



SECONDARY SCHOOL PARENT HANDBOOK 2025 - 2026



Welcome

Dear Parents and Caregivers,

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

Here at MEF International School Istanbul (MEF IS), our policies, procedures and day-to-day practices reflect the mission of our school. In short, our mission is at the heart of everything we do.

The mission of MEF International Schools is to inspire, nurture, and challenge our students to realise their unique potential. We are an open-minded community striving for creativity, innovation and excellence. We promote and cultivate global mindedness and empathy, learning from others' perspectives and striving for continuous improvement. We endeavor to provide learning experiences that inspire and challenge our students and to develop critical, analytical, and creative thinking. Our teaching supports individuals' needs, inviting student involvement and voice and fostering curiosity, exploration, and experimentation. Technology is integrated to enhance student learning, creativity, and collaboration.

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

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

Sincerely,

Elvan Tongal
Head of School

Malcolm Ringo
Secondary School Principal

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GUIDING STATEMENTS

MOTTO

Building Bridges between Countries and Cultures

MISSION (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.

LEARNING DEFINITION

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.

DEFINITION FOR INTERNATIONALISM / INTERCULTURALISM

A dynamic discourse that fosters: knowledge and respect; the search for commonalities and a celebration of differences; international mindedness and a peaceful, ethical and progressive society.

GUIDING PRINCIPLES

The MEF International School Community...

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

Where learning...

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

- 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 rigour.
- Prioritises learner agency - student voice, choice, and ownership in the learning journey.
- Fosters curiosity, exploration, and experimentation through sustained inquiry.
- Inspires and challenges, offering authentic learning experiences that matter to them.
- Utilises modern technology to enhance higher order thinking, equipping learners for the future.
- Is innovative and creative, guided by the latest research and best practices.

INTERNATIONAL BACCALAUREATE (IB)

LEARNER PROFILE

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

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 consequences and they must learn to pursue a lifestyle that ensures both positive results in the classroom and in the local, national, and global village in which they share. The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

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

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

EDUCATIONAL PROGRAM OVERVIEW

Middle School

At MEF IS we aim to provide students in the Middle School with a rigorous, balanced academic program which becomes increasingly demanding to prepare for the challenges that lay ahead in high school. Attention is paid to the individual learning styles of our students and lessons are prepared in a variety of modalities while focusing on authentic learning opportunities and a focus on enjoyment and fun while learning. Our students develop their communication, collaboration, creativity, critical thinking skills to aid in academic achievement and overall well-being. MEF IS Istanbul follows the Cambridge Lower Secondary Checkpoint curriculum in Science, English, and Mathematics.

High School

Students entering into High School pursue a rigorous, well-balanced course of study with the additional purpose of preparing for tertiary education. The curricula offered in the high school include those from the University of Cambridge and the International Baccalaureate Organisation (IB). The course selection allows students to develop a broad academic base to pursue professional paths to take in the future. Students experience field trips locally and abroad to provide practical and authentic experiences to further develop their understanding of the curriculum. Students are offered a variety of clubs, as well. MEF IS students follow the University of Cambridge International General Certificate of Secondary Education (IGCSE) curricular framework during grades 9 and 10 consisting of two year courses that culminate in external IGCSE examinations. This rigorous programme prepares students in grades 11 and 12 to continue their studies in one of two graduation tracks: the International Baccalaureate Diploma Programme (IBDP) or IB Certificate route (which includes primarily IB coursework alongside IGCSE-based curricula). Both options involve advanced two-year courses and provide excellent preparation for university study.

Secondary School Daily Timetable

Purpose	Begins	Ends	Duration
Arrival	7:30	7:50	00:20
Registration	7:50	7:55	00:05
Passing Break	7:55	8:00	00:05
Period 1	8:00	8:35	00:35
Passing Break	8:35	8:45	00:10
Period 2	8:45	9:25	00:40
Passing Break	9:25	9:30	00:05
Period 3	9:30	10:10	00:40
SNACK/RECESS	10:10	10:40	00:30
Period 4	10:40	11:20	00:40
Passing Break	11:20	11:25	00:05
Period 5	11:25	12:05	00:40
Passing Break	12:05	12:10	00:05
Period 6	12:10	12:50	00:40
LUNCH/RECESS	12:50	13:30	00:40
Period 7	13:30	14:10	00:40
Passing Break	14:10	14:15	00:05
Period 8	14:15	14:50	00:35
Dismissal	14:50		
Buses Depart	15:00		

Academic Calendar

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



ASSESSMENT OF LEARNING

STATEMENT OF AIM

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

RATIONALE

- A variety of assessment practices provide information so that learning can be evaluated, and programs of learning can be appropriately developed.
- Standardized and non-standardised assessments are used to determine the achievements and progress of students.
- Teachers, parents and administrators have a clear understanding of an assessment's rationale, content, nature, and measuring criteria.
- The assessment philosophy and procedures are communicated to the school community using a variety of methods.
- Criterion-based assessment, in line with the programmes of the school, is utilized.
- Assessment is a learning tool that operates as part of a learning cycle.
- Analysis of assessment data is used to inform teaching and learning.

GUIDELINES

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

I. ASSESSING – How we discover what students have learned

II. RECORDING – How we collect the data

III. REPORTING – How we communicate the information we have gathered

I. ASSESSING

Assessment is used to inform teaching and learning. Teachers provide varied opportunities for students to participate in and reflect on the assessment of their work.

Pre-Assessment

All teachers will assess students' prior knowledge and experiences before embarking on new learning experiences. New students are assessed by ELL specialists on their English ability.

Formative Assessment

Regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. Formative assessment provides feedback to support learning. A variety of methods are used, including verbal, written, and peer feedback, and self-assessment.

Summative Assessment

Summative assessment happens at the end of the teaching and learning process, is planned for in advance, and allows students to demonstrate their understanding, knowledge and skills in a variety of formats, including projects, quizzes, and examinations.

Assessment Scale

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

Summative Assessments (at least 2) per semester	50%
Performance Grade 1: Projects (including Performance Tasks) / Essay / Labs	40%
Performance Grade 2: Classwork / Homework / Quizzes	10%

1. Internal Summative Assessments

- There should be at least two summative assessments per semester in all subjects.
- Exams are typically 40 minutes in middle school (one period) or 80 minutes in high school (two periods).
- All students must have at least one examination per semester.
- Projects or UbD performance tasks are used in lieu of examinations for one of the summative assessments per semester in the middle school. They may also be used for one of the summative assessment grades in the high school.
- Assessments should focus on a range of skills and concepts from the subject studied that link directly to external learning objectives.
- The content and skills assessed should cover at least one unit.
- Assessments must be identical when there are two teaching groups (with the same or different teachers) learning the same units.
- IGCSE and IB Diploma teachers should, when possible, utilize past paper questions on summative exam-style assessments. Raw marks should be converted to IGCSE and IB grades, which are, in turn, converted to the school grading scale before being finalized. When past papers are not available teachers should use QuestionBank or the Cambridge International Examinations test-maker tool. Artificial Intelligence can be used with discretion to create IGCSE or IBDP style questions.
- A minimum of one week's notice should be given to students before a summative assessment is given and the approximate dates included in the course outline given at the start of the semester.
- All teachers should provide a study guide for examinations. Study guides should be handed to students a minimum of one week before an exam. These guides should include a list of skills,

topics, and examples of question types (or specific references to places where students can review question types).

- The exam key and the exam questions are prepared by the teacher and checked by the Department Head. The question paper must include the number of marks per question. The answer key must include the breakdown of marks within questions. Both question papers and answer keys are submitted to Administration.
- Exams should be submitted to the student support team and administration at least two weeks in advance for review for individual students.
- Only two written assessments can be given per grade each school day. This does not apply to externally scheduled exams.
- Students are permitted to use simple translation dictionaries if English is not their first language in non-language assessments.
- Teachers should grade assessments within one week of the assessment and input the results to the database.
- Teachers should review the assessments in class with students.
- After missing a summative assessment, students who cannot submit official documents or verify the urgency of their situation officially may be given the grade zero (0), and this information with the required attachments should be passed on to the school administration.
- The academic honesty procedure is followed in case of academic misconduct.
- A selection of each assessment is customarily moderated by at least one teacher per department or by another teaching with experience in the subject.
- Parents of students may ask for the regrading of examinations or other assignments. If a parent or guardian believes an examination or assignment has been unfairly or incorrectly graded, the parent or guardian must submit a written request to the Principal.
- The parents of any students who fail an internal examination will be invited for a meeting by the teacher, who will inform the administration.

Performance grade 1 are longer formative and summative assessments.

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

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

Criteria	Description	Achievement level
Thinking Skills	Critical, creative, and transfer skills	(Score: 1-7)

Research Skills	Media literacy and Information Literacy	(Score: 1-7)
Communication Skills	Thoughts, messages, and information	(Score: 1-7)
Self-Management Skills	Affective, reflection, and organization	(Score: 1-7)
Social Skills	Collaboration	(Score: 1-7)

2. External Examinations

Middle School

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

High School

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

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

Internal Moderation

To maintain the integrity and standardization of internally marked coursework in alignment with Cambridge International (IGCSE) and International Baccalaureate Diploma Programme (IBDP) standards, MEF International School has established a comprehensive internal moderation system. All coursework (IGCSE) and internal assessments (IBDP) are moderated within respective departments under the coordination of the Department Head and Curriculum Coordinator.

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

- All assessments in the Diploma Programme will relate to the aims and objectives, as outlined by the corresponding IB subject syllabus of the course being studied.
- A full range of assessment techniques will be utilized to promote international-mindedness within the dimensions of the course.
- When possible, assessment – both formative and summative – should be inquiry-based and student-centered.

- Assessments should be 'criterion-referenced', measuring student learning against specific learning objectives related to the assessment criteria designated in specific course guides as opposed to 'norm-referenced' in which a student's score is compared to a predetermined distribution of performance.
- When possible, internal assessment tasks should take place within regular classroom teaching hours and should focus on student learning of particular skills.
- Internal assessment marks should represent a student's best level of performance during a course and not merely an average over the course. Deadlines for official internal assessments are outlined in the IB Diploma calendar, which is distributed to all Diploma Programme teachers. These deadlines are shared with students.
- IB Progress Reports - Grades 11 and 12 (DP years): Two times per year an IB Progress Report is issued for each one of the IB1 students and one time per year for the IB2 students. The purpose of this shared report is to communicate student progress in individual IB courses during specific time intervals.
- The grades on these reports, using the IB system 1 to 7, are unofficial in that they have no bearing on student transcripts. However, it is our belief that this information may improve a student's academic performance if the student reflects on the teacher's comments. Teachers typically submit grades for this report a week before the report is issued.

Parent-teacher conferences

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

End-of-semester support

Teachers should allow students the opportunity toward the end of each semester to complete Performance 1 and 2 assignments that were unsatisfactorily completed or not completed at all at the teacher's discretion.

Reports

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

GPA: Grade Point Average

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

End-of-year Average

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

Missing Examinations

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

Official Documentation

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

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

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

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. Students also receive an annual transcript at the end of Semester 2 that outlines their grades in each course for both terms and their grade point averages for the year. The Principal's office also provides upon request additional copies of transcripts as well as student verification and leaving letters.

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

1. Requests for documentation should be made directly to the Secondary School Principal
2. 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
3. Staff cannot process requests for early distribution of report cards or transcripts for Semester 1 grades before the scheduled reporting date or for Semester 2 grades before the last day of school, when all Semester 2 report cards and annual transcripts are distributed.
4. All requests will be processed as rapidly as possible but please allow up to 5 business days for documentation requests
5. All official academic records require an officially authorized administrator's signature and therefore requests made during the holidays might be delayed; it is best, wherever possible, to make requests during the term to avoid delays
6. Upon request, MEF IS will provide 5 official copies of academic records; additional official copies may be requested at a surcharge of 10 TL per copy.

ATTENDANCE AND TARDINESS

Attendance

Punctuality and regular attendance are important for students as part of 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.

Parents of Secondary School students should notify the school's Receptionist of any absences by emailing absent@mefis.k12.tr. If a parent fails to inform the school of their child's absence, then the receptionist will contact the parents for information.

All absences must be documented by parents via a signed note indicating the reason for the absence which can be emailed or brought in by the child to the school's Receptionist. If a student is ill for more than two days, then the child should bring a medical report upon returning to school.

Excused Absences

Excused absences are only for illness, injury, death in the immediate family, attendance at a funeral if deemed necessary by the student's family, religious holidays, legal matters, and other emergencies or unusual circumstances as approved by the school's administration upon the receipt of a family's signed written request or documentation.

Unexcused Absences

Unexcused absences include illness without a medical note (for absences longer than 2 days), family reasons, trips during the school semester, etc.

A student may have up to **10 unexcused** and **20 excused** absences in a year. Students who exceed 30 absences risk not being offered re-enrollment in the coming academic year and/or the refusal of entrance into external examinations. ***Moreover, students with more than 30 absences who are permitted to re-enroll may be required to repeat the academic year.***

Tardiness

Tardiness is when a student does not arrive on time to school or to a class during the day. Students who exceed **30 instances of tardiness** (at the beginning or during the school day) will have a letter placed in their permanent academic file. Furthermore, 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 who **leave early** and miss more than four periods will be counted absent for the entire day. Students who leave one to four periods early will be counted absent for half of the day.

Students who have a documented severe medical condition will be given individual consideration by the school administration.

Tardiness 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. Regular and/or excessive tardiness will result in disciplinary action.

Missed Classwork and Homework

Students will be held responsible for the school work missed. Students should approach the teachers of classes missed and ask for the make-up work that needs to be completed. Students will receive extra time to make up the work if they were ill. Where possible, a student who knows he/she will be absent, should obtain a "Student Absence Form" from the canteen and approach his/her teacher/s and ask for the work to be completed for the period of time absent. Students should show the completed form to the school's receptionist.

Missed Internal Examinations

Students who miss internal exams may be permitted to retake exams on the first school day following the excused absence provided that formal documentation is submitted and approved by the school administration (see "Excused absences" above). **Students whose absences are not excused will receive a zero for any missed examinations.**

Missed External Examinations

The dates and timings for external examinations are set by Cambridge and the IB and not by MEF IS. **Therefore, it is not possible for a student to make up an external examination, even if the absence is excused.**

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 his or her child during regular school hours or gives permission for the child to leave the campus, the parent/guardian must provide a signed note, including the reason for early dismissal and an indication of how the student will leave the campus alone, or through parent pick-up. ***Permission to leave early from school must be received before 13:00 so that arrangements for permission and the service bus company (if the service is used) can be arranged.***

Students need to collect a signed note from the school's receptionist of the appropriate school giving them permission to leave the school grounds to show at the security gate. Signed notes which do not state reasons or are inappropriate will not be approved by the school's administration and students with such notes will be unable to receive permission to exit the premises. Acceptable reasons for early departure include illness, an urgent appointment, or an emergency.

CODE OF CONDUCT

1. Expectations for Attendance and Punctuality

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

2. Expectations for Student Learning

- Listen carefully and follow the instructions.
- Stay on task and work respectfully around others.
- Seek help when you need it.
- Try your best with all school tasks.
- Respect the school and personal property.
- Cell phones must be kept on silent during lesson time or if in Middle School kept in lockers.

3. 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.
- Respect the personal space of others (avoid unnecessary public displays of affection or anger).

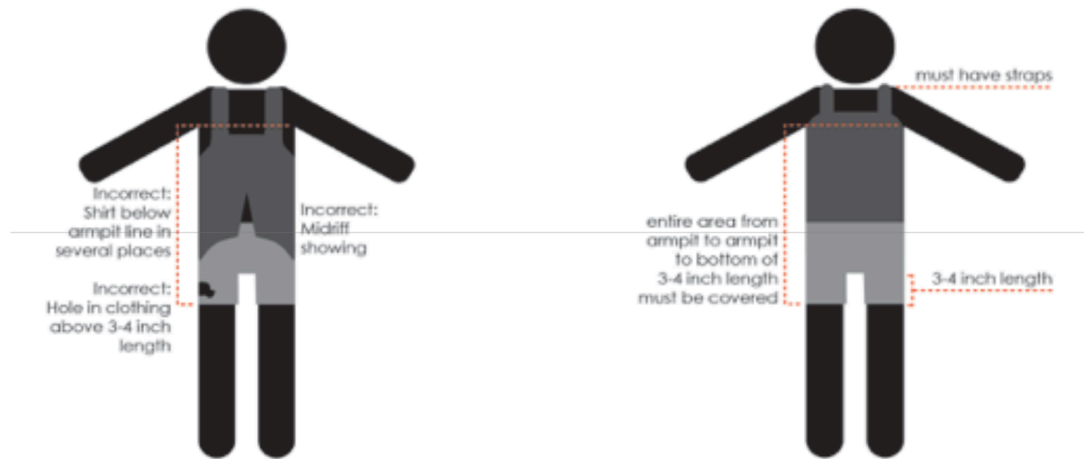
4. Expectations for School Clothing

- Inappropriate clothing can be a health and safety issue.
- Clothing projects an image of confidence, decency and respect.
- Clothing should respect the attitudes and expectations of the host culture.
- A change of clothes is expected for Physical Education classes.
- Dress according to the climate and time of the year.

Student Dress Code

MEF International Schools respect students' rights of expression in the way they dress. All students are expected to attend school in attire that respects the K-12 educational environment. Clothing should be appropriate for the season, clean, tidy, and facilitate participation in learning, as well as health and safety for all.

- Clothing must cover areas from one armpit across to the other armpit, down to approximately 3-4 inches in length on the upper thighs including rips or tears (see images below). Tops must have shoulder straps.
- Shoes must be worn at all times and should be safe for the school environment. Flip flops and shoes with a heel are not permitted as a safety precaution.
- See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
- Headgear including hats, hoodies, and caps are not permitted unless for religious, medical or other reasons approved by school administration.



Additional Requirements:

- Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct.
- Clothing may not state or display discriminatory or obscene language or images.
- Sunglasses may not be worn inside.
- Clothing and accessories that endanger the student or staff's safety may not be worn.

*The School reserves the right to add, modify, or change this list at all times. **When in doubt, please check with the school administration.***

5. Expectations for Activities and Break Times

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

6. Expectations for Electronic Devices

- Keep electronic items locked safely in your locker when not in use.
- Limit use of electronic devices for academic purposes while at school.
- Middle School students should leave cell phones in their lockers throughout the school day.
- For Middle School students, iPads and other electronic devices may only be used at the direction of a teacher.

Please note: At the beginning of the year, students and parents sign a responsible use agreement with MEF IS.

7 . General Expectations

- Students are not permitted to smoke on school property or bring tobacco products onto school property. Additionally, smoking by students outside the school gates or in the surrounding areas is not tolerated, as it is against the law.

ACADEMIC HONESTY

Academic honesty underpins all of the school's educational efforts as students can only demonstrate their mastery of a subject and teachers can only assess their mastery when students present their own work. MEF IS has aligned its academic honesty procedures with international standards therefore equipping students for studies within and beyond MEF IS.

Academic honesty is defined as:

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

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

In the first instance, academic honesty entails students wrestling with and resolving problems on their own to build their intellectual independence. Through contact with a variety of disciplines and academic problems, students exercise and strengthen their minds toward the ultimate goal of becoming problem-solvers who have the capacity to effect positive change in their local and global communities. The results of their efforts are used to demonstrate their knowledge, which gives their teachers an opportunity to mentor and support their intellectual development.

In the second instance, academic honesty requires proper documentation of any referenced materials. While developing intellectual independence is a primary goal, students are furthermore encouraged to dialogue with other thinkers and alternative perspectives and thereby to become increasingly fluent in reference literature as they progress through their studies.

As an IB World School, MEF IS has adopted the IBO's citation approach as outlined in, "The IB Programme Continuum of International Education: Effective Citing and Referencing" (2022). MEF IS asks its students and parents to familiarize themselves with this document available in PDF at:

<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>

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

High School students use MLA formatting. They are expected to demonstrate academic honesty and their understanding of academic misconduct and the consequences. As instructed by their teachers, students will use Turnitin, which is an online service that provides feedback to students and teachers

about the originality of submitted student work. Please consult the following link for more information on Turnitin.com: <https://www.turnitin.com/>.

School and Family Collaboration

Due to the fundamental importance of academic honesty, MEF IS seeks the support of its community to inculcate academic honesty. Here are the roles for this collaboration:

- **Teachers** model, instruct and monitor academic honesty and academic misconduct; teachers also will advise their students when to submit work to turnitin.com
- The **librarian** supports teachers and students in understanding academic honesty and misconduct for example when preparing and presenting lessons for students and guiding teachers with presentations and individual support
- **Administrators** model and monitor academic honesty and academic misconduct in accordance with the procedures and ensure that both students and teachers understand and follow procedures associated with academic honesty and academic misconduct
- **Parents** are expected to support their students and the school in carrying out the academic honesty procedure
- **Students** are expected to observe the guidelines of academic honesty and to consult staff if unsure about any aspect of their work or documentation; students will submit specified assignments to Turnitin.com

Academic Misconduct

In accordance with IBO guidelines, MEF IS focuses on the positive quality of academic honesty but also recognizes the need to illustrate what constitutes academic misconduct. Academic misconduct is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components. Examples of academic misconduct include plagiarism, collusion, duplication of work, falsifying records, and misconduct during assessments.

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

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

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

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

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

Adapted from The IB Diploma Programme publication “Academic Honesty” (2007) and “The IB programme continuum of international education Effective Citing and Referencing” (2022)

MEF IS reminds students and families that academic misconduct is a serious infraction and can lead to very significant consequences (e.g., failure of the assignment, course, or program) in accordance with MEF IS policies and procedures for internal work and IBDP or Cambridge parameters for external work. Moreover, universities often have a zero tolerance policy toward academic misconduct and may revoke offers of scholarships or even admissions in cases of misconduct.

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 our Secondary School computer lab, iPads and laptops with students to enable the growth of blended learning in the classroom. Our students in Grades 6- 8 bring their own iPad to use as a tool for learning, and students in Grades 9 to 12 bring their own laptop.

We use technology as a device to enable us to: communicate, collaborate and create; to showcase and demonstrate learning; and to access and use information responsibly. The focus is to use technology for learning. Therefore we have some clear expectations from our students for their appropriate use of these devices.

EXPECTATIONS FOR STUDENT IPAD USE

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

1. Always follow teacher instructions regarding the use of the iPads. This could be your classroom teacher, or even another teacher in the corridor.
2. 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.
3. Keep the iPad on mute. Unless your teacher gives you permission, keep your iPad on mute. You may bring earbud headphones if you wish.
4. 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.
5. You need to come to school with your iPad fully charged.
6. Take photo / video footage with the permission of the people involved.
7. You will not be using your iPad for every class, every day. Take out your iPad when asked to do so by your teacher.
8. 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!
9. Be responsible and use the iPad for learning. You are not permitted to use your iPad during breakfast, lunch or 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 IDs for use within the school domain. A parental consent form is requested for each student from grades 4 through 8. Students can only send and receive email within the community of MEF IS between these grades and are not allowed to send or receive any mail outside the school community that is with any mail without the mefis.k12.tr extension. Students in Grades 9 to 12 receive an account with full access to sending and receiving emails both within and out of the MEF IS community - in other words 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.

ACCEPTABLE USE OF TECHNOLOGY

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

Responsible Use Contract

1. Purpose

- a. I will only use the school's hardware, network, and Internet services for educational and academic purposes.
- b. I will only use my own electronic devices during approved times and for approved educational purposes.
- c. I understand MEF IS is device free during breaks.

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 homework, 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.

Please note: At the beginning of the year, students and parents sign a responsible use contract.

Students in Grades 6 - 8 are required to bring a 32GB iPad; comprehensive insurance is recommended.

Students in grades 9 - 12 are highly encouraged to bring to school a laptop computer. Recommended specifications:

Apple: 250 GB hard drive; comprehensive insurance recommended

Windows: 250 GB hard drive; comprehensive insurance recommended

Access to a color printer at home for all students for the completion and creation of homework and other assignments is highly encouraged.

COMMUNICATION

Timely and professional communication between home and school is essential to keep parents 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 (meetings, email, telephone), school newsletters, school websites, SMS, and Language Ambassadors.

Correspondence

MEF IS encourages families to contact staff when they have questions or concerns. The school favors email over telephone calls, as it is not always possible to reach staff via the telephone. The below points indicate whom to contact when you have a question:

What if I have questions or concerns about...?

- A specific course (Teacher)
- Athletics, after school athletic activities (Athletic Director, Josh Pickell)
- Events and Field Trips (Principal, Mr. Malcolm Ringo)
- Attendance, behavior, overall academic progress, reflections, or discipline (Deputy Principal, Mr. Peter DiCarlo)
- After School Academic Support (Deputy Principal, Mr. Peter DiCarlo)
- Master Schedule (Deputy Principal, Mr. Peter DiCarlo)
- Friday clubs periods 7-8 (Deputy Principal, Mr. Peter DiCarlo)
- Assemblies (Deputy Principal, Mr. Peter DiCarlo)
- Homeroom program (Deputy Principal, Mr. Peter DiCarlo)
- Homeroom placement (Counsellor, Ms. Vanessa Vitello)
- ELL and LS placement (Counsellor, Ms. Vanessa Vitello)
- Health or safety (Counsellor, Ms. Vanessa Vitello)
- Student Support Services (Counsellor, Ms. Vanessa Vitello)
- Course selection and course changes (Program Coordinators, Ms. Cansu Çakılı, Mr. Furter Malherbe)
- The Secondary School curriculum in general (Program Coordinator, Ms. Cansu Çakılı, Mr. Furter Malherbe)
- Cambridge examinations (Program Coordinator, Mr. Furter Malherbe)
- IGCSE and Checkpoint certificates (Program Coordinator, Mr. Furter Malherbe)
- IB Diploma Programme (Program Coordinator, Ms. Cansu Çakılı)
- Examination weeks/schedules (Program Coordinator, Ms. Cansu Çakılı, Mr. Furter Malherbe)
- The IB Diploma or IB Certificate Programme (Program Coordinator, Ms. Cansu Çakılı)
- Student records, enrollment letters, etc. (Principal's Assistant, Ms. Serap Satana)
- Any of the above items but I could not resolve my question or I have a question about something that is not on this list (Principal, Mr. Malcolm Ringo)
- For feedback, suggestions or communication regarding MEF International School (Head of

School, Ms. Elvan Tongal, or Principal, Mr. Malcolm Ringo)

We kindly ask our parents to follow this communication process to ensure clear and consistent dialogue between the school and families. Staff strive to respond to email correspondence received during the business week within 24 hours. **Please understand responses to messages sent over the weekend or a holiday might take longer than 24 hours.**

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. Serap Satana (satanas@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. MEF IS staff also will meet with parents without appointments, if staff are available; but given the teaching and administrative responsibilities of staff it is preferable to make an appointment. Otherwise, a parent might come to MEF IS and not have the chance to connect with the staff member or the staff member might not have the answer to the parent's question at hand, which would result in having to schedule another meeting. For these reasons, it is best to arrange an appointment in advance and to indicate the items for discussion.

Newsletters:

MEF IS families receive a weekly school newsletter. The school newsletter addresses the Secondary community. Through this avenue, the school shares updates on teaching and learning, student achievement, events, and activities.

ManageBac: MEF IS provides ManageBac for students and families in order to communicate up-to-date information on student progress.

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/>

Google Classroom:

MEF IS Teachers maintain Google Classroom for their various classes. The urls for these sites will be shared with students and families at the beginning of the school year. These sites have important information about the course and should be consulted regularly by students.

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.

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 like 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>

EXTRACURRICULAR ACTIVITIES

Clubs

MEF IS Teachers facilitate a variety of different Friday afternoon clubs. We value the importance of developing the whole child through varied activities including sports, art, drama, community service clubs, and leadership development through Model United Nations (MUN) and Model European Parliament (MEP).

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 Secondary 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 filled based on demand and may differ between semesters. After school activities are optional, included in the tuition, and parents are required to pick up students afterwards.

Athletics

MEF International School offers a variety of extracurricular athletic activities designed to stimulate and develop the interests of every participant. The emphasis for athletics at the Secondary level is on maximum participation, where effort and enthusiasm are rewarded alongside physical talent. Students are encouraged to develop a lifelong enjoyment of team and individual sports and to build an understanding of how sports play a critical role in the bigger picture of living a healthy and balanced lifestyle, involving physical, social and emotional aspects. As part of the MEFIS athletic program, students also compete against other international schools off-campus in various sporting events.

HEALTH SERVICES

Medical Records

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 children, 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.

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 Principal's Assistant or Principal will contact the child's parents 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.

STUDENT SUPPORT

At MEFIS 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.

The Student Support Team consists of three support foci: Learning Support (LS), English Language Learner support (ELL), and Counseling. The support staff from these areas work with teachers and students to provide the most effective learning environment for all students. For more information on Student Support services available at MEF IS, please contact our Counsellor Ms. Vanessa Vitello: vitellov@mefis.k12.tr

Learning Support

The Learning 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 learning 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
- ★ Instruction in study and organizational skills
- ★ Instruction in self-regulatory and self-advocacy skills
- ★ Accommodations based on student characteristics. Accommodations are in presentation, response, setting, timing and/or scheduling in regards to instruction and internal and external exams (accommodations can only be offered if the student in question has an official learning support diagnosis and evidence is provided)
- ★ Modifications can be offered, when they are in line with the needs presented in a students' learning support diagnosis (evidence is required in the form of an Educational Psychological report)
- ★ Consultation with students, teachers, parents, counselors, and administrators.

A continuum of learning services is provided to include itinerant services, inclusion and/or resource class time. The learning support team works closely with classroom teachers, and is skilled in differentiation to meet the students' learning needs. For more information on MEF IS learning support or to arrange a meeting with the Learning Support Specialist, please contact Ms. Renata Korzun at korzunr@mefis.k12.tr.

Counselling

MEF IS has two staff devoted to counselling: a **Counsellor** who provides general pastoral and guidance support and a **College Counsellor** who supports students in preparation for their post-secondary studies.

Pastoral Care

The secondary school **Counsellor** is a professional educator with a pastoral orientation who understands and responds to the various challenges presented to our diverse student population. The secondary school counsellor does not work in isolation; rather, the Counsellor aligns and works with the school's mission to support the academic achievement of all students. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive school-counselling program. School counselling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. For more information on MEF IS counselling or to arrange a meeting with the Counsellor, please write directly to the Counselor, Ms. Vanessa Vitello: vitellov@mefis.k12.tr

Overseas College Guidance

The **College Counsellor** at MEF IS assists students and parents as he navigates the international university admissions process. The College Counsellor helps students gain admission to the international colleges and universities that best suit their ambitions and aspirations, regardless of the location.

The College Counsellor guides and assists with all aspects of the research, application completion, and decision-making, as well as provides information about the necessary ACT / SAT, TOEFL or IELTS standardized tests.

Students are encouraged to visit the overseas college counsellor office to browse the reading materials or sign-up for an appointment with a College Counsellor. Parents are welcome to call or email to make an appointment at any time. For more information, please contact the College Counsellors, Ms. Karen Ozkurt (ozkurtk@mefis.k12.tr) and Mr. Onder Şit (sito@mefis.k12.tr).

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. 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.
15. Students registered for the bus service who wish to use another bus to travel to or from school must contact the Bus Management at least the day before the desired change. Confirmation if space is available will be granted at the discretion of the Bus Management.

Students and parents/guardians sign an agreement with the school at the beginning of each year acknowledging understanding of the above items. 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.

LIBRARY

The library welcomes 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):

Grade 6 to 12 - 5 books or by arrangement

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.

Although late fees are not charged, students who have lost a library book will need to pay for the book to be replaced including the actual cost and shipping fees.

Hours of operation:

The MEF IS Library hours have been extended to accommodate families before and after school. We encourage parents to come by and visit. Please do not hesitate to contact us if help is needed.

Monday to Friday: 07:30 – 15:30

Note: If library hours change, please refer to this page for the latest schedule.

Library Staff:

Librarian – Ph: 0212 362 26 33 Whole School Library - Ext 1356

Volunteering:

Parents are encouraged to volunteer in the library with circulation and cataloguing projects and during special events, such as MEF IS Reading Week. CAS students in secondary school may volunteer in the library also for their CAS service hours.

MISCELLANEOUS ITEMS

Lost and Found

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

Entering our Campus

Families 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 child/ren 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.

In order for our students to make more effective use of the school's outdoor spaces during the Covid-19 measurements and beyond, we arranged the entry and exit to our school differently for this school year. Therefore, the entrances to and exits from the campus will be made through the MEF Schools main gate. Please see the sketch here that shows the campus traffic entry and exit.

Because there are over 2000 people on the campus during the course of the school day, traffic and congestion are obvious challenges - we ask all those who drive on the campus to be extra patient with and considerate of others. Please park with consideration to others, in other words park within the lines provided, and in a way that does not block the flow of traffic or movement of others. Please pay attention and follow the directions given by officials of the school or security personnel who direct the traffic on the campus.

Secondary Morning Pickup and Afternoon Collection Information

Gr. 6 – Gr. 12 – Morning

Students arriving on foot should enter at the top gate from 07:45 – 08:10 and walk directly to their homerooms.

Students arriving by car should be dropped off in the bottom car park from 07:45 – 08:10 and walk directly to their homerooms.

Students on the bus will arrive between 07:45-08:10 and walk directly to their homerooms.

Gr. 6 – Gr. 12 – Afternoon

Students departing on foot will walk to the top gate between 15:10-15:20.

Students departing by car will walk down to the red and white barrier by the bottom car park between 15:10-15:20. Parents or carers collecting their children should park their cars in the car park and wait behind the red and white barrier.

Food and Catering

MEF IS provides breakfast, lunch, and an afternoon snack while at school. In addition, snacks and beverages are available for purchase from the Secondary Canteen. Students are asked not to bring their own food to school.

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 drills, earthquake drills and campus lockdown drills. 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.

HOW TO GET INVOLVED AT MEF IS

Parent Teacher Association

MEF IS has an active Parent Teacher Association (PTA) that exists to foster positive relationships in the community, to discuss teaching and learning and to fundraise in support of charities, nonprofits, and approved schools. The association consists of a General Committee comprised 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). The PTA plays a very important role in the MEF IS community by organizing events and fundraisers throughout the year and by supporting the school in the broader Istanbul community.

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.

CONTACTS

Secondary School Contact Details (2025 - 2026)

Leadership Team		
Name	Position	Email address
Elvan Tongal	Head of School	tongale@mefis.k12.tr
Malcolm Ringo	Secondary School Principal	ringom@mefis.k12.tr
Peter DiCarlo	Deputy Principal	dicarlop@mefis.k12.tr
Cansu Çakılı	IB DP Coordinator	cakilic@mefis.k12.tr
Furter Malherbe	Cambridge Coordinator	malherbef@mefis.k12.tr
Vanessa Vitello	Pastoral Dean / Counselor	vitellov@mefis.k12.tr

Mathematics Department		
Name	Position	Email address
Murad Ramanovski	Math Teacher	ramanovskim@mefis.k12.tr
Sabina Bayram	Math Teacher	bayrams@mefis.k12.tr
Eva Okshtuni	Math Teacher	okshtunie@mefis.k12.tr
Ellen Rose Brown	Math Teacher	browne@mefis.k12.tr

Science Department		
Name	Position	Email address
Cansu Çakılı	Physics	cakilic@mefis.k12.tr
Howard MacDougall	Physics	macdougallh@mefis.k12.tr
Oscar Parraga Viez	Science, Chemistry	viezo@mefis.k12.tr
Veli Aliyev	Science, Chemistry	aliyevv@mefis.k12.tr
Furter Malherbe	ESS	malherbef@mefis.k12.tr

Parveen Shaik	Biology	shaikp@mefis.k12.tr
Emmanuel Akaiso	Science, Biology	akaisoe@mefis.k12.tr
Melike Şensoy	Lab Assistant	sensoym@mefis.k12.tr

MFL Department		
Name	Position	Email address
Valeria Ramirez	Spanish Teacher	ramirezv@mefis.k12.tr
Lucie Solyga	French Teacher	solygal@mefis.k12.tr
Nathalie Beuret	French Teachers	beuretn@mefis.k12.tr
Miguel Montanes	Spanish Teacher	montanesm@mefis.k12.tr

English Department		
Name	Position	Email address
Victoria Gauna	English Teacher	gaunav@mefis.k12.tr
Christian Mu	English Teacher	muc@mefis.k12.tr
Elizabeth Asaala	English Teacher	asaala@mefis.k12.tr
Richard Algajer	English Teacher	algajerr@mefis.k12.tr

Visual and Performing Arts Department		
Name	Position	Email address
Julia Totino	Art Teacher	totinoj@mefis.k12.tr
Caleb Baron	Music Teacher	baronc@mefis.k12.tr

Physical Education Department		
Name	Position	Email address
Josh Pickell	Athletic Director / PE Teacher	pickellj@mefis.k12.tr

Hakan Gokalp	PE Teacher	gokalp@mefis.k12.tr
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IT Department		
Name	Position	Email address
Benjamin Wanjui	IT Teacher	wanjuib@mefis.k12.tr

Humanities Department		
Name	Position	Email address
Mahir Mulasmajic	Humanities-Economics Teacher	mulasmajicm@mefis.k12.tr
Christy Halcom	Humanities Teacher	halcomc@mefis.k12.tr
Richard Tapp	Humanities Teacher	tappr@mefis.k12.tr
Carmen Patrick	Humanities Teacher	patrickc@mefis.k12.tr

Student Support Department		
Name	Position	Email address
Vanessa Vitello: see leadership	Counselor / Pastoral Dean	vitellov@mefis.k12.tr
Renata Korzun	Learning Support	korzunr@mefis.k12.tr
Betül Akdağ	ELL	akdagb@mefis.k12.tr
Burcu Bahar Yucesan	ELL	yucesanb@mefis.k12.tr

Library		
Name	Position	Email address
	WS Librarian	

Support Staff		
Name	Position	Email address
Elif Ulaş	Admissions Officer	ulase@mefis.k12.tr

Nora Yeksek	Admissions Officer	yeksekn@mefis.k12.tr
Serap Şatana	Administrative Assistant	satanas@mefis.k12.tr
Nergiz Ramona Harris	WS Receptionist (inform absences)	reception@mefis.k12.tr