

STUDENT & FAMILY HANDBOOK

2025-2026

Building Bridges between Countries and Cultures



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

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

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

Sincerely,

Elvan Tongal
Head of School

Katherine Coban
School Principal

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ACADEMIC INTEGRITY

STATEMENT OF AIM

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

RATIONALE

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

PROCEDURE

Academic integrity

Academic integrity (or academic honesty) is defined as:

"Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work" (IB, Academic Integrity, 2019).

Maintaining academic integrity involves

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

Sources

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

Student Responsibilities

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

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

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

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

Teacher Responsibilities

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

Administration Responsibilities

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

Parent Responsibilities

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

Academic Misconduct

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

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

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

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

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

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

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

Procedures in case of academic misconduct:

- If a teacher suspects a student is guilty of academic misconduct, the teacher should consult an administrator immediately to discuss the incident. This discussion should occur before any consequences for the student are decided. The teacher must present an incident report to the administrator at the time of the consultation.

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

External Assessments:

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

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

Cambridge Guidelines:

External examinations:

Students are expected to adhere to the following:

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

- dictionaries or language translators
- retrieval or manipulation of text or formulae
- QWERTY keyboards
- built-in symbolic algebraic manipulatives, differentiation or integration
- capability of remote communication with other machines

Internal assessments or coursework:

Students are reminded to exercise academic integrity and integrity

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

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

Penalties for Malpractice:

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

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

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

IB Guidelines:

IB Diploma Programme supplement to existing Plagiarism and Academic Misconduct:

A. Rationale for supplement:

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

B. Amendment to procedure:

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

1. If a candidate is found guilty of malpractice by the IBO, penalties are imposed in order to ensure that an IB diploma candidate does not gain an unfair advantage, to maintain the integrity of an IBDP examination session, and/or to encourage other candidates from taking the same action.
2. A committee formed by the IBO will not take into account the consequences of imposing a penalty; the penalty will be imposed according to the nature of the offence. The committee will take into consideration the information presented by teachers and the Diploma Coordinator on the case.
3. When judging a case of alleged malpractice, the committee will disregard the registration category of the candidate. If a candidate is found guilty, the aim is to penalize the candidate only for the subject in which he or she has been found guilty of malpractice. For example, if a retake candidate is guilty of malpractice in one subject the grade for that subject obtained in a previous session will be carried over to the current session and any higher grades in other retake subjects will be counted in the current session.
4. Work submitted by a candidate for assessment may contravene standard academic practice by failing to acknowledge the ideas or words of another person using quotation marks (or some other accepted practice). However, if there is some attempt by the candidate to acknowledge the source in the bibliography, the final award committee may designate a case of this type an 'academic infringement' and not malpractice. The judgment as to whether academic infringement is the appropriate decision will be partly based on the quantity of text (or other media) that has been copied by the candidate.
5. If the final award committee decides that an academic infringement has been established, no mark will be awarded for the component or part(s) of the component. The candidate will still be eligible for a grade in the subject or diploma requirement concerned. No further penalty will be imposed and the case will not be recorded as malpractice. In such a case, the decision regarding academic infringement will be communicated to the IB Coordinator.
 - If the final award committee decides that a case of malpractice has been established, no grade will be awarded in the subject concerned. In the case of a diploma candidate the consequence is that no diploma will be awarded to the candidate. However, a certificate of results will be awarded for other subjects in which no malpractice has occurred.
 - If a candidate is found guilty of malpractice in his or her third attempt at achieving the diploma or improving the number of points for the diploma, the candidate will not be permitted a fourth examination session in which to achieve the diploma or improve the number of diploma points.
 - If a candidate is found guilty of malpractice the candidate will be permitted to register for future examinations at least one year after the session in which malpractice was established.
 - If a candidate is found guilty of malpractice in the production of one (or more) of several assignments required for a component, the candidate is not eligible for a mark based on his or her performance in the remaining assignments for the component: no grade will be awarded for the subject. For example, the internal assessment requirement for a subject may require a portfolio of four separate assignments. If a candidate is found to have plagiarized all or part of one assignment, a mark for his or her internal assessment will not be based on the remaining three assignments: no grade will be awarded for the subject.
 - If a case of malpractice is very serious, either because of its nature or because the candidate has already been found guilty of malpractice in a previous session, the final award committee may decide that the candidate will not be permitted to register for examinations in any future session.
 - An IB diploma, or a certificate, may be withdrawn from a candidate at any time if malpractice is subsequently established.

- Although a case may not warrant a penalty against one or more candidates, on occasion a letter may be sent to the Head of School on behalf of the final award committee insisting that greater care be taken to avoid a similar incident occurring again.

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

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

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

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

Works Cited

“Academic integrity”. IB. 2007. Web

“Academic integrity”. IB 2019. Web

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

Policy last reviewed and updated, August 2025

ADMISSIONS POLICY

Motto: *Building bridges between countries and cultures.*

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

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

LEARNING DEFINITION

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

DEFINITION FOR INTERNATIONALISM / INTERCULTURALISM

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

GUIDING PRINCIPLES

The MEF International School Community

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

Where learning...

- Is authentic, engaging learners in meaningful and relevant inquiry, resonating with learners' interests and aspirations.
- Prioritises the development of skills, guiding students to critically analyse, think, problem-solve and create innovative solutions.
- Prompts meaningful student action, empowering them to take impactful steps based on their understanding and convictions.
- It is a transdisciplinary journey, where experiences are immersive, authentic, collaborative, and meaningful.

- Integrates technology and digital resources, while applying critical thinking, developing digital literacy, and the ability to discern and analyse information effectively.
- Is holistic, fostering growth in every dimension - cognitive, emotional, physical, and social.

Where teaching...

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

Statement of Aim:

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

Rationale:

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

Admission Guidelines:

1. Families contact the Admissions Officer to verify eligibility, visit the school's facilities, and examine and discuss the mission, vision and goals of the school.
2. At application for enrollment (and prior to the student beginning in school) the school requires official academic records and other relevant school documents from previous schools.

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

Students with Special Learning Needs:

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

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

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

DEFINITIONS

Identified Learning Disability

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

Learning Difficulty

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

Students with Health Needs

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

English Language Learner Integration

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

Early Years Enrollment

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

Restrictions

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

Criteria for admission to Early Years

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

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

Class Sizes

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

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

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

Note: The school reserves the right to review and adjust class size limits as needed throughout the academic year.

Student Placements - Academic Year 2025-2026:

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

Reception 1	(Children born in year 2022)	3 years old by 31 December 2025
Reception 2	(Children born in year 2021)	4 years old by 31 December 2025
Kindergarten	(Children born in year 2020)	5 years old by 31 December 2025
Grade 1	(Children born in year 2019)	6 years old by 31 December 2025

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

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

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

Important Notes:

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

IB Diploma Entrance Requirements

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

Academic requirements to study in full IB Diploma Programme:

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

Other notes:

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

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

Updated 11 March 2025

ANTI-BULLYING POLICY

STATEMENT OF AIM

The primary goal of this policy is to clearly define bullying, establish procedures for preventing and addressing bullying incidents, and to emphasize that our community values diversity, tolerance, and mutual respect. This policy delineates the responsibilities of teachers, parents, and students in preventing and responding to incidents of bullying.

DEFINITION OF BULLYING: Bullying is a targeted pattern of behavior by an individual or group, repeated over time, that intentionally inflicts harm—either physically or emotionally—upon another individual or group.

TYPES OF BULLYING

Bullying may take various forms, including but not limited to:

- **Physical bullying:** The use of physical actions to intimidate or harm, such as hitting, poking, tripping, spitting, or pushing. Intentional and repeated damage to someone's belongings is also considered physical bullying.
- **Verbal bullying:** Recurrent or systematic name-calling, insults, homophobic or racist remarks, and verbal abuse. This may also involve threats or manipulation.
- **Social bullying:** Spreading false information, rumors, humiliating or demeaning jokes, mimicking, or intentionally excluding someone.
- **Cyberbullying:** Employing technology, such as text messages, emails, or social media, to engage in verbal, social, or psychological bullying. This may also involve the misuse of photos or videos.

OUR BELIEFS ABOUT BULLYING

Bullying is unacceptable, and all members of our school community have a duty to foster positive relationships and prevent bullying. Persistent victimization at school can have severe and long-lasting effects on the mental and physical well-being of both the targeted individuals and the perpetrators. Our community acknowledges that the term "bullying" carries strong emotions and should be used in accordance with the definition provided.

PREVENTION OF BULLYING

Creating a positive school culture and climate that embraces diversity, inclusivity, and respect for others is fundamental to preventing bullying. This should be reflected in respectful relationships across the entire school community, encompassing students, teachers, and families. The school fosters an environment where everyone feels comfortable discussing bullying incidents by encouraging open dialogue between staff and students. Appropriate channels are provided for students to voice their concerns in a safe and supportive environment. Staff members receive annual training on bullying prevention, detection, intervention, and reporting during orientation. Students are supported through the integration of anti-bullying components into the school curriculum, and teachers actively work to build strong relationships with students, promoting trust and open communication.

RESPONSIBILITIES FOR PREVENTING BULLYING

This section outlines the responsibilities of teachers, parents, and students in preventing bullying. Each group plays a critical role in creating a safe and inclusive environment for all students. Teachers are responsible for employing classroom management strategies, discussing bullying with students, fostering self-esteem and respect, and being alert to signs of distress. Parents are responsible for encouraging participation in school activities, fostering strong friendships, being a positive role model, keeping communication open, and supporting the school community. Students are responsible for treating others with respect, standing up against bullying, taking care of themselves, using technology responsibly, participating in school activities, and participating in anti-bullying programs and events. By working together and fulfilling these responsibilities, we can prevent bullying and create a positive school culture where all students feel supported and included.

Teachers	Parents	Students
<ul style="list-style-type: none"> Assist children who are isolated or alone to participate in activities, interests, and hobbies. By doing so, we can help build their confidence and friendships, which can in turn prevent bullying. Discuss bullying with all classes so that every student learns about the damage it causes and the importance of telling a trusted adult if it happens. We can educate our students about the negative effects of bullying on individuals and the wider community, and how we can all work together to prevent it. Employ classroom management strategies that will prevent and deter any acts of bullying. We must establish clear expectations for behavior, consistently enforce classroom rules, and monitor the classroom and school environment for signs of bullying. We can also encourage positive behavior and acknowledge students who exhibit kindness and respect towards others. Foster our students' self-esteem, self-respect, and respect for others. We can provide opportunities for students to build their 	<ul style="list-style-type: none"> Encourage your child to participate in all school activities, including trips, clubs, events, and after-school activities, as they are excellent opportunities to build relationships and community involvement. By engaging in these activities, your child can meet new people and form positive relationships that can help prevent bullying. Encourage your child to make and maintain strong friendships. Strong friendships can provide a sense of belonging and support, which can help protect against bullying. Encourage your child to be inclusive and respectful of others, and to stand up against bullying when they witness it. Be a positive role model for your child, showing kindness and respect to others. Children learn by watching how adults manage stress and conflict and how they treat others in their lives. By modeling kindness and respect, you can teach your child valuable social skills that will help them in all aspects of their life. Keep the lines of communication open with 	<ul style="list-style-type: none"> Treat others with respect and kindness. Be inclusive and welcoming to all students, regardless of their background or interests. Do not use hurtful language or engage in behaviors that may be perceived as bullying. Stand up against bullying. If you witness bullying, do not ignore it. Speak up and report it to a trusted adult or school official. You can also intervene and support the victim, such as by offering to walk with them or inviting them to join your group. Take care of yourself. Build your self-esteem and confidence by pursuing your interests and hobbies, and surround yourself with positive and supportive friends. Practice self-care techniques like exercise, mindfulness, and positive self-talk to help you cope with stress and anxiety. Use technology responsibly. Do not use social media or other digital platforms to harass, bully, or spread rumors about others. Always think before you post, and remember that your actions online can have real-life consequences. Participate in school activities and programs. Join clubs,

<p>self-confidence and develop a sense of belonging through classroom activities, group projects, and extracurricular activities.</p> <ul style="list-style-type: none"> • Be alert to the signs of distress and other possible indications of bullying. By being vigilant, we can identify potential bullying incidents and intervene before they escalate. We must also report any bullying incidents to the appropriate school officials and follow the school's procedures for responding to bullying incidents. 	<p>your child. Taking time each day to discuss their day with them can help them feel supported and cared for, and can also provide an opportunity for you to check in on their social interactions and identify any potential problems.</p> <ul style="list-style-type: none"> • Support the school and community in maintaining a safe, respectful, and responsible environment. Attend parent-teacher conferences, participate in school events, and stay informed about the school's anti-bullying policies and procedures. By working together, we can create a safe and inclusive environment where all students can thrive. 	<p>sports teams, and other extracurricular activities to meet new people and build positive relationships.</p> <ul style="list-style-type: none"> • Participate in anti-bullying programs and events to learn more about how to prevent bullying and promote respect and kindness at school.
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PROCEDURES FOR INCIDENTS OF BULLYING

Responsibilities of Parents:

If you suspect your child is a victim of bullying behavior, it is essential to take prompt action. Here are some steps you can take:

- Inform the school administration immediately. Contact your child's teacher, guidance counselor, or principal to report the incident and seek assistance.
- Look for unusual behavior in your child. If your child is hesitant to attend school, is frequently feeling ill or anxious, or is not acting like their usual self, it may be a sign that they are being bullied.
- Tell your child not to take physical action and to report bullying incidents to a teacher or administrator. Ensure your child knows that they will be supported and encouraged to seek help if they experience bullying.
- Discuss the situation with your child in a non-judgmental way, trying to elicit the facts of the situation. Help your child feel supported and encourage them to report future incidents.
- Work together with the school to resolve the problem. Attend meetings with school officials and follow up regularly to monitor the situation.

If you suspect your child is bullying others, here are some steps you can take:

- Discuss the situation with your child, trying to elicit the facts of the situation. Listen in a non-judgmental way and encourage your child to take responsibility for their behavior.
- Help your child understand the impact of their behavior on others by discussing how this type of behavior might make them feel if they or a younger sibling were on the receiving end.
- Keep the lines of communication open with your child, talk and listen to them frequently, and work with them to come up with a plan to stop the bullying behavior.

- Work together with the school to resolve the problem. Attend meetings with school officials and follow up regularly to monitor the situation.

Responsibilities of Staff in suspected cases of bullying:

- Intervene immediately to diffuse the situation. Separate the victim, the bully, and any witnesses and provide support to the victim.
- Speak separately to the suspected victim, the suspected bully, and any witnesses. Take detailed notes of the incident.
- Complete a detailed Incident Report for the school administration. All submitted reports will be followed up by the School Leadership Team.

Responsibilities of the School Leadership Team:

- Respond promptly and effectively: The school leadership team must act swiftly to investigate any reported incidents of bullying. A designated team of trained staff members investigate promptly and impartially, conduct interviews with the target, alleged bully, and any witnesses, gather relevant evidence, and document all findings in a confidential and organized manner. Depending on the outcome of the investigation, the Student Evaluation Committee (grades 6-8) or the Discipline Committee (grades 9-12) will
- Provide support and assistance: The school leadership team must provide immediate and ongoing support to all parties involved. This includes offering counseling services, increased supervision, and check-ins to ensure the well-being of the victim and addressing the underlying issues that may have led to the bullying behavior.
- Communicate with parents and guardians: The school leadership team must inform the parents or guardians of the children involved and work with them to address the situation. They should keep them updated on the progress of the investigation and the actions taken to prevent further incidents.
- Record and report all incidents: The school leadership team must record all incidents of bullying and document them in the student's confidential file. They should also regularly review and analyze reported incidents and trends to identify areas for improvement or additional support.
- Implement prevention and education programs: The school leadership team should implement school-wide anti-bullying programs that promote a positive school culture and teach students about the impact of bullying. They should provide training and resources for staff on identifying, preventing, and addressing bullying, encourage open communication between students, staff, and parents/guardians about bullying, and regularly review and update the school's bullying policy.

By working together, we can prevent bullying and create a safe and inclusive environment for all students.

Policy last reviewed and updated, August 2025

ARRIVAL AND DISMISSAL PROCEDURE

ARRIVAL

- Students arriving by car should enter through the security gate and proceed to Block B.
- Parents should drop off their children between 8:25 am and 8:40 am, as school starts promptly at 8:45 am.

DISMISSAL

End-of-Day Dismissal Time: 3:40 PM

- 1. Primary Students (Parent Pickup):**
 - Homeroom teachers will escort primary students to the designated parent pickup area at the end of the school day.
 - The pickup area is located outside Block B in the garden
- 2. Secondary Students:**
 - Secondary students will dismiss themselves independently and make their way home as per arrangements made with their families.
- 3. Bus Students:**
 - Teachers will assist students using the school bus service in boarding their buses safely.
 - Buses will depart promptly at **3:50 PM**.

Please note that students and families are not to be on campus after teaching staff and health personnel have left the campus due to safety reasons. Times of departure for staff are as follows:

- Monday 4:00pm
- Tuesday 4:30pm
- Wednesday 4:00pm
- Thursday 4:30pm
- Friday 4:00pm

CHANGES IN DISMISSAL PLANS

- To change a child's dismissal plan, parents must inform the academic assistant at caliskans@mefis.k12.tr and/or Principal/Deputy Principal before 1:00 pm.
- Requests after this time cannot be accommodated to ensure student safety.
- If a child is going home with another family, both families must share this agreement with school no later than 1:00 pm.
- If a parent does not pick up their child, the child will wait at security or the lobby of Block A until the parent arrives.
- Students who are not registered with the service bus company are unable to use the service bus as a guest.

Compliance with arrival and dismissal procedures is required to ensure the safety and security of all students and staff. We appreciate your cooperation in ensuring a smooth and safe process for everyone.

Procedure last reviewed, August 2025

ASSESSMENT

STATEMENT OF AIM

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

RATIONALE

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

GUIDELINES

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

I. ASSESSING - How we discover what students have learnt

II. RECORDING - How we collect the data

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

I. ASSESSING

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

Pre-Assessment

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

Formative Assessment

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

Summative Assessment

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

ASSESSMENT IN PRIMARY

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

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

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

ASSESSING IN SECONDARY

Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

Assessments across the Secondary School will be as follows:

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

1. Internal Summative Assessments

- 1.1. There should be at least two summative assessments per semester in all subjects.
- 1.2. Assessments should focus on a range of skills and concepts from the subject studied that link directly to external learning objectives.
- 1.3. The content and skills assessed should cover at least one unit.

- 1.4. Assessments must be identical when there are two teaching groups (with the same or different teachers) learning the same units.
- 1.5. IB Diploma teachers should design and implement assessment tasks throughout the program in a way that allows first-year students to experience the full range of assessment criteria and grade levels as they progress in their studies.
- 1.6. A minimum of one week's notice should be given to students before an assessment is given and the approximate dates included in the course outline given at the start of the semester.
- 1.7. All teachers should provide a study guide for examinations. Study guides should be handed to students a minimum of one week before an exam. These guides should include a list of skills, topics and practice questions for students.
- 1.8. Only two written assessments can be given per grade each school day. This does not apply to externally scheduled exams.
- 1.9. Students are permitted to use simple translation dictionaries if English is not their first language in non-language assessments.
- 1.10. Teachers should grade assessments within one week of the assessment and input the results to RenWeb.
- 1.11. Teachers should review the assessments in class with students.
- 1.12. If a student does not take an exam, the student should inform the Deputy Principal in writing with officially signed and stamped documents verifying the excuse within 7 days from the day the excuse starts. The Deputy Principal informs the student if they are eligible to sit the exam. Valid reasons for missing an exam include illness, family emergency, visa appointment, external examination, etc. Another time for the student to sit the exam is arranged with the student and teacher typically the day the student returns to school. This make-up exam can be given outside the class or in class.
- 1.13. Students who cannot submit official documents or verify the urgency of their situation officially are given the grade zero (0), and this information with the required attachments should be passed on to the school administration. This is a temporary grade, students will have a set time frame for this grade to be reviewed and potentially updated.
- 1.14. The academic honesty procedure is followed in case of academic misconduct.
- 1.15. A selection of each assessment is customarily moderated by at least one teacher in the same department or by another teacher with experience in the subject area.
- 1.16. Parents of students may ask for the regrading of examinations or other assignments. If a parent or guardian believes an examination or assignment has been unfairly or incorrectly graded, the parent or guardian must submit a written request to the Principal indicating the examinations/assignments for review.
- 1.17. The parents of any students who fail an internal examination may be invited for a meeting by the teacher, who will inform the administration.

Performance grade 1 are longer formative and summative assessments, minimum of 2 per semester.

Performance Grade 1: Projects / Performance tasks / Essay / Labs	40% of total grade
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Performance grade 2 are more frequent, shorter formative assessments. There should be weekly, graded assignments providing feedback on student learning..

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

Criteria		Achievement level
Thinking Skills		
Critical-thinking Skills	How effective is a student at analyzing and evaluating issues and ideas?	(Score: 1-7)
Creative-thinking Skills	How developed is a student at creating?	(Score: 1-7)
Transfer Skills	How effective is a student at using knowledge across multiple contexts?	(Score: 1-7)
Research Skills		
Media Literacy Skills	How well does a student interact with media and create ideas and information?	(Score: 1-7)
Information Literacy Skills	How skilled is a student at finding, interpreting and judging information?	(Score: 1-7)
Communication Skills		
Communication Skills	To what extent can students exchange thoughts, messages, and information?	(Score: 1-7)
Self-Management Skills		
Affective Skills	To what extent does a student manage state of mind (e.g. mindfulness, perseverance, self-motivation and resilience)?	(Score: 1-7)
Reflection Skills	To what extent is student reflective?	(Score: 1-7)
Organization Skills	How well does a student demonstrate organizational skills?	(Score: 1-7)
Social Skills		
Collaboration	How effective is a student working with others?	(Score: 1-7)

5. External Examinations

Middle School

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

High School

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

Students in Grades 11 and 12 follow the IB Diploma Programme curriculum. The International Baccalaureate (IB) is a two-year academic program followed by students in Grades 11 and 12. This includes both IB Full Diploma and IB Certificate students.

In Grade 12, students are registered for their IB subject exams between September and November. IB Full Diploma students are enrolled in all required subject exams, while Certificate students may choose to take exams only in the IB courses they are studying.

All official IB examinations take place in May of the students' second year in the program (Grade 12), and the associated exam fees are covered by the school.

6. Academic requirements to study in full IB Diploma Programme:

- Students must have passing grades (60%) in Grade 10 subjects that will be studied in the IBDP or earn at least a C in the relevant IGCSE external exam.
- Students must have an overall GPA of 60% on the end-of-year Grade 10 transcript in order to study in the IBDP.
- Students must have a First Language course, either English or Self-taught (see details below).
- Students who do not meet the minimum 60% end-of-year GPA will be enrolled as IB Certificate students. Certificate students will take 5 courses, including mathematics and English. Certificate students will have a course release from 1 subject and TOK resulting in a workload reduction.

Other notes:

Group 1- Studies in Language and Literature:

- English Language & Literature, SL & HL: Grade C or above in IGCSE external exams OR 60% or above in end-of-year MEFIS Grade 10 transcript
- Self-study Literature, SL: Students must have prior formal education in the language

Group 2 - Language Acquisition:

- To study in a Language B French or Spanish course, a student must have scored a 'C' or above on the IGCSE exam or mock exam. All other students will study in an *ab initio* course.
- Students not studying in English Language & Literature will take the Language B English course

Group 3 - Individuals and Societies:

- No minimum requirement

Group 4 - Sciences:

- Physics, Biology, or Chemistry: Grade C or above in IGCSE extended external exams OR 60% or above in end-of-year MEFIS Grade 10 transcript for the extended course
- Environmental Systems and Societies: no minimum requirement

Group 5 - Mathematics:

- Math Analysis and Approaches HL: 'C' or higher on the IGCSE extended Mock Exam or official IGCSE Exam OR 60% or above in end-of-year MEFIS Grade 10 transcript for the Maths extended course
- Math Analysis and Approaches SL: 'C' or higher on the IGCSE extended Mock Exam or official IGCSE Exam OR 60% or above in end-of-year MEFIS Grade 10 transcript for the Maths extended course
- Math Applications and Interpretation SL: no minimum requirement

Group 6 - Arts:

- No minimum requirement

IB Course (Certificate Programme): Students studying in the IB Course Certificate Programme will study 5 of the 6 IBDP subjects in SL or HL and complete the CAS Programme.

- Students may transition to the Certificate Programme at the administration's and family's approval.

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

7. 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.

II. RECORDING

IN PRIMARY:

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

SECONDARY

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

III. REPORTING

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

IN PRIMARY:**Parent-teacher conferences**

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

Portfolios

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

Written reports

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

IN SECONDARY:**Parent-teacher conferences**

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

Reports

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

GPA: Grade Point Average

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

End-of-year Average

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

Missing Examinations

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

Official Documentation

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

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

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

Policy last reviewed and updated, August 2025

ATTENDANCE

STATEMENT OF AIM

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 legal requirements. It is the responsibility of parents/caregivers to ensure their children attend school.

RATIONALE

- To ensure that all students have an opportunity to learn by attending school regularly.
- To ensure that the right of each student to attend school on a regular basis is monitored in compliance with all related legal requirements.
- To ensure that there are effective channels of communication about school attendance between home and school.

Guidelines:

1. Attendance registers are taken by primary teachers at the start of the school day, and at the start of every lesson by secondary teachers. Attendance registers document punctuality and absences. The attendance is collated by the academic assistant. The attendance is emailed to the mailing list for the appropriate section of the school.
2. Parents should send an email to the academic assistant caliskans@mefis.k12. and the Homeroom Teacher (Primary) if their child is absent for any school day. If a parent fails to inform the school of their child's absence the academic assistant will contact the parents for information. If the academic assistant cannot make contact, he/she will follow-up with an email and SMS. (See end of document for email and SMS to be sent).
3. The parents of students who are absent from school are contacted by email or phone. Communication from the family to the administration is requested to explain the reason for the absence and must be received within 5 workdays, otherwise the absence will be counted as an unexcused absence. All absences must be documented by parents via a signed note indicating the reason for the attendance which can be emailed to the Principal/Deputy Principal and the homeroom teacher (primary). Parents are requested to provide a medical certificate or other documentation for any absence longer than two days in a row. The Principal or Deputy Principal may apply discretion depending on the circumstances of the absence.
4. Daily attendance is accurately documented on the school's student information system and on each student's report card.

Excused and Unexcused Absences

- **Excused absences** are only for illness, injury, death in the immediate family, attendance at a funeral, religious holidays, legal matters, and other emergencies or unusual circumstances as approved by the school's administration.
- **Unexcused absences** include illness without a medical note (for absences longer than 2 days), family reasons, trips during the school semester etc.
- **Long term health issues** - If a student's long term health is of concern this should be reported to the Principal, so that follow up with the family can be undertaken.

Missed Assessments and Makeup Work

- 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 due to an excused absence. As a general guideline, students should receive the same number of days to make up for their work that they missed due to an excused absence. Where possible, a student who knows he/she will be absent, should approach his/her teacher/s and ask for the work to be completed for the period of time absent. Once completed, they should show it to the Deputy Principal.
- Students who miss internal assessments due to an excused absence will have an opportunity to make up the assessment; the timeline for making up the exam may vary depending upon the reasons for the absence. The teacher should consult the administration. The absence needs to be excused by the administration (Excused absence). Students who miss external exams may not have make-up examinations.

Early Dismissal Procedures

- Students who come to school are expected to stay at school unless they have an illness or urgent appointment. If a parent/guardian collects their children during regular school hours or gives permission for their child to leave the campus, they must send an email to caliskans@mefis.k12.tr including the reason and time for early dismissal. Students need to collect a signed note from the academic assistant 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.

Late Arrival Procedures

- If a student arrives late in the morning after registration, the student must go the academic assistant to update their attendance.
- Secondary School students who are chronically late or absent may be given consequences according to the scheme outlined in the "MEF IS Behaviour Procedures".
- Students that arrive late to school due to the service bus will not be marked tardy. They will be marked present.

Study Leave for Senior Students

- Students in grade 12 and IB2 are *eligible* for study leave starting mid-April depending on their attendance, academic performance, and teacher recommendations. Administration will review this information and determine whether the student will take Study Leave or not. A sample letter is in the appendix. Once students have had this signed, they may study either at home or school in the period running up to the external IB exams.
- Students in grade 12 and IB2 who are on study leave are marked 'present' with 'study leave' written in the comment space on Renweb. (Students taking the bus must notify the bus driver of when they will be taking the bus.)

Monitoring and Addressing Attendance Issues

- The Deputy Principal will send a note home to parents on the 10th, 15th, 20th, 25th and 30th day of absence reminding parents of the importance of regular attendance and its impact on learning, together with the possible consequences for continued absenteeism.
- Primary school: The Deputy Principal will follow up with tardiness at the beginning of the school day on the 10th, 15th, 20th, and 25th instance with an email update to parents.
- Secondary School: The Deputy Principal will follow up with tardiness at the beginning of the school day, and during the course of the school day on the 10th, 15th, 20th, and 25th instance within a semester as outlined in the MEF IS Behaviour Procedure, which include a behaviour plan, reflection

session, meeting with the Deputy Principal or Principal and parents, and appearance before the “Student Behaviour Evaluation Committee” or “Discipline Committee”.

- Deputy Principals will meet with parents of students who have ongoing problems with tardiness or attendance. If the problems are not resolved, the student may appear before the “Student Behaviour Evaluation Committee” or the “Discipline Committee” in the Secondary.

Tardy	Absence
10 - meeting with counsellor, email to parents	10 - meeting with counsellor, email to parents
15 - meeting with DP, email to parents	15 - meeting with DP, email to parents
20 - meeting with parents and DP, support plan	20 - meeting with parents and DP, support plan
25 - final email warning	25 - final email warning

GUIDELINES FOR ATTENDANCE AND TARDINESS

- **Lateness Classification:**
 - Arrival after the school day has started but before the end of the first period is recorded as "late."
 - Arrival during periods 2 to 4 constitutes a half-day absence.
 - Arrival from the 5th period onwards will be recorded as a full-day absence.
- **Early Departure:**
 - Departing school up to and including the 4th period results in a half-day absence.
 - Leaving after the 4th period is considered a full-day absence.
- **Educational Activities and Absences:** Absences due to participation in school-sanctioned educational activities overseas are excused and do not contribute to the student's total absence count.
- **Absence Limits:**
 - **Unexcused Absence Limit:** Students are permitted up to 10 unexcused absences annually.
 - **Excused Absence Threshold:** Students are allowed up to 20 excused absences each year.
- **Excessive Absence Consequences:**
 - Exceeding 30 days of absences triggers a written notification to parents, potential non-renewal of enrollment for the subsequent year, and possible disqualification from sitting for external examinations.
 - Students surpassing 30 days of absence in an academic year may be required to repeat their current grade level. High school students in this category must repeat the year.
- **Considerations for Severe Medical Conditions:** Cases of severe medical conditions will be reviewed on an individual basis, with the understanding that exceeding 60 days of absence due to medical reasons still necessitates repeating the academic year.

Attendance Codes

- **AU - Absent Unexcused:** Students who are not in school and have not provided an email or documentation from their family aligned with the above definitions.
- **AE - Absent Excused:** Students who are not in school and have provided appropriate documentation to the school.
- **S - School Excused:** Students who are not in lesson, but have been given permission by the school to not be present (i.e. grade 12 study leave, educational excursions, sporting competitions, external examinations)
- **TU - Tardy Unexcused:** Students who are late for class without a valid excuse.
- **TE - Tardy Excused:** Students who are late for class with a valid excuse.

Guidelines for Entering Codes into School Information Systems

1. **Daily Attendance List Distribution and Update Protocol:** The receptionist will distribute the attendance list to teachers by 9:30 am each school day. Teachers are required to review and update student attendance statuses as the day progresses.
2. **Late Arrival Registration:** Should a student arrive late, post-homeroom, the academic assistant is tasked with recording the late arrival in the school information system.
3. **Early Departure Procedure:** In instances of early departure, the Deputy Principal will communicate the specific code to be used to both the receptionist and the involved teachers via email. The academic assistant will then make the necessary updates in the system.
4. **Documentation of Excuse Notes:** All excuse notes must be submitted to the Deputy Principal, who will then pass them on to the academic assistant and principal. The receptionist is responsible for filing these notes for potential future reference and updating the system to reflect the excused status, as appropriate.
5. **Attendance Codes for Off-Campus Activities:** For students participating in off-campus events such as field trips, rehearsals, or sports tournaments, teachers are to mark these students as 'Present' (P) and note the specific event in the comment section. The academic assistant will ensure these students are included in the daily attendance list, which will be reconciled with the school calendar to maintain current records.

Policy last reviewed and updated, August 2025

BEHAVIOR

Statement of Aim:

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

Rationale:

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

Guidelines:

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

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

Shared Agreements

1. Expectations for Attendance and Punctuality
 - Arrive to school on time and maintain good attendance.
 - Arrive to each class promptly with appropriate learning materials.
2. Expectations for Student Learning
 - Listen carefully and follow instructions.
 - Stay on task and work respectfully around others.
 - Seek help when you need it.
 - Try your best with all school tasks.
 - Respect the school and personal property.
 - Cell phones must be kept on silent during lesson time.
3. Expectations for Interacting with Others
 - Model the IB Learner Profile.
 - Be kind, polite and caring to others.
 - Use appropriate and respectful language.
 - Be a good listener.
 - Be responsible for your belongings.
 - Respect the rights, thoughts and feelings of others.
4. Expectations for Break Time
 - Interact in a friendly, positive and inclusive manner.
 - Be responsible.

- Be safe.
 - Keep the school clean and litter free.
 - Run only in the safe, open spaces.
5. Expectations for the lunch room
- Move carefully around the lunchroom, showing awareness of others.
 - Remain seated while eating.
 - Use a quiet tone of voice when talking to others
 - Take off outdoor clothes and hang them on the back of your chair.
 - Use good manners and show consideration to others while eating.
 - Use plates and trays appropriately.
 - Clean up after yourself.
 - Treat servers and helpers with respect.
 - Make sensible food choices, using your knowledge and understanding about healthy eating.
 - Avoid waste by taking only what you intend to eat.
6. Expectations for moving around school
- Walk as you move around school.
 - Be aware of others around you.
 - Keep noise levels to an appropriate level as other people in the school may be involved in activities needing a quieter environment.
 - Be particularly careful when moving up and down stairs. Keep to the right and be mindful of younger students who may need to move more slowly.
 - When passing through doorways, be aware of others and be prepared to wait for them to pass through first.
7. Expectations for Electronic Devices
- Keep electronic items locked safely in your locker when not in use.
 - Limit use of electronic devices for academic purposes while at school.
 - All school students should leave cell phones and iPads in their lockers throughout the school day.
8. Expectation for School Clothing
- Wear appropriate clothing that respects our diverse cultures and that of the host country.
 - For ECC students a set of clean clothing should be stored at school.
 - The school's sports uniforms should be worn for physical education classes.
 - Students are encouraged to wear hats and use sunscreen when outdoors.
 - Dress according to the climate and time of the year.
 - Follow the school's 'Dress Code Agreement'.
9. Expectations for Riding the Bus
- Remain seated at all times on the bus.
 - Wear a seatbelt while in the bus.
 - Sit in the seat allocated by the hostess / duty teacher.
 - Get off the bus only at your own address unless prior approval is given.
 - Heating, cooling, windows and music are regulated by the driver and hostess.
 - Listen to the instructions and follow the directions of the driver and hostess.
 - No food or chewing gum (only provided by the hostess in an emergency situation).
 - Ask for water if needed.
 - Put any rubbish into the bins provided.
 - Be ready and on time..

- Respect the belongings, rights and property of other passengers and the bus.

BEHAVIOR PROCEDURE

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

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

Level One - Classroom / Teacher Level

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

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

Level Two - Administration Level

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

1st Incident:

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

2nd Incident:

The above actions will be carried out, and:

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

3rd Incident:

The above actions will be carried out, and:

- A behaviour plan will be enacted, revised, or reviewed, which will include targeted interventions and supports to assist the student in managing behaviour.

- A meeting will be arranged with the student's parent/guardian to discuss the behaviour plan.

Level Three - Behaviour Evaluation/Discipline Committee Level

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

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

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

BULLYING

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

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

Reporting Bullying:

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

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

Instruction in the Prevention of Bullying:

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

Investigation of Bullying:

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

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

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

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

Disciplinary Responses: Disciplinary responses for bullying may include:

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

BEHAVIOUR ON THE SCHOOL BUS

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

1st Incident:

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

2nd Incident:

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

3rd Incident:

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

4th Incident:

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

Policy last reviewed, August 2025

CHILD PROTECTION

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

STATEMENT OF AIM

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

RATIONALE

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

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

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

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

Key Responsibilities:

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

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

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

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

Applicability:

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

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

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

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

COMMUNICATION - FAMILY & SCHOOL PARTNERSHIP

Statement of Aim:

To provide clear procedures and expectations around communication between teachers, parents, legal guardians, and students to support student learning and establish and maintain positive and open relationships based on trust and mutual understanding. To provide a fair and transparent process for addressing complaints related to administrative decisions or other issues at MEF International School Izmir.

Rationale:

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

SCOPE

This procedure applies to communication between teachers, parents, legal guardians, and students at MEF International School Istanbul. It also covers complaints related to administrative decisions or other issues at the school.

PRINCIPLES OF COMMUNICATION

- **Fairness:** MEF International School Istanbul is committed to a fair communication and complaints procedure, ensuring equal treatment for all parties involved.
- **Courtesy:** All communication related to this procedure should be rooted in mutual respect, trust, and politeness.
- **Accessibility:** MEF International School Istanbul strives to establish a communication and complaints procedure that is easy to comprehend, simple to access, and well-publicized.
- **Timeliness:** The school prioritizes addressing all communication and complaints in a prompt manner to ensure timely resolution.
- **Effectiveness:** MEF International School Istanbul regularly monitors and reviews the communication and complaints procedure to guarantee its continued effectiveness.
- **Attentiveness:** The school provides every opportunity for parents, legal guardians, and students to express their communication and complaints, assuring them that their concerns are being heard. Updates on the progress and status of complaints will be communicated as appropriate.

RIGHTS AND RESPONSIBILITIES

Parents, legal guardians, and students can expect to:

- Be treated with respect, courtesy, and consideration.
- Have their concerns or complaints addressed efficiently and promptly.
- Have their personal information handled confidentially.
- Have their concerns or complaints assessed impartially and in accordance with due process.

In return, MEF International School Istanbul requests that parents, legal guardians, and students:

- Treat all involved parties with respect, courtesy, and maintain confidentiality.
- Bring up the concern or complaint as soon as possible after the issue has occurred.
- Provide accurate and comprehensive information about the concern or complaint.
- Seek assistance or additional information as needed.
- Act in good faith to reach an outcome that is acceptable to all parties.
- Maintain realistic and reasonable expectations about potential outcomes or remedies.

COMMUNICATION BETWEEN TEACHERS AND PARENTS

- All members of the school community are to maintain the values of safety, respect, and responsibility at all times, including in communication. This includes emails, phone calls, meetings, and all other areas of communication.
- Students, faculty, and school families, will not engage in discussions about other students, faculty members or other school families unless the discussion is positive and respectful.
- In all areas of concern or query the school will encourage parents to speak to the person of interest directly.

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 are not satisfied with the answers you got.
- Speak to the Principal if you still have questions or concerns.
- Involve the Assistant General Manager if all other avenues have proven unsatisfactory.
- The Curriculum Coordinator will answer questions relating to the curriculum. Parents are expected to attend the parent workshops offered throughout the year.
- Social-emotional matters can be addressed through either our Deputy Principal or School Counselor.

COMMUNICATION AND MEETING PROTOCOLS

Meeting Appointments

- Parents are encouraged to make appointments when wishing to meet with staff.
- An appointment ensures that 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.
- Meetings with the Principal should be arranged through the Principal's Assistant to ensure timely and efficient scheduling.

Handling Sensitive Issues

- Direct contact either in-person or virtually via video call is the preferred method for handling sensitive, difficult, complex, or emotional issues.
- The school strongly encourages parents to set up a meeting with the teacher, rather than communicate in writing or dropping in unannounced.

Teacher Communication Expectations

- Teachers are expected to respond to written communication within 24 hours during the workweek to ensure timely communication.
- Teachers are expected to find time to make themselves available for face-to-face or virtual meetings as requested by parents.
- Teachers can also invite parents for face-to-face meetings to ensure open communication.

Resolving Uncomfortable Situations

- If a teacher or parent feels uncomfortable during a meeting, either party can bring the meeting to a polite and respectful finish.
- The Principal should be informed when a conflict is unable to be resolved to ensure that appropriate actions are taken.
- If additional meetings are required, a school administrator, the school counselor, learning services, or other interested parties may be present at the request of either the parents or teachers.
- Parents or teachers should be informed beforehand to ensure that all parties are adequately prepared.

Policy last reviewed, August 2025

DRESS CODE - STUDENT

Statement of Aim:

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

Rationale:

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

Guidelines:

1. All Students must wear school appropriate clothing. Clothing must not contain inappropriate slogans, words, pictures or symbols. No offense to the school's community is permitted through dress or appearance. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
2. All Secondary Students' clothing that is brief in size and/or exposes the midriff, chest or back is not permitted at school. All shirts must have shoulder straps. Skirts and shorts should be at least mid thigh length.
3. All Students must wear clean clothing that is in good condition. For very young children, sets of clean clothing can be stored at school, in the event of play or toilet incidents.
4. All Students' underwear should be completely covered and not visible.
5. All Students' shoes must be practical for safe evacuation in an emergency situation or such that they don't harm the student. Footwear should be firmly attached to the feet.
6. Hats and bandanas may be worn as long as they are not covering the face, distracting to the learning environment, or contain inappropriate words, pictures, or symbols. Exceptions will be made for medical/religious reasons, provided that learning and communication are not affected. During hot weather, students are encouraged to wear hats and a thin application of sun cream while outside. Families must supply the sun cream applications and hats.
7. Secondary students may wear discreet make-up.
8. All Students must follow subject specific requirements for dress and safety in lessons. For example, appropriate safety apparel must be worn during science experiments such as lab coats and safety glasses; athletic shoes must be worn for PE lessons, and jewelry removed. The school's PE uniforms should be worn for physical education classes and may also wear their uniform during the school week, on school trips or in the local community. Swimming caps and swimwear must be worn in the pool.
9. Depending on the season, each student must wear and/or have ready, outer garments for outside play or activities. This clothing is to prepare students for cooler and sometimes seasonally changeable weather patterns.

Policy last reviewed August 2025

ENGLISH AS A SECOND LANGUAGE (ESL)

STATEMENT OF AIM

We aim to create an inclusive and supportive learning environment where the language of instruction is English and multilingualism is valued and celebrated. We view language as a tool for making meaning in the world, and that every student brings unique experiences, skills, and cultural knowledge to the classroom. The English as a Second Language (ESL) program is designed to help students develop the language skills necessary to succeed in all subjects. We support students becoming confident readers, writers, speakers, and listeners. At MEF IS, students are also encouraged to use their home languages and connect with their cultural identities.

Language learning is integrated into all areas of learning and focuses on the use of language in both academic and social settings. We aim to help students become curious, effective communicators who can think critically and participate in a global community. As a result, teaching and learning is designed to "promote inquiry-based authentic language learning; focus on the transdisciplinary nature of language learning; incorporate the teaching and learning of language into the programme of inquiry; develop the skills of listening, speaking, reading, writing and media literacy; interrelate the skills of listening, speaking, reading, writing and media literacy; provide for the teaching of additional languages; promote consistency of practice in the teaching and learning of all languages where more than one language of instruction is used" (IB, "Guidelines for developing a school language policy", 2008).

RATIONALE

Language is taught in meaningful and relevant contexts. These contexts vary but often involve the use of real-life scenarios, exploration of the local area, and exposure to a variety of text types. We believe students learn language most effectively through inquiry, allowing students to make connections with different contexts to explore and investigate. Language learning is a developmental process that builds on each student's background and abilities, helping them grow in confidence, accuracy, and fluency over time.

Language of Instruction

English is the language of instruction at MEF International School. Students are expected to develop both everyday communication skills and academic language. Therefore, all teachers at MEF IS are expected to support English language development as part of their teaching practice. Language learning is recognized as a key component of overall academic learning.

Through our admission policy and in-school English language support, we ensure that all students are given the opportunity to access the curriculum in English. Instruction is differentiated and scaffolded to meet the needs of students who are not yet proficient in English.

Home Language and English Language Development

Students are encouraged to maintain and develop their home languages, as a strong mother tongue supports English language learning. Students at MEF IS come from diverse linguistic backgrounds, and they are encouraged to continue developing their home language alongside English.

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

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

Primary School Procedures

First Language English

This course is designed for students who have a strong proficiency in the English language. Speaking, listening, reading, and writing are integrated with the course content. Lessons also include transdisciplinary skills and topics. For further information about the First Language English Curriculum, the course guide may be consulted.

English as a Second Language (ESL)

During the admissions process, the English proficiency of incoming students is evaluated to determine their ability to access the curriculum. In addition, students are assessed using the WIDA MODEL within the first two weeks of school to determine eligibility for ESL support.

Students who are identified as English Language Learners from Kindergarten to Grade 5 take ESL classes in place of their First Language English course. These classes are taught by qualified ESL teachers and focus on developing the language skills needed for academic success, following the Cambridge International Curriculum.

In the Reception classes, students are fully immersed in English through instruction from their homeroom and specialist teachers. Teaching takes place in English, and understanding is supported by modelling, visuals, and action prompts rather than through translation. It is acknowledged that at this age, supporting the development of language as a means of communication is vital to all teaching and learning.

In-class support

Teachers provide in-class support for individual English language learners or small groups, based on the students' needs or the number of students in the classroom. Support might include working with reading groups, literature circles, and learning centres, depending on the classroom schedule and availability of support teachers. All homeroom teachers and specialists are considered responsible for supporting English language development. Teachers are expected to differentiate instruction and communication to meet the needs of English language learners.

ESL Assessment Accommodations

Primary students identified as English language learners may receive accommodations during assessments to support their language development. These accommodations include up to 25% extra time and the use of translation dictionaries when appropriate. Additional accommodations can be provided based on individual needs and with approval.

Secondary School Procedures

First and second language English courses are offered at all grade levels. The Administration (Principal, Deputy Principals) decides on the groupings, taking into consideration previous performance and teacher recommendations. All subject teachers are responsible for making the curriculum accessible to students, regardless of their English proficiency.

First Language English

The First Language English course is designed for students who have a strong proficiency in the English language. The course follows the Cambridge International curriculum for grades 6 to 10, and the IB curriculum for grades 11 and 12. The course focuses on advanced language skills, including critical reading, writing, and analysis. For further information, the course guide may be consulted.

English as a Second Language

During the admissions process, the English proficiency of incoming students is evaluated to determine their ability to access the curriculum. In addition, students are assessed using the WIDA MODEL within the first two weeks of school to determine eligibility for ESL.

ESL courses are offered as an alternative to the First Language English course.

- Grades 6 to 8 take the Cambridge ESL course.
- Grade 9 and 10 take the Cambridge IGCSE ESL course.
- Grades 11 and 12 take IB English B, Standard Level or Higher Level.

These courses focus on developing foundational academic English skills in speaking, listening, reading, and writing. Additionally, students who need extra support may receive supplementary English support during their Modern Foreign Language (MFL) lessons.

In-class support

Teachers provide in-class support to individual English language learners or small groups, based on student needs and the number of students in the classroom. Support may include working with reading groups, literature discussions, or learning centres, depending on the lesson objectives and availability of support teachers. All subject teachers and specialist teachers share responsibility for supporting English language development. Teachers are expected to differentiate instruction and communication to meet the needs of English language learners.

ESL Assessment Accommodations

Secondary students identified as English language learners may receive accommodations during summative assessment to support their language needs. These accommodations include up to 25% extra time and the use of translation dictionaries. Additional accommodations can be applied based on individual needs and with approval.

Appendix: Identification and Support of English Language Learners

1. Identification of English Language Learners

- a. School Application Form - Home language survey and self-identification
- b. Review School Records
- c. WIDA Model - administered within the student's first week of school

2. Score Threshold and Placement

- a. Scale scores fall within the 100 - 600 range, and each domain has a separate scale.
- b. English Language Proficiency (ELP) levels: 1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, and 6-Reaching.
- c. *Primary Students*

- i. Students scoring below 4.5 are identified as English Language Learners.
 - ii. Students scoring 1-2 attend ESL class in place of English class.
 - iii. Students scoring 3-4 receive additional support from support teachers.
 - d. *Secondary Students*
 - i. Students scoring below 4.5 are considered English Language Learners.
 - ii. Students scoring 1-3 attend ESL class in place of English class and MFL, subject to academic requirements.
 - iii. Students scoring 3-4 will receive additional support from support teachers.
- 3. **Communication with Families**
 - a. Parents are informed of WIDA score results and placement decisions.
- 4. **Progress Monitoring**
 - a. *Primary*
 - i. The WIDA Model, administered in May, is used to monitor the growth of students in speaking, listening, reading, and writing.
 - ii. Formative Observations: Teachers monitor classwork and participation.
 - iii. Cambridge Progression Tests: ESL, Science, and Mathematics scores are used to provide insight into how well the student is applying their language skills.
 - iv. Collaborative Review: ESL and classroom/specialist teachers review progress, discussed in SST meetings.
 - b. *Secondary*
 - i. The WIDA Model, administered in May, is used to monitor the growth of students in speaking, listening, reading, and writing.
 - ii. Formative Observations: Teachers monitor classwork and participation.
 - iii. Cambridge Progression Tests and IGCSE Results: Results help to assess how well ELLs are applying their English skills in subject-specific contexts.
 - iv. Collaborative Review: ESL and classroom/specialist teachers review progress, discussed in SST meetings.
- 5. **Transition / Exit from ESL Support**
 - a. Students may exit the ESL program based on WIDA scores, classroom performance, internal test scores, and teacher recommendations.
 - b. Exited students are monitored for one academic year to ensure success.

Policy last reviewed, August 2025

GUEST STUDENT

Statement of Aim:

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

Rationale:

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

Guidelines:

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

HEALTH & SAFETY

Statement of Aim:

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

Rationale:

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

Guidelines:

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

Accidents

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

Hospital - Emergency Situations

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

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

Sickness

If a student needs to go home sick, parents will be contacted by the nurse/deputy principal. If a parent cannot come to school, the school may be able to arrange transportation. If a parent identifies a health issue that is contagious (such as head-lice or chicken pox) the school should be notified in order that appropriate

measures can be taken. If a teacher suspects a health issue that is contagious (such as chicken pox), then a discrete referral to the school Clinic will be made and parents will be informed of the diagnosis and treatment.

If a student exhibits symptoms of a contagious illness, they will be isolated in the clinic, and their parents will be contacted by phone to collect the child from school. The student may return to school only upon submission of a doctor's note confirming that they are no longer contagious.

Students who are ill must remain at home until well. Bringing or sending an ill child to school not only interferes with the student's recovery, but it also infects other students and faculty members with potentially harmful conditions. Students are **not permitted** to return to school while they are under an officially certified medical leave.

Medicines

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

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

The School Nurse shall not administer any medication without parental consent. Should medication administration be necessary, parents will be contacted by phone to obtain verbal approval prior to administration. The school mandates written notification detailing the medication's name, dosage, and frequency if a student is to take any medication.

Smoking

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

Hygiene

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

Animals In School

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

Educational Excursions

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

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. We are a healthy school that promotes a healthy learning environment. We also do not allow food sharing between students.

Emergencies

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

HOMEWORK (PRIMARY)

Statement of Aim:

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

Rationale:

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

Guidelines:

1. Homework in the Primary School will comprise Daily Process Work and Weekly Consolidation Work.
2. The following is a breakdown of daily time that should be spent on daily process activities:
 - a. 10 minutes being read to each night in Reception Classes;
 - b. 10-15 minutes in Kindergarten & Grade 1;
 - c. 15-20 minutes in Grade 2 & 3; and
 - d. 20-30 minutes in Grade 4 & 5.
3. Requirements for homework will be displayed on google sites/Class Dojo and updated weekly.
4. Parents are encouraged to review teacher comments and marking with their children.

Weekly Consolidation Work:

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

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

30 minutes per week at Kindergarten & Grade 1;

45 minutes per week at Grade 2 & 3; and

60 minutes per week at Grade 4 & 5.

HOMEWORK (SECONDARY)

Statement of Aim:

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

Rationale:

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

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

Guidelines:

1. Homework assigned will be purposeful and meaningful to the work of the class or to some future work.
2. Extended exercises may form part of an on-going assessment of each student.
3. Students must present homework on the date specified by the teacher. Homework up to 2 days late without acceptable reason will incur a 25% penalty per day. Work more than 3 days late will not receive credit.
4. It is the responsibility of students to find out any homework missed due to absence.
5. Students absent due to illness should submit their homework on the day they return to school and will not receive a late submission penalty.
6. Students absent due to school-related activities (eg. matches, quizzes) must ensure that homework set in their absence is completed and submitted on their return to school.
7. A student absent for a period of time is expected to make every effort to complete work missed including homework while absent.
8. A student absent for an extended period should contact the teacher for a record of homework set during this period.
9. If there are extenuating circumstances, a verