively pursue a lifestyle that ensures both positive results in the classroom and in the local, national, and global community in which they share. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners our MEF IS community members strive to be:

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

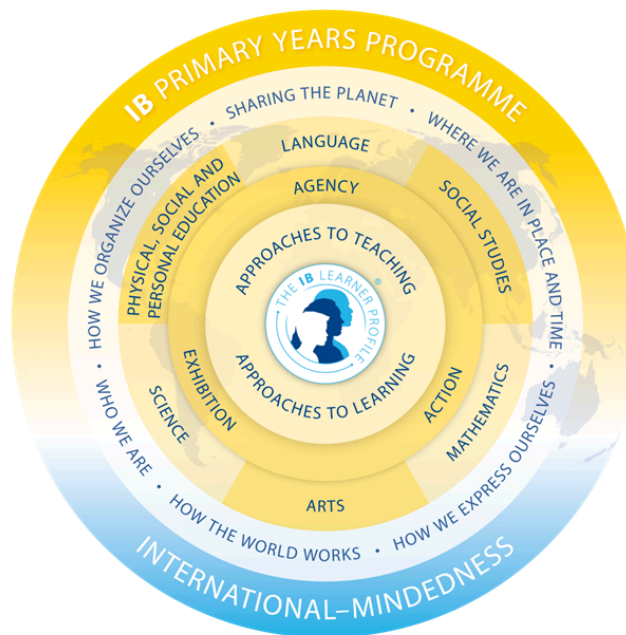
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

PART 2: EDUCATION

Educational Program Overview

PRIMARY YEARS PROGRAMME

MEF International School is authorised by the International Baccalaureate (IB) to offer Primary Years Programme (PYP). This programme is offered in many quality schools worldwide. It offers high quality education, enabling students to become lifelong learners and global citizens. It draws on international educational research to provide a framework of what the students need to learn and how they learn. In common with all IB programmes, the focus is on personal and academic achievement, challenging students to excel in their studies and in their personal development. Some of the information below has been sourced from the International Baccalaureate publications.



The IB Primary Years Programme (PYP) for children aged 3 – 12 nurtures and develops young students as caring, active participants in a lifelong journey of learning.

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-12. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

THE PYP CURRICULUM FRAMEWORK

The PYP curriculum framework begins with the premise that students are agents of their own learning and partners in the learning process. It prioritizes people and their relationships to build a strong learning community.

PYP students use their initiative to take responsibility and ownership of their learning. By learning through inquiry and reflecting on their own learning, PYP students develop knowledge, conceptual understandings, skills and the attributes of the IB Learner profile to make a difference in their own lives, their communities, and beyond.

IB LEARNER PROFILE – WHAT KIND OF INDIVIDUALS DO WE AIM OUR STUDENTS TO BECOME?

In all IB programmes learners strive to become individuals demonstrating the following attributes of the learner profile: **inquirers, knowledgeable, thinkers, communicators, principled, open minded, caring, risk takers, balanced and reflective.**

The learner profile is central to the PYP definition of what it means to be internationally minded.

LEARNING AND TEACHING IN THE PYP

In the PYP a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding and taking of responsible action.

In our programme, our students will:

- inquire and try to acquire knowledge and values that are personally, locally and globally significant.
- get a deeper understanding of the concepts.
- develop a range of life skills.
- be given chances to take responsibility and participate in social service.

Approaches to teaching: (What are the learning & teaching approaches that the programme is grounded on?)

- **Based on Inquiry:** Learning is driven by students' questions and interests. Teachers act as facilitators who guide students through an active process of exploring and developing understanding.
- **Focused on Conceptual Understanding:** Teaching moves beyond the memorization of facts. It emphasizes deep understanding of concepts that are transferable across subjects and contexts.
- **Developed in Local and Global Contexts:** Learning is relevant and meaningful. Teachers help students connect their learning to real-life situations in both local and global communities.
- **Focused on Effective Teamwork and Collaboration:** Collaboration is embedded at all levels—among students, teachers, and the wider school community. Teaching encourages shared responsibility and collective problem-solving.
- **Designed to Remove Barriers to Learning:** Inclusive practices are central. Teaching is differentiated and accessible to ensure all students can participate, engage, and succeed.
- **Informed by Assessment:** Assessment is ongoing and integral to the learning process. Teachers use assessment data to inform and adjust teaching, provide feedback, and support student progress.

Learner agency is strongly encouraged in the PYP. Students demonstrate agency when they take responsibility for their learning and actively collaborate with teachers and peers throughout all phases of the learning process. When students' have agency, the relationship between the teacher and students becomes a partnership.



WHAT DO OUR STUDENTS LEARN AND DEVELOP IN THE PYP?

Knowledge: (What do we want our students to know?)

Our aim is to make students inquire into interesting, challenging, relevant and significant topics. Students inquire into, and learn about globally significant issues in the context of units of inquiry, each of which addresses a central idea relevant to one of the following transdisciplinary themes:

Who We Are: An inquiry into identity as individuals and as part of a collective through:

- physical, emotional, social and spiritual health and well-being
- relationships and belonging
- learning and growing

Where We Are In Place And Time: An inquiry into histories and orientation in place, space and time through:

- periods, events and artefacts
- communities, heritage, culture and environment
- natural and human drivers of movement, adaptation, and transformation

How We Express Ourselves: An inquiry into the diversity of voice, perspectives, and expression through:

- inspiration, imagination, creativity
- personal, social and cultural modes and practices of communication
- intentions, perceptions, interpretations and responses

How The World Works: An inquiry into understandings of the world and phenomena through:

- patterns, cycles, systems
- diverse practices, methods and tools
- discovery, design, innovation: possibilities and impacts

How We Organize Ourselves: An inquiry into systems, structures and networks through:

- interactions within and between social and ecological systems
- approaches to livelihoods and trade practices: intended and unintended consequences
- representation, collaboration and decision-making

Sharing the Planet: An inquiry into the interdependence of human and natural worlds through:

- rights, responsibilities and dignity of all
- pathways to just, peaceful and reimagined futures
- nature, complexity, coexistence and wisdom

The Transdisciplinary Units of Inquiry: Each class engages in units of inquiry that guide learning throughout the year. In our Early Childhood Centre, students explore four units of inquiry, allowing time for extended investigations and emerging inquiries based on children's own interests within a play-based environment. From Grade 1 to Grade 5, students engage in six units of inquiry, providing a broad and balanced exploration across transdisciplinary themes.

The Subject Areas: Students study six subject areas. These subject areas are:

- Language
- Social Studies
- Mathematics
- The Arts
- Science
- Personal, Social and Physical Education

Concepts: (What do we want our students to understand?)

Within each transdisciplinary theme, we develop a unit of inquiry with central ideas and lines of inquiry. Creating units of inquiry using concepts enables learners to develop conceptual understanding across, between and beyond the transdisciplinary themes.

The PYP identifies seven specified concepts that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning. These concepts are:

- **Form**– What is it like?
- **Function** – How does it work?
- **Causation** – Why is it like it is?
- **Change**– How does it change?
- **Connection** – How is it connected to other things?
- **Perspective** – What are the points of view?
- **Responsibility**– What is our responsibility?

Alongside the specified concepts, additional concepts are explored within and outside of units of inquiry. Together, these concepts drive the inquiries that are situated at the heart of the PYP curriculum.

Approaches to Learning (ATL Skills): (What do we want our students to be able to do?)

Within their learning throughout the programme, students acquire and apply a set of skills: **social skills, communication skills, thinking skills, research skills and self-management skills**. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the school.

Action: (How do we want our students to act as a result of their learning?)

Action, the core of student agency, is integral to the Primary Years Programme (PYP) learning process and to the programme's overarching outcome of international-mindedness. Through taking individual and collective action, students come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose. When students see tangible actions that they can choose to take to make a difference, they see themselves as competent, capable and active agents of change. Students taking action in response to their inquiries lays a strong foundation for community service.

Assessment of Learning

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

PYP assessment practices are ongoing, embedded in the learning process, and aim to support and enhance student learning. These practices involve continuously **monitoring student progress, documenting learning through various tools and strategies, reporting to share insights with students and parents, and measuring learning against success criteria**. Rather than being a one-time event, assessment in the PYP is an integral part of teaching and learning that informs next steps and empowers students to take ownership of their progress. MEF IS Primary teachers also employ a variety of informal assessment tools. For example, teachers regularly assess how students respond to questions and prompts about their understanding and tailor their teaching accordingly. Teachers also employ check-ins when students are working independently or in groups. The variety of tools used allows for more authentic assessment of student progress.

Reporting of Student Progress

Regular and informative reporting is essential to student progress. At MEF IS, we use multiple feedback mechanisms to ensure students and families receive timely and substantive information about student progress.

- ★ **Parent teacher meetings:** these can be requested by either party whenever the need arises
- ★ **Semester reports:** twice a year at the end of Semesters 1 & 2
- ★ **Toddle:** Ongoing and regular feedback about your child's learning will be shared through this digital portfolio.
- ★ **Student-Led Conference:** held once per year.
- ★ **3-way conferences:** held once per year.

Academic Documentation

At the end of each term (i.e., Semester 1, Semester 2), MEF IS students receive progress reports detailing their accomplishments during the given term. The Principal's office also provides upon request student verification and leaving letters.

Parents requesting academic documentation should be aware of the following guidelines:

- ★ Requests for documentation should be made directly to the School Principal and Assistant
- ★ Original progress reports can only be issued once (these are provided to students at the end of each term); copies can be provided upon request.
- ★ We cannot process requests for report cards for Semester 2 before the last day of school, when all Semester 2 report cards are distributed.
- ★ All requests will be processed as rapidly as possible but please allow up to 5 business days for documentation requests.
- ★ All official academic records require an officially authorized administrator's signature and therefore requests made during the holidays may be delayed; it is best, wherever possible, to make requests during the term.

Homework

The Purpose of Homework

The purpose of homework is to provide opportunities for students to practice and review skills, concepts, and content learned in class. Homework may also support students in developing and strengthening self-management skills: goal setting, time-management, and study skills. It also supports the school-home relationship through connecting families with the learning of their children. Homework should be limited in scope and time in order to be beneficial. Excessive amounts of homework has a negative impact on achievement and attitudes towards learning.

Homework should:

- ★ deepen, complement, and reinforce classroom learning through revising and practicing previously learned concepts and skills
- ★ support the development of the student's independence as a learner
- ★ further the partnership between school and home
- ★ allow time for family, play, and cultural pursuits
- ★ be clearly relevant, show variety, and be balance across learning areas
- ★ be capable of being completed independently with limited resources
- ★ receive timely feedback

Frequency and duration of homework

Research emphasizes the importance of balancing homework with the needs of young learners to have a balanced lifestyle that includes plenty of time for family and play. Excessive amounts of homework has a negative impact on achievement and attitudes towards learning. Regular, limited levels of homework may reinforce learning and increase student self-management skills.

The following is a research-based breakdown of the maximum daily time that should be spent on daily homework:

- | | |
|-----------------------|---------------|
| ★ PreK - Kindergarten | 10-12 minutes |
| ★ Grade 1 - 2 | 10-20 minutes |
| ★ Grade 3 - 4 | 30-40 minutes |
| ★ Grade 4 - 5 | 40-50 minutes |

Library

The library staff welcome all members of the MEF IS community to visit for their academic and recreational reading and research needs. The MEF IS library provides extensive curriculum support through its ever-expanding collections, both on premises and online. Please refer to the library page of the school website for more detailed information.

The up-to-date online library resources are also offered to assist students and parents with study and research skills as well as to encourage a love of reading and enjoyment of books. The Follett Destiny Library Catalog (<https://mefis.follettdestiny.com>) can be accessed at any time, from any internet accessible location. Contact MEF IS library staff to activate your personal login details.

Circulation Limits (borrowing is for 2 weeks with a maximum of 3 renewals):

- ★ Pre-K to Grade 1: 1 book
- ★ Grade 2: 2 books
- ★ Grade 3: 3 books
- ★ Grade 4: 4 books
- ★ Grade 5: 5 books

To encourage variety in reading selections and to share popular books the following borrowing rules apply:

- ★ if more than one book is checked out, they must be written by different authors
- ★ only one book in a series can be checked out for each loan period
- ★ variety in selection is encouraged e.g. 1 fiction, 1 nonfiction
- ★ if a Graphic Media book is checked out, the student must also have a fiction chapter book on loan

Parents as Library Patrons:

Parents are invited to register as library patrons and may check out 10 books at a time. Circulation rules for students also apply to parents.

Volunteering:

Parents are encouraged to volunteer in the library with circulation and cataloging projects and during special events, such as MEF IS Reading Week.

Lost Textbooks

Lost textbooks must be replaced by families at cost plus shipping and handling. The library processes the replacement of textbooks

Extracurricular Activities

Clubs

MEF IS Primary School Teachers facilitate a variety of different clubs. We value the importance of developing the whole child through varied activities including sports, arts and crafts, drama, and/or community service clubs. The clubs change quarterly and run for 40 minutes.

Field Trips

Field trips are an integral part of the personal development of each student and the school's curriculum, therefore all students are expected to participate. Field trips provide opportunities for cultural enrichment, social interaction and the extension of learning skills and will be used wherever possible to work towards these educational goals.

After School Activities

After school activities are offered for Primary students as a means of developing the whole child. The aim is to provide varied offerings to attend to various interests and abilities. These activities are led by our own teachers or outside organizations or agencies and are filled based on demand and may differ between semesters. After school activities are optional, free of charge, and parents are required to pick up students afterwards on time. Kindly take note that **if your child is picked up late twice, they will no longer be able to join our after-school activity programs for the semester**. You will receive an email with the contact information in due time.

PART 3: STUDENTS

Positive Behavior

MEF International School is committed to maintaining a safe, responsible, and respectful learning environment in order to inspire, nurture, and challenge our learners to realize their unique potential. All in our community are expected to reflect these values along with the IB Learner Profile attributes. These standards are ensured through a collaborative effort involving families, teachers and administrators. The principles of safety, respect and responsibility are integral to the standards required of students. The best way to cultivate positive student behavior is to exemplify and encourage it. Positive student behavior is stimulated by modeling IB Learner Profile Traits and Attitudes, appropriate behavior and by utilizing praise and verbal recognition. To this end, students are also involved in decisions that affect them.

Restorative Practices

In order to maintain positive behavior, the school emphasizes restorative practices. A restorative approach sees conflict or misbehavior as an opportunity to learn about the impacts of their actions, develop empathy for others, and make amends to strengthen the bonds that may have been damaged.

*The essence of restorative practices is simple: that human beings are happier, more productive and more likely to make positive changes in their behavior when those in positions of authority do things **with** them, rather than **to** them or **for** them.*

It's all about relationships

Building, enhancing and restoring relationships in the school is absolutely essential for a strongly connected, empathetic, functioning community.

General School Expectations from the Students

Expectations for Learning

- ★ Be at school on time
- ★ Listen carefully and follow instructions.
- ★ Stay on task and work respectfully around others.
- ★ Seek help when you need it.
- ★ Try your best with all school tasks.
- ★ Put your hand up in class to speak.
- ★ Respect the school and personal property.

Expectations for Dealing with Others

- ★ Model the IB Learner Profile.
- ★ Be kind, polite and caring to others.
- ★ Use appropriate and respectful language.
- ★ Be a good speaker and listener.

- ★ Be responsible for your belongings.
- ★ Respect the rights, thoughts and feelings of others.

Expectations for Play

- ★ Share equipment and play areas with others.
- ★ Play in a friendly, inclusive, and positive manner.
- ★ Be responsible and play safely in the play area.
- ★ Run only in safe, open spaces.
- ★ Keep our school clean and litter free.
- ★ Line up in a quiet and timely manner.

Expectations for Wet Weather Breaks

- ★ Use the activities and equipment set by your teacher.
- ★ Play in your designated wet weather area.
- ★ Speak in a quiet voice as others may be working.
- ★ Always walk indoors and move safely.
- ★ Balls, running and throwing games are to be kept outdoors.
- ★ Respect and cooperate with teacher decisions.
- ★ Share the responsibility for cleaning up your play area.

Expectations for Attendance and Punctuality

- ★ Arrive at school on time and maintain good attendance.
- ★ Arrive to each class promptly with appropriate learning materials.

Expectations for Electronic Devices

- ★ Cell phones are not to be used during the school day.
- ★ If children need to phone their parents they may ask to use the PS Assistant's phone.
- ★ Students with iPads will have their devices safely stored when they are not being used in class.
- ★ School breaks are to be iPad free.
- ★ Electronic devices are used for academic purposes while at school.

Expectation for Riding the Bus

- ★ Remain seated at all times on the bus.
- ★ Wear a seatbelt while on the bus.
- ★ Sit in the seat allocated by the hostess / duty teacher.
- ★ Get off the bus only at your own address unless approved prior.
- ★ Heat, cooling, windows and music are regulated by the driver and hostess.
- ★ Listen to the instructions and follow the directions of the driver and hostess.
- ★ No food or chewing gum (only provided by the hostess in an emergency situation).
- ★ Ask for water if needed.
- ★ Put any rubbish into the bins provided.
- ★ Respect other passengers by not disturbing them by being too loud.
- ★ Be ready and on time at all times.
- ★ Respect the belongings, rights and property of other passengers and the bus.

Dress Code for Students

- ★ Students are expected to wear appropriate clothing for a school environment.
- ★ Clothing should respect the attitudes and expectations of the host culture.
- ★ A change of clothes may be brought for Physical Education classes.
- ★ Students may wear hats and use sunscreen when outdoors.
- ★ Students will be sent outside to play during recess unless it is raining hard, and should therefore have appropriate clothing for whatever the weather eg. warm coats, hats, raincoats, or sun hats and sunscreen etc

Academic Integrity

To ensure a culture of academic integrity, MEF IS has established clear guidelines and expectations for all members of the school community. Academic integrity is a fundamental value that promotes honesty, trust, and responsibility in the creation and presentation of scholarly work. Our school emphasizes the use of one's own original ideas and materials in demonstrating knowledge and the proper citation of any utilized sources.

To support this, MEF IS follows the MLA citation format, as outlined in "[The IB Programme Continuum of International Education: Effective Citing and Referencing](#)" document. It is the responsibility of all students, teachers, administrators, and parents to familiarize themselves with this document and to uphold the principles of academic integrity. Any violation of this policy will result in consequences, as outlined in the policy, in order to maintain the highest standards of academic honesty and ethical behavior.

Academic integrity is defined as:

- "The use of one's own thoughts and materials in the demonstration of knowledge and the proper citation of any utilized sources" (Academic integrity, 2007)

Student Responsibilities

Academic integrity is an important value that underpins all academic work. As Primary School students progress through their schooling, they are expected to demonstrate an increasing understanding of academic integrity, misconduct, and its consequences. Primary School students are expected to produce legitimate, authentic, and honest academic work (Academic integrity guidelines, 2019). The IB Learner Profile attributes are an integral part of academic integrity and guide students towards responsible and ethical behavior in their academic work.

Academic Integrity Guidelines for PreK - Grade 3:

- Be honest: Tell the truth and act with integrity. (Principled)
- Do your best: Strive to do your best work and take pride in your accomplishments. (Reflective)
- Use your own words: Create your own ideas and use your own words when completing assignments. (Thinker)
- Share ideas respectfully: Give credit to others for their ideas and work. (Caring)
- Ask for help: If you are having trouble completing an assignment, ask your teacher for help. (Communicator)

Academic Integrity Guidelines for Grades 4-5:

- Be honest: Always tell the truth and act with integrity. (Principled)
- Do your best: Strive to do your best work and take pride in your accomplishments. (Reflective)

- Use your own words: Create your own ideas and use your own words when completing assignments. (Thinker)
- Cite your sources: Give credit to others for their ideas and work by citing your sources properly using in-text citations and a works cited page including author and source location (Knowledgeable)
- Ask for help: If you are having trouble completing an assignment, ask your teacher for help. (Communicator)
- Take responsibility for your actions: Take responsibility for your academic work and the consequences of your actions. (Principled)

Teacher Responsibilities:

- Consistently model and teach academic integrity in accordance with MLA guidelines.
- Monitor academic integrity within their classrooms and address any violations.
- Provide guidance and support to students who may have questions about academic integrity.
- Collaborate with the librarian to ensure academic integrity is taught across the curriculum.
- Report any violations of academic integrity to the administration.
- Encourage students to take pride in their own work and avoid cheating or plagiarism.

Librarian Responsibilities:

- Support teachers and students in understanding academic integrity and misconduct.
- Provide guidance and support to teachers in preparing lessons on academic integrity.
- Collaborate with teachers to ensure academic integrity is taught across the curriculum.
- Encourage students to use proper citation methods and avoid plagiarism.

Administration Responsibilities:

- Model and monitor academic integrity in accordance with school procedures.
- Ensure that both students and teachers understand and follow procedures associated with academic integrity and misconduct.
- Provide training for teachers on how to promote academic integrity in the classroom.
- Address any violations of academic integrity in a fair and consistent manner.

Parent Responsibilities:

- Support their children in upholding academic integrity.
- Encourage honesty and integrity in their children's work.
- Help their children understand the importance of proper citation methods and avoiding plagiarism.
- Report any concerns about academic integrity to the school administration.

Academic Misconduct

In accordance with IBO guidelines, MEF IS focuses on the positive quality of academic integrity, 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 in one or more assessment components. Examples of academic misconduct include: plagiarism, collusion, duplication of work, copying, examination, paraphrasing (without acknowledging resources).

- **Plagiarism** is the act of using someone else's ideas, words, or work without giving proper credit or acknowledgement, whether done intentionally or unintentionally. It also includes the use of translated materials without proper citation.

- **Collusion** is when a student supports academic misconduct by another student, such as allowing their work to be copied or submitted for assessment.
- **Duplication of work** refers to presenting the same work for multiple assessment components or curriculum requirements, without creating new or original work.
- **Copying** is taking someone else's work, with or without their knowledge, and submitting it as one's own.
- **Cheating** is any behavior that gives a student an unfair advantage, such as communicating with another student during an assessment, bringing unauthorized materials into an examination room, or consulting such materials during an examination.
- **Paraphrasing** without acknowledging sources is the act of rephrasing something written or spoken in one's own words without giving proper credit or attribution to the original source.

Adapted from The IB Diploma Programme publication "Academic integrity" (2019) and "The IB programme continuum of international education Effective Citing and Referencing" (2022)

Academic Misconduct Procedure

1. **Restorative conversation:** The teacher will engage in a restorative conversation with the student, encouraging the student to take responsibility for their actions, discuss the impact of their actions on others and the community, and identify ways to repair the harm caused.
2. **Parent/Guardian Communication:** The teacher will inform the parents/guardians of the situation and invite them to participate in the restorative process.
3. **Redo the assignment:** The student will be required to redo the assignment with guidance and support to ensure the work is original and authentic. The teacher will provide further instruction and feedback to help the student understand and avoid academic misconduct.
4. **Reinforce Academic Integrity:** The teacher will reinforce/re-teach academic integrity by providing further guidance and instruction to the student and the class.
5. **Documentation:** The incident will be documented in the student's academic file, including a description of the misconduct, the steps taken to address it, and any follow-up actions.
6. **Repeated or Serious Misconduct:** In cases of repeated or serious academic misconduct, the administration will be notified and may take further action in consultation with the teacher and parents/guardians.

Student Attendance

Punctuality and regular attendance is important for students and their learning. It is the responsibility of the school to keep accurate attendance records and to comply with related regulations. It is the responsibility of parents/caregivers to ensure their children attend school. In accordance with the school's policy, **students are not to miss more than 30 school days, whether excused or unexcused**. Students who miss more than **30 days** may not be offered re-enrolment for the coming academic year or be asked to repeat the grade level.

Parents of Primary School students must notify the school's Receptionist (absent@mefis.k12.tr), Deputy Principal, and homeroom teacher of any absences via email indicating the reason for the absence. If a parent fails to inform the school of their child's absence, then the receptionist will contact the parents for information.

If a student is ill for **more than two days**, then the child must bring a medical report upon returning to school to be counted as excused.

- ★ **Excused absences** are only for illness, injury, attendance at a funeral, religious holidays, legal matters, residency appointments, visa appointments, passport renewal, and other emergencies or unusual circumstances as approved by the school's administration upon the family's written request.
- ★ **Unexcused absences** include illness without a medical note for absences longer than 2 days, trips during the school semester, etc.
- ★ **Total absences** allowed are determined by Ministry of Education. A student may have up to **10 unexcused** and **20 excused** absences in a school year.

Leaving During the School Day

Students are expected to stay at MEF IS for the duration of their school day. If a parent/guardian collects their children during regular school hours or gives permission for their child to leave the campus, they must provide a written email to the receptionist (absent@mefis.k12.tr), Deputy Principal, and Homeroom teacher including the reason for early dismissal. Phone calls are not accepted.

Permission to leave early from school must be received before 13:00 so that arrangements for permission and the service bus company (if necessary) can be arranged.

Students need to collect a signed note from their school leadership team giving them permission to leave. This note is needed to show security at the gate. Acceptable reasons for early departure include illness, an urgent appointment, or an emergency.

Punctuality

Lateness impacts a student's learning as s/he misses instruction and disrupts the learning of classmates. Therefore MEF IS expects students to arrive on time for their registration period and subsequently to get to class in a timely manner for each lesson. Students who are late to school in the first period will be marked tardy. Students who arrive **late during periods 2 - 4** will be counted as having a **half day of absence** and those arriving late **during 5th period or afterwards** will be given a **full day of absence**.

Students after School

- ★ Students may not stay after school for a planned activity or event without permission.
- ★ After School Activities (ASA's) and coaching sessions should be permitted by parents.
- ★ Teachers may need to remind students of these activities so that they get there on time.
- ★ Any student staying at school after dismissal needs to be under supervision - either at an ASA/Coaching or directly supervised by a parent or other adult.
- ★ If a parent is late picking up their **2 times**, then the child will be removed from ASA's for the semester.
- ★ Students may not play on the playground equipment if they are not being directly supervised by a parent or other adult.
- ★ Any unsupervised students need to be placed in the lobby, under the supervision of the receptionist, until a parent collects them.

Student Council

MEF IS Student Council is a decision making body whose aim is to support the school's mission statement by:

- ★ promoting a culture of collaboration and action throughout the school community
- ★ promoting initiatives that raise an awareness of local and global issues
- ★ providing a democratic forum in which students can address those school related issues which affect their lives
- ★ maintaining open communication between students and school staff
- ★ helping develop school pride and a sense of community through fun, meaningful and spirited activities!

PART 4: PARENTS

Adult Expectations

At MEF IS we believe that one of the greatest teaching tools we have as adults is the example we provide through our own behavior and actions. We also believe that each member of the community plays a role in ensuring that the school's culture is safe, inclusive, and supportive of learning. As such, we hold all members of our community to standards of positive behavior and have established the Parent Code of Conduct and Parent Expectations.

Parent Code of Conduct

As a parent member and stakeholder of the MEF IS community, I agree to:

- ★ Be an advocate for the MEF IS larger community.
- ★ Read and promote the MEF IS mission.
- ★ Model the MEF IS mission to my children in my day-to-day behaviors.
- ★ Model respect for all MEF IS staff and MEF IS parents in my communication and interactions with them.
- ★ Seek to resolve issues/concerns in a positive way and follow the appropriate lines of communication.
- ★ Use WhatsApp groups and other social media in a positive and supportive manner
- ★ Not to put other parents, staff, or students in a social situation where they are forced to make choices that may not be aligned with their religious or moral values outside of school.
- ★ Meet financial obligations in a timely manner.
- ★ Understand that MEF IS is an apolitical, inclusive learning institution that presents a range of political, economic, religious, and social ideas without promoting any one.
- ★ Adhere to the policies and guidelines outlined by MEF IS.
- ★ Actively supervise my child at all MEF IS events.

Parent Expectations

- ★ Actively contribute to a positive atmosphere at school.
- ★ Be an active partner in your child's education by attending school events, parent conferences, and other school activities.
- ★ Follow the rules and laws of the host country.
- ★ Commit to reading information that comes from the school through the school newsletter, class websites and emails, direct email and messages.
- ★ Always assume MEF IS has the best interest for your child and the greater community.

Communication

Timely and respectful communication between home and school is essential to keep all in our community informed and to support teaching and learning; it is also essential to establishing and maintaining positive and open relationships based on trust and mutual understanding. There are a number of communication channels the school uses including direct contact between individual staff and individual students/families: Toddle, email, telephone, school newsletters, school websites, SMS, meetings, and language ambassadors.

In all areas of concern or query we encourage parents to speak to the person of interest straight away.

The lines of communication are:

- ★ Speak to the teacher or staff member responsible (e.g. class teacher or specialist).
- ★ Speak to the Deputy Principal if you need further support or assistance.
- ★ Speak to the PYP Coordinator for questions relating to curriculum - please do come to the parent workshops offered throughout the year for further information too.
- ★ Pastoral matters can be addressed through either our Deputy Principal or School Counselor.
- ★ Speak to the Principal if you still have questions or concerns.
- ★ Involve the Head of School if all other avenues have proven unsatisfactory.

We kindly ask our parents to follow this communication process to ensure clear and consistent dialogue between the school and families.

Appointments

MEF IS kindly requests that parents make appointments when wishing to meet with staff. Making an appointment ensures staff are available and prepared to address your needs in the meeting. The best way to facilitate an appointment is to send an email directly to the staff member, except in the case of the Principal; for meetings with the Principal, please contact the Principal's Assistant Ms. Sevilay Kizkayasi (kiskayasis@mefis.k12.tr) who will gladly help in this process. In the message, please indicate a few suitable dates and times for meeting and convey as specifically as possible the points you wish to discuss.

Emails:

The Primary and Secondary community will receive regular emails from the leadership and teaching teams regarding student achievement, events and activities.

Web Resources:

Website: The MEF IS website has extensive information on the School and its programs that parents might wish to access from time to time. The direct link to the website is: <https://www.mefis.k12.tr/istanbul/>

SMS:

MEF IS uses a short message service (SMS) to send announcements to our community. Examples of messages include reminders for important events, school closures due to inclement weather, and emergency or otherwise urgent transmissions. The messages are sent to parents/guardians via text messaging and therefore it is important to share any changes to your mobile number with MEF IS.

Toddle:

All parents and teachers need to have access to the Toddle Apps (teacher app or family app) or web version of Toddle. Toddle is the one stop shop for most of the organisation of the Primary School. It is used for:

- ★ Messaging between teachers and parents.
- ★ A weekly newsletter style announcement from the principal every Friday.
- ★ Learning Ahead announcements from teachers each Friday.
- ★ Regular Learning Sharing in the Class Journal from teachers.
- ★ Other important announcements from the principal, deputy principal, PYP coordinator and teachers.
- ★ Curriculum guides and unit overviews from the PYP coordinator and teachers.
- ★ Sharing of Progress Reports at the end of each semester.

Language Ambassadors: MEF IS maintains a list of volunteers from the community who provide a point of contact for parents with limited English. Language Ambassadors have volunteered to assist with the following:

- ★ Acting as a point of contact for parents who speak the same language who wish to seek clarification or support for school related events or matters
- ★ Translating **short** communications (written or oral) requested by the school administration or PTA
- ★ Offering to be a point of support for new parents

The list of Language Ambassadors and languages supported will be shared with families in the autumn.

Social Media:

MEF IS provides reminders and updates about upcoming events and happenings in the school. If you would like to be informed of MEF IS moments, we make posts to our SM pages most weekdays to share what is happening in our community. Please follow us and keep up to date with our happenings.

- ★ **Facebook:** <https://www.facebook.com/mefisistanbul>
- ★ **Twitter:** <https://twitter.com/mefisk12tr>
- ★ **Instagram:** <https://www.instagram.com/mefisk12tr/>
- ★ **Linkedin:** <https://www.linkedin.com/company/mefisk12tr/>
- ★ **YouTube:** <https://www.youtube.com/channel/UCo6i7FpWntKK9mtjrBR87OQ>

MEF IS Communication Matrix

Communication	Purpose	From School	From Parents
Toddle	Sharing of information, questions and learning.	Teachers aim to respond within 24 hours during a school week.	We welcome you to contact us.
Emails	Information relating to individual students	Teachers aim to respond within 24 hours during a school week.	We welcome you to contact us.
End of unit celebrations	Students share their learning from the current unit	At the end of units of inquiry, our students share their learning.	Parents welcome to attend
Parent-Teacher and Student-Led Conferences	Information about individual student's learning	On 2 dates over the school year.	Parents requested to attend
Concerts and Exhibitions	Showcasing learning	See the school events calendar on the school website for dates.	Parents welcome to attend
Curriculum information sessions	Information about Primary school Curriculum	To be arranged	Please send any requests to the PYP coordinator
Room Parents	Parent support	Contact the RP Coordinator	Parent volunteers

Home Learning

Home learning at MEF IS should be an integral part of the learning experience. The parameters for assigning home learning should be consistently followed by all stakeholders.

- ★ Home learning reinforces the knowledge and skills acquired in school.
- ★ It promotes the development of good independent study habits and effective time management.
- ★ It can be used as an important means to keeping families informed about their children's progress and the school's instructional programmes.

Learning can take place anytime, anywhere. Home learning allows students to practice newly acquired skills and to develop their study habits. Students who miss school for an unplanned absence (e.g., illness, emergency) should check in with their teacher upon returning to find out what work they missed.

- ★ **What?** Home learning may consist of reading, spelling, math or current unit of inquiry work. Teachers, students and parents are partners in learning and lines of communication are always open. Home learning may be tailored to suit individual learning needs.
- ★ **When?** Each homeroom teacher will communicate how home learning will take place.
- ★ **How?** Home learning will be communicated through Toddle and explained to your child during class time.
- ★ **How much?** Home learning duration times given are approximate as all students work at different speeds and will find tasks to be of varying difficulty.

Toddle: All Students and parents are encouraged to look at Toddle Learning Portfolios each week and discuss the learning that has been uploaded. This process encourages students to think about their learning, consolidate their understanding and communicate effectively what they have learnt.

Grade 4 and 5: Students are expected to read independently for at least 20 minutes each night and engage in Mathematical platforms such as Mathletics to practice times tables or review Maths concepts. Teachers may also assign weekly spelling or occasional UOI tasks.

Grade 2 and 3: Students will be encouraged to read each day or be read to for at least 15 minutes. Mathematical platforms such as Mathletics or Zearn should be used regularly to practice basic facts, times tables or review Mathematical concepts. Teachers may also assign weekly spelling or occasional UOI tasks.

Kindergarten and Grade 1: Students will be encouraged to read each day or be read to for at least 10 minutes each day. Phonics, spelling and basic facts may be set by Homeroom Teachers each week. Occasional UOI tasks may also be given to support the classroom programme.

Preschool and Pre-Kindergarten: Parents will be encouraged to read to their children every night. This reading may also be in the child's home language. Preschool and Pre-Kindergarten classes are not given home learning. The class teacher will keep parents informed about the learning happening in class via Toddle.

Parent-Teacher Associations (PTA)

MEF IS has an active Parent Teacher Association (PTA) whose aim is to foster a strong sense of community, positive relationships, and school involvement. The PTA plans fundraising events for charities and non-profits, provides useful services for the school community, contributes to planned school events, and promotes open communication between families and the school.

The association consists of a General Committee composed of administrators, teachers, and parents; an Executive Board of elected parent representatives; and an Auditing Committee made up of one parent and two teachers (one Primary, one Secondary).

MEF IS convenes a General Committee Meeting at the beginning of each school year to review the previous school year and to hold elections for a new General Committee, among other things. All parents and guardians are highly encouraged to attend this important initial meeting and to participate actively in the MEF IS PTA and its community events and initiatives.

Room Parents

Room Parents are members of the MEF IS community who volunteer their time to coordinate and share information among parents and guardians with children in the same grade levels and classes. These individuals play a vital role in building community and dialogue in the community. Individuals interested in volunteering as room parents should attend the General Committee Meeting of the PTA to connect with existing room parents and to learn more about the process and commitment. A list of room parents will be shared with the community at the beginning of the school year.

PART 5: TECHNOLOGY

Technology at MEF IS

Here at MEF IS we seek to keep up to date with the latest advances in technology use in the classroom, and to teach our students how to use the various technologies available to them wisely and productively. As part of this strategy we are using iPads with students to enable the growth of blended learning in the classroom. Our ECC students up to Grade 2 use iPads provided by the school, and our Grade 3 to 5 students bring their own so we have a one-to-one ratio.

Responsible Use of Technology

We are using iPads to: communicate, collaborate and create; to showcase and demonstrate learning; and to access and use information responsibly. The focus is to use iPads for learning. Therefore we have some clear expectations from our students for their appropriate use of these devices.

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

- a. I will use school-appropriate language when submitting home learning, participating in online forums and working in teams with classmates.
- b. I will think before posting anything online or sending messages to someone else and will be thoughtful and mindful about the language I use.
- c. 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

- a. I will represent myself honestly.
- b. I will not access the network using an account other than my own.
- c. I will seek help if I feel unsafe, bullied or witness unkind behavior.
- d. I will only communicate with people I know.
- e. I will follow safety guidelines posted to sites to which I subscribe or I am a member.
- f. I will not share my personal details (name, surname, address, phone number) on public websites.

5. Learning

- a. I will have a positive attitude and will be willing to explore different technologies.
- b. I understand that everything online is not true and I will search and check the validity of information presented online.
- c. 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

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

7. Respect for school and personal property

- a. I will take care of all the equipment on campus.
- b. I will report misuse and/or inappropriate content to my teachers and adults.
- c. I will use the computers on campus for school related purposes only.
- d. 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.

Electronic Device Rules

- ★ iPads may only be used during a lesson when a teacher is assigning an activity or work
- ★ Students may not use their iPads during break times or lunch.
- ★ Students may not use them to play video games or for social media during school hours.
- ★ Cell phones must stay in their lockers and are not to be used during the school day.
- ★ If a teacher sees a student misusing their iPad or cell phone, they will give it to the Deputy Principal

Expectations for Student iPad Use

Here are the expectations that are shared with each student using an iPad at school:

- ★ Always follow teacher instructions regarding the use of the iPads. This could be your classroom teacher, or even another teacher in the corridor.
- ★ Stick with the class. Be in the right place at the right time on your iPad. Follow the learning in the classroom and what is being asked of you.
- ★ Keep the iPad on mute. Unless your teacher gives you permission, keep your iPad on mute. You may bring earbud headphones if you wish.
- ★ Keep your iPad safe. Use a case to protect your iPad. When you are not using your iPad the teacher will keep it locked up in the cupboard in the classroom. Carry your iPad with both hands. Do not use your iPad when walking between classrooms! Don't put your iPad in your school bag where it could get crushed. Keep your iPad away from liquids.
- ★ You need to come to school with your iPad fully charged.
- ★ Take photo / video footage with the permission of the people involved.
- ★ You will not be using your iPad for every class, every day. Take out your iPad when asked to do so by your teacher.
- ★ Be aware of Academic honesty - ensure this is your own work. Do not copy and paste. Even when you say something in your own words, quote the source!
- ★ Be responsible and use the iPad for learning. You are not permitted to use your iPad during break times.

Updating Apps

You may be aware that from time to time your device will send you update requests for the apps on your device. Students are asked not to update the apps on their device without checking with their teacher first. Students are also not to make any in app purchases without the permission of their parents. This means while they are in a particular app, it may ask the user if they want to buy a character, or other add on feature. The student is reminded not to purchase anything without permission.

Google School

MEF IS is a Google School, this means that we use GMail and Google Apps for Education within the school community. Our students are given google user ID's for use within the school domain. Students can only send and receive email within the community of MEF IS between grades PS to Grade 5 and are not allowed to send or receive any emails outside the school community, that is, with any mail without the mefis.k12.tr extension. There are no restrictions for high school students. When a student leaves the school, their MEF IS accounts, including Google Apps, are disabled upon termination of their relationship with the school.

Toddle

The student online learning platform is Toddle. Students can receive learning tasks on Toddle, complete and upload learning, have their learning assessed and if online learning is taking place, join a google meet for each class via Toddle.

PART 6: STUDENT SUPPORT

At MEF IS teaching is tailored to meet all learning styles, interests, and needs. In accordance with this practice, we aim to deliver a variety of academic resources in order to support the varying levels of our students. It is the responsibility of all teachers to make sure that each student is exposed to teaching and learning that reaches them as individual learners (Learning diversity and inclusion in IB Programmes, 2016).

The Student Support Team consists of three support focuses: Learning Support (LS), Counseling, and English Language Learning (ELL). The specialists from these areas work with teachers and students to provide the most effective learning environment for all students. The ELL Specialists support students needs in developing their abilities in learning English as an additional language.

Learning Support

The Student Support program at MEF IS aims to support students in acquiring the necessary skills to reach their full potential. This support is offered by certified support teachers.

The program is designed for students who have been diagnosed with a specific learning disability or other difficulty supported by a psycho-educational assessment. At MEF IS we support students by providing:

- ★ Additional direct instruction with subject matter content either working in-class or in a withdrawal situation.
- ★ Instruction in study and organizational skills.
- ★ Instruction in self-regulatory and self-advocacy skills.
- ★ Accommodations based on student characteristics. Accommodations are in for aspects such as presentation, response, setting , timing and/or scheduling in regards to instruction .
- ★ Consultation with student, teacher, parent, counselor, administrator.

A continuum of learning services is provided to include itinerant services, inclusion and/or resource class time. The student support team works closely with classroom teachers, and is skilled in differentiation to meet the students' learning needs.

Counseling Support

MEF IS Primary School has a trained **Counselor** who provides general pastoral and guidance support.

The **Counselor** is a professional educator with a pastoral orientation who understands and responds to the various challenges presented to our diverse student population. The counsellor's role is to work with our students both in the classroom delivering Personal, Social and Health Education (PSHE) classes. The counsellor also works with individual children who may need personal or social support, and is a member of the school Student Support Team.

English Language Learning

During the admissions process, the English proficiency of incoming students is assessed to determine whether they may access the curriculum effectively. Students who are determined to be English Language Learners receive support from English language specialists from Kindergarten to Grade 5. Specialists use a variety of methodologies prioritizing in-class support when possible. ELL teachers work in the classroom with individuals or small groups depending on circumstances in the classroom. All homeroom teachers and specialists are also viewed as ELL specialists, who are able to differentiate communication.

Parents are expected to adhere to the support and advice provided by the Student Support Team. They agree to do their best to support their child, understanding that not following this advice may negatively impact their child's well-being and success in school. Parents accept full responsibility for any adverse effects on their child that result from not following the provided advice. If the school cannot adequately support a student due to non-compliance with recommendations, the school reserves the right to not renew the student's enrollment for the following school year.

PART 7: HEALTH AND SAFETY

Health Services

On-campus medical services are available to students during school hours. To facilitate the school's provision of health services, families are required to provide detailed medical records about their child/ren, including special medical conditions, medications or treatments required at the time of admission and at any time where there is a change to their child's health status. Information regarding a child's medical record will be shared only with relevant professional staff, and then used solely for supervision, monitoring and safety purposes. **For health and safety reasons, students are not allowed to bring medication to school or administer it themselves. All medication must be given to the medical unit in the morning before classes begin along with a doctor's note, and only the medical staff will administer it.** Contact the school nurse, Ms. Hatice Hanci, at hancih@mef.k12.tr.

Student Illness

Students who are ill should remain at home until well to aid their recovery and to prevent the spread of illness. If the doctor determines that a child is ill during the school day and recommends that s/he needs to go home, then the family will need to arrange for the child to return home.

In the case of more serious illness or injury, if the doctor decides that more immediate and involved treatment is needed, he or she will use professional discretion to provide whatever care and treatment is required. Families will also be notified immediately of such conditions and outcomes.

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 or 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.

Students who Require Medication

Parents must provide clear information for any medication required during school hours, including the medication name, dosage, special instructions, and a valid prescription. Medications must be handed directly to the school nurse or authorized health personnel, not to students. Only authorized personnel (i.e. school Nurse and Doctor) may administer medication, which will be securely stored in the doctor's office.

Safety

The school seeks to provide an environment which protects the health and safety of all faculty members, students, families and visitors to the campus. Faculty, students, families and visitors are similarly afforded a safe learning environment on educational excursions and during special events. In line with this objective, MEF IS regularly reviews and practices its safety protocols in a number of drills throughout the academic year. These include fire drill, earthquake drill and campus lockdown drill. MEF IS has collaborated with local authorities, non-governmental agencies, and consular services in developing its emergency procedures. MEF IS will continue to review and seek input from authorities on its emergency procedures in line with best practices.

PART 8: MISCELLANEOUS ITEMS

Food and Catering

MEF IS provides food for students throughout the school day. Students are offered morning breakfast, lunch, and an afternoon snack while at school. Parents may choose to provide healthy food from home for their children to eat at breakfast, lunch and snack times. Examples of appropriate snacks are fresh fruit or vegetables cut up for ease of eating, muesli bar, or dried fruit, sushi, baked goods, or cheese and crackers. We do not allow any nuts at school due to nut allergies with some of our students. **Importantly we are a healthy school that promotes a healthy learning environment, therefore we do not allow chips, candy, chewing gum, other sweets at our school.** We also do not allow food sharing between students.

Birthdays: Students may not bring treats or snacks for their homeroom class on their birthday. We will celebrate birthdays at the end of each month with cupcakes and balloons prepared by the MEF IS culinary team.

School Bus Service

MEF IS provides access to a school service bus for the convenience of families. Busing is optional, fee-based, and provided by an external company, **Transay**. Contact **Rene Varon** at renevaron@transay.com.tr or **+90 549171 7511**. In line with MEF IS' behavioral expectations, the school asks students to abide by the following guidelines:

1. Be on time for both morning and afternoon designated pick-up locations.
2. Remain seated at all times on the bus, whether it is moving or not. Always sit facing forward.
3. Wear a seatbelt while on the bus.
4. Sit in the seat allocated by the hostess or duty teacher.
5. Get off the bus only at your own address, unless approved previously.
6. Accept that heat, air conditioning, windows and music are regulated by the driver or hostess only.
7. Listen to the instructions and follow the directions of the driver and hostess at all times. Be respectful to the driver, the hostess, and fellow passengers.
8. Not eat food or chew gum (in emergency situations food will be provided by the hostess).
9. Ask for water if needed.
10. Put rubbish into the bins provided.
11. Respect other passengers. Do not disturb others by being loud. Avoid using slang or swearing.
12. Respect members of the public. Do not yell out the windows or make gestures at people outside of the bus. For this reason and for your safety do not stick your heads, arms, legs out of the window
13. Always be ready and on time for your bus. The bus will not wait for late students. The bus will leave at the scheduled time. Students who miss the buses will have to arrange their own transportation.
14. Respect the belongings, rights and property of other passengers and the bus.

Students who do not follow the behavior expectations will be subject to disciplinary action and, for very serious breaches, may be excluded from the bus service without a refund.

Driving on Campus

Families and staff that wish to drive on campus need to have a MEF IS sticker on their vehicle(s); the sticker is available for pick up from the receptionist. You may not be permitted onto the campus with your car if you do not have this sticker on your vehicle.

For our families who drive their children to school we encourage our families to “drop and go” or “pick-up and go” during the start and end of the school day because there can be significant congestion on campus at those times. Our aim is to keep traffic flowing as much as possible to avoid congestion.

Arrival and Dismissal Information

Arrival Information: To ensure a smooth arrival process, please adhere to the following guidelines:

- The drop-off time is between 7:30 and 7:50, with school beginning promptly at 7:50. Students may not be dropped off before 7:30 due to health and safety concerns as we cannot provide supervision before 7:30.
- We expect students to be at school on time for registration and to have had breakfast at home before coming to school. Upon arriving between 7:30-7:50, all students are to go to the lower ECC playground where they will be supervised and taken to their homerooms at 7:50.
- Students arriving by car and bus should enter through the lower gate and proceed up the hill to the MEF IS building for drop-off.
- Students arriving on foot should be dropped off at the top gate where a security guard is on duty.
- Please note that students arriving by car must not be dropped off at the top gate as this creates a safety hazard.

Dismissal Information: At the end of the school day, please follow these guidelines for pick-up:

- School finishes at 2:50 pm, and teachers will take the students to the parent pick-up area by 3:00 pm.
- Parents should park their cars in the lower car park, walk up, and wait at the stairs between the national Middle and Primary school.
- Students who walk home are escorted by a teacher to the top gate, from where parents can collect them.
- Bus students are assisted by teachers and will leave school at 3:00 pm.

Changes in Dismissal Plans

If you need to change your child's dismissal plans, please inform Reception at absent@mefis.k12.tr before **1:00 PM**. Any requests received after this time cannot be accommodated to ensure systematic processes and the safety of our students. Please note that students are not permitted to take other buses. If a child is requested to go home with another family, **both families** must share this agreement with Reception at absent@mefis.k12.tr.

Lost and Found

Please see the Principal's Assistant Ms. Sevilay Kizkayasi (kizkayasis@mefis.k12.tr) about any lost or found items. The school is not responsible for lost or damaged student property.

APPENDIX

Primary Daily Timetable

Purpose	Begins	Ends
Morning Drop-Off	07:30	07:50
Registration	07:50	08:00
Period 1	08:00	08:40
Period 2	08:45	09:25
Period 3	09:30	10:10
Breakfast & Recess	10:10	10:40
Period 4	10:40	11:20
Period 5	11:25	12:05
Period 6	12:10	12:50
Lunch & Recess	12:50	13:30
Period 7	13:30	14:10
Period 8	14:15	14:50
Dismissal & Snack / Pick-up	14:50	15:00
Buses Depart	15:00	

Academic Calendar (Draft)

MEF IS Academic Calendar (Revised 12.08.2026) 2025-2026



MEF International School
180 School Days

	New Teacher Orientation
	Teacher Days
	Special School Events
	School Holidays

AUGUST						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug 4 Administration begins
 Aug 11 New Teacher Orientation begins
 Aug 18 Returning Teachers begin
 Aug 29 IBDP Day & Family Orientation
 Aug 30 Victory Day

SEPTEMBER - 22 Day						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sep 1 First Day of School
 Sep 11 Back to School Night
 Sep 20 PD Day

OCTOBER - 17 Days						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Oct 4 Parent-Teacher Conferences
 Oct 11-17 Istanbul CIS Visit
 Oct 20 - 24 MEF IS Autumn Holiday
 Oct 29 Republic Day

NOVEMBER - 20 Days						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

DECEMBER - 15 Days						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec 22 - Jan 4 MEF IS Winter Break

JANUARY - 20 Days						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Dec 22 - Jan 4 MEF IS Winter Break
 Jan 26 Semester 2 begins

FEBRUARY - 20 Days						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH - 17 Days						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Mar 7 Parent-Teacher Conference
 Mar 16 - 22 Ramadan Bayram /MEF Holiday

APRIL - 20 Days						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Apr 11 Parent-Teacher Conferences
 Apr 23-24 Children's Day/MEF Holiday

MAY - 14 Days						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

May 1 Labour Day
 May 19 Youth and Sports Day
 May 25 - 30 Kurban Bayram

JUNE - 15 Days						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

June 19 Last Day for Students (half day)
 June 24 Last Day for Teachers
 June 26 Last Day for Administration

Events Calendar

MEF IS Istanbul, Events Calendar, 2025-2026

****DRAFT - All dates and special trips are subject to change.***

MONTH	PRIMARY SCHOOL (PS)	SECONDARY SCHOOL (SS)
Aug.	4 Administration begins	
	11 New Teacher Orientation begins	
	18 Returning Teachers begin	
	29 Family Orientation & IB Day	
	30 Victory Day (no school)	
MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Sept.		SS Trips: HS Football Friendly Hosted by IGA / HS BİLGİMUN - Model United Nations
	1 First Day of School	1 First Day of School / Welcome back assembly 10:40-12:50 (in auditorium)
	1 Season 1 Clubs begin	1 Season 1 After School Sports Begin
	2-20 Baseline Assessment Window (KG-2 & new students)	
	4 Parent Toddler Training @ 1:30 PM on Zoom	
		9 IGCSE Gr. 9-10 Parents Orientation
	10 PTA General Assembly @ 10:00 AM	
	10 Student Council Elections	10 Field Trip forms submitted by DHs
	11 House Day 1	
	11 PTA Back to School Night	
	15 Season 1 ASAs begin	
	16 PYP Open House 1	16 IB Orientation - Gr. 11-12 Parents
	20 PD Day (Saturday)	
		22 Individual photos & teacher photos
	23 Primary Assembly 1 / PS Coffee Morning 1 @9:00 AM	
		24 Secondary Assembly 1 (in auditorium) / SS coffee Morning - 8 a.m.
		29-3 Modern Foreign Languages Week (MFL Dept.) This date for the MFL week is very good for us. Please don't change it.

MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Oct.	Earthquake Drill	
		SS Trips: MS Football BIS Uskumruköy Spor Tesisleri / 9-10 Bolu Leadership Trip - Mountrain / 11-12 Bolu Leadership Trip - Sakintepe / MS TISL Football Tournament @BLIS, Ankara / HS TISL Football Tournament / MS-HS TISL Cross Country Meet / HS Model European Parliament (takes place abroad) / 11-12 Contemporary Istanbul (Art Exhibition) / 6-7 Cultural Trip - Overnight (Location TBD)
		2-4 G9-10 Mountrain / G11-12 Sakintepe Leadership Trips
	4 Three-Way Conferences / Parent-Teacher Conferences	
	7 PTA Meeting @ 10:00 AM	
		8 Student Council Elections
	11-17 CIS Evaluation Visit	
	14 Grade 3 Field Trip: Gashane Science Museum	14 SS University Parent Presentation
	16 Grade 2 Field Trip: Koç Museum	
		17 P1 grades in Managebac (3-5 grades), 1st P2 Behavior grade in Managebac
	20-24 Autumn Break (no school)	
	27-31 UN Week (28 UN Day/International Day)	
	29 Republic Day (no school)	
	31 Halloween	
MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Nov.	Fire Drill	
		SS Trips: 9-11 French Trip to Francek / 9-11 Spanish Trip to Spain / MS-HS TISL Badminton at IICS / 10-12 Art Exhibition (Artist TBD) / 11-12 French B and Ab Initio French Institut and Food Tasting / HS Badminton at English School of Kyrenia (ESK) CYPRUS
		4 Extended Essay Rough Draft - IB2 03-07 November: Trip to Spain. We couldn't make it in October because there are many holidays in Spain and in Valencia during the first week. The French trip is TBD.
	4 PTA Meeting @ 10:00 am	
		5 Sports Day
	5 Health and Safety Meeting	
	7 Grade 4 Field Trip: Miniaturk	
	10 Season 2 Clubs and ASAs	
	10 Commemoration of Atatürk	
	11 House Day 2	

		12 Secondary Assembly 2 (in auditorium)
	13 Primary Assembly 2	
		15 Performance Task/IA: Last date to complete / Study Guides and Exams to Heads of Dept. & SST
		17-21 Mathematics Week
	19 PS/PK & KG Field Trip: Happy Nest	
	21 Teacher Appreciation Day	
	24-28 Spirit Week	
	25 PS Coffee Morning 2 @ 9:00 am	
		26 Coffee Morning 2 8 a.m. MCH
		26 - Dec. 3 MEP Netherlands (confirmed for 2025)
		27 Next Generation Men Night (3:00 pm -7:30 pm in MCH)
	27 Parent Counseling Session	
MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Dec.	Lockdown Drill	
		Nov 26 - Dec. 3 MEP Netherlands (confirmed for 2025)
		3 Season 2 After School Sport Begins
		5 Gr. 7 Ortaköy Tarkmançats Ermeni Okulu (to be confirmed)
	8-12 Hour of Code Week	8-12 Exam Week Semester 1 (Grades 6-12)
	9 PTA Meeting @ 10:00 AM	
	10 PTA Winter Bazaar & PS Winter Celebration	
		15 Alumni Homecoming
	16 Grade 5 Field Trip: Arcade at Trump Towers	
		15-17 Make-up exams / Talent show rehearsals (8:00-2:50 in auditorium)
		17 Talent show (Practice 8:00-10:40 / Show 10:40-12:50 in auditorium)
	22- Jan 4 Winter Break (no school)	
MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Jan.	Earthquake Drill	
	1-4 Winter Break cont. (no school)	
		SS Trips: HS MEFHIGHMUN - Model United Nations
	5 First Day Back	

		5-9 P2 Behavior grade & Exam grade entered in Managebac
		9 Semester 1 Report Card Comments Reviewed in Departments
	13 PTA Meeting	
	12 Grade 1 Field Trip: Glass Furnace - Cam Ocağı Vakfı	
		15 Student Support Presentation
		16 IB2 Extended Essay deadline
		17 Semester 1 Grades & Comments in Managebac / IB2 Extended Essay Final Reflection: Viva voce
		21 Grade 11 Online University Presentation, 7 p.m.
		21 Secondary Assembly 3 (in auditorium)
	22 STEAM Fair	22 Grade 10 Class Choice Selection for IB Meeting
		19-23 Science fair and science week
	23 PTA Bake Sale (PTA)	
	26 Semester 2 Begins	
	26-27 PS Homeroom Photos & group photos	
	30 House Day 3	28-30 Grade 8 and 12 Photos
	30 Report Cards sent home	
MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Feb.	Fire Drill	
		SS Trips: HS IICS Basketball / MS TISL Basketball at Oasis Ankara / 8 Instituto Cervantes İstanbul and Food Tasting
	5 PYP Open House 2	
		9 Season 3 After School Sports Begin
	10 Talent Show	
	10 PTA Meeting @ 10:00 AM	
	11 Safer Internet Day	
		12 IB Art Exhibition (IB-G11-12) / Music Performance (G6-10) (Music - 10:40-12:40 / Art - 13:00 -16:00)
	13 Grade 4 Field Trip: Museum of Illusions / Grade 2 Field Trip: Nezahat Gokyigit Botanic Garden	

	17-19 Graduation & Make-up photos	18 Secondary Assembly 4 (in auditorium)
	23 Grade 1 Field Trip: Sadberk Hanım Museum / Grade 5 Field Trip: Istanbul Modern Museum & picnic	
		27 Career Day
MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Mar.	Lockdown Drill	
		SS Trips: 9 Rahmi Koç Müzesi / 7 First Lego League Competition / 7 Izmir First Lego League / 9 Museum of Innocence (Literature) / HS TISL OASIS Volleyball Tournament / 7 Exploring Future Technologies
	4 PS Coffee Morning 3 @ 9:00 am	4 Secondary Assembly 5 (in auditorium)
		4-5 Make up Photos
		5 Coffee Morning 3
	6 Girls' Empowerment Night	
	7 Three-way conferences / Parent-Teacher Conferences	
	12 Primary Assembly 3	12 IB1 Class Selection Meeting (for Grade 10 Parents): 3:00 p.m. (Small Conference Hall)
	13 House Day 4	13 Summative Assessment Deadline 3
	16-20 Ramadan Bayram / MEF IS Holiday (no school)	
	20 Yearbook Deadline	
		March 23 - April 3 IGCSE & DP Mock Exams (Also used as G10 and G12 Semester 2 Exam)
	24 PTA Meeting @ 10:00 AM	
MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Apr.	Earthquake Drill	
		SS Trips: 11 Group 4 Project Science Trip / HS MEP Conference (takes place abroad) / 10-11 Pera Museum / 9 Museum of Energy Santral İstanbul / MS TISL Volleyball at Oasis ANKARA / 10 İstanbul Aquarium Visit / 8 DELF A1 at the French Institute Exam
	3 PS/PK Field Trip: Antworks İstanbul / Grade 2 Field Trip: Kidzania	March 23 - April 3 IGCSE & DP Mock Exams (Also used as G10 and G12 Semester 2 Exam)
	6 Season 4 Clubs and ASAs Begin	
	8 KG Field Trip: Belgrade Forest	DELTA Exam will be scheduled in the second or third week of April.
	9 Grade 3 Field Trip: Archeological Museum	9 Danish School Visit (to be confirmed)

	10 Primary School Production (Grades 3-5)	10 Last Day for Seniors
		13 - 17 Checkpoint Exams (to be confirmed)
	14 PTA Meeting @ 10:00 AM	
	15-17 G4 Space Camp	15-17 IB1-11 Group 4 Project
		20-22 Science Week & MS Science Fair
	22 Earth Day / Unplugged Day	
	23-24 Children's Day / MEF IS Holiday	
	27 - 30 Reading Week	
		27 Season 4 After School Sports Begin
		29 Secondary Assembly 6 (in auditorium)
		30 MS Drama Production
MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
May	1 Labour Day	
		SS Trips: HS BAMUN - Model United Nations / 10-11 Duke of Edinburgh (International Award) / HS Gobekli-tepe Cultural Trip / 10-11 UK college tour
		Checkpoint Exams - Date to be determined - Cambridge to contact
	4-20 End of Year Benchmark Window	
		5 Mock Admissions Activity (Karen and Onder-8 a.m.)
	6 Grade 3 Field Trip: Melody Chocolate Museum	
	6-8 Grade 5 Field Trip: Bolu Leadership Camp	6-8 G6-10 Art Show / 7 Art Exhibition - Music Performances
	13 House Day 5 (Sports Day)	
	14 PS/PK Field Trip: Istanbul Butterfly Park	DELE Exam will be schedule around the third week of May.
		15 Middle School POP/Dance
	May 18 - June 12 Report Card Writing	
	19 Youth and Sports Day (no school)	
		20 IB1 TOK Exhibition / Secondary Assembly 7 (in auditorium)
	21 PTA Meeting	
	21 KG Field Trip: Wednesday's Pazar	20-22 IB1 English IOs
	22 Primary Assembly 4	
	25-29 Kurban Bayram (no school)	

MONTH	PRIMARY SCHOOL	SECONDARY SCHOOL
Jun.		SS Trips: 8 Cappadocia / 10 Topkapi Palace / 8 Historical Walk in Ortakoy / MS-HS Chocolate Museum / 11 Koc University / MS-HS Polonezkoy / MS-HS Belgrad Forest
		1-5 Exam 2 Grade 6 - 9 & G11
	4 Grade 5 Taster Day with Parent Presentation	
		5 High School Prom (PTA & Student Council)
	10 Grade 1 Field Trip: Ataturk Arboretum	
	11 PYP Exhibition	10-11-12 Grade 12 & Grade 8 Graduation Rehearsals
	12 Kindergarten Graduation and G5 Graduation	12 Grade 12 & Grade 8 Graduation Ceremony
	15-19 Activities Week	15-17 IB1 English IOs / 15-19 Activities Week
	17 PS Polonezkoy Picnic	
		18 SS Polonezkoy Picnic
		19 G5-6 Transition Meeting
	19 Last day for students (half day)	
	24 Last day for teachers	
	26 Last day for Admin	

Key Policies and Procedures

[MEF IS Dress Code for Students](#)

[MEF IS Class Placement Procedure](#)

[MEF IS Language Procedure](#)

[MEF IS Grade Advancement Procedure](#)

[MEF IS Student Records Procedure](#)

[MEF IS Parent Teacher Association Constitution](#)

[MEF IS Communication Procedure](#)

[MEF IS Parent Complaints Policy and Procedures](#)

[MEF IS Academic Integrity Policy – PS](#)

[MEF IS Access & Inclusion Policy](#)

[MEF IS Health and Safety Procedures](#)

[MEF IS Homework Procedure – PS](#)

[MEF IS Emergency Procedures](#)

[MEF IS Lockdown Procedure](#)

[MEF IS Technology Integration Policy PS](#)

[MEF IS Admissions Policy 2023-2024](#)

[MEF IS After School Activities Procedure – PS](#)

[MEF IS Anti-Bullying Procedure](#)

[MEF IS Assessment Policy – PS](#)

[MEF IS Attendance Procedure](#)

[MEF IS Behavior Procedure – PS](#)

[MEF IS Bylaws](#)

[MEF IS Behavior Procedure – PS](#)

[MEF IS Child Protection Policy](#)

Primary School Contact Details

Leadership Team		
Elvan Tongal	Head of School	tongale@mefis.k12.tr
Lauren Fajobi	Principal	fajobih@mefis.k12.tr
Carlos Isern	Deputy Principal	isernc@mefis.k12.tr
Ceni Alpanda	PYP Coordinator	alpandac@mefis.k12.tr
Pelin Üster	School Counselor MEF Schools K-12 Guidance & Counseling Coordinator and Child Protection Leader	usterp@mefis.k12.tr

Student Support Department		
Name	Position	Email address
Pelin Üster	School Counselor MEF Schools K-12 Guidance & Counseling Coordinator and Child Protection Leader	usterp@mefis.k12.tr
Peter Muraguri	Learning Support Specialist	muragurip@mefis.k12.tr
Dalia Ramadan	ELL Specialist	ramadand@mefis.k12.tr
Galiya Mussabekova	ELL Specialist	mussabekovag@mefis.k12.tr

Early Childhood Center		
Name	Position	Email address
Çiğdem Elmas	PreK 3/4 Homeroom Teacher	elmasc@mefis.k12.tr
Meryem Yildirim	PreK 3/4 Teaching Assistant	yildirimm@mefis.k12.tr
Kylee Noland	Kindergarten Teacher	nolandk@mefis.k12.tr
Nursemin Topkara	Kindergarten Teaching Assistant	sonmezn@mefis.k12.tr

Grade 1-5 Homeroom Teachers		
Name	Position	Email address
Alycia Stupan	G1 Homeroom Teacher	stupana@mefis.k12.tr
Asier Corral	2A Homeroom Teacher	corrala@mefis.k12.tr
Jojit Balalong	2B Homeroom Teacher	
Christine MacGuire	3A Homeroom Teacher	macguirec@mefis.k12.tr
Cherlyn De Jesus	3B Homeroom Teacher	dejesusc@mefis.k12.tr
Bradley Vezina	4A Homeroom Teacher	vezinab@mefis.k12.tr
Ziba Sepasi	4B Homeroom Teacher	sepasiz@mefis.k12.tr
Nathan Ball	5A Homeroom Teacher	balln@mefis.k12.tr
Helen Gakes	5B Homeroom Teacher	gakesh@mefis.k12.tr

MFL Department		
Name	Position	Email address
Gemma Ramon	Spanish	ramong@mefis.k12.tr
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Gökçe Çimen	Turkish Language and Culture	cimeng@mefis.k12.tr

Visual & Performing Arts Department		
Name	Position	Email address
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ICT Specialist		
Name	Position	Email address

Rawan Adawi	Ed Tech Lead & ICT Teacher	adawir@mefis.k12.tr
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Physical Education Specialist		
Name	Position	Email address
Marc Antoine	PE Teacher	antoinem@mefis.k12.tr
Ecem Çakar	ECC PE Teacher	cakare@mefis.k12.tr

Medical Unit		
Name	Position	Email
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Library Specialist		
Name	Position	Email
Wendy McShane	Whole School Librarian	

Support Staff		
Name	Position	Email address
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Nora Yeksek	Admissions Officer	yeksekn@mefis.k12.tr
Nergiz Harris	Whole School Assistant	reception@mefis.k12.tr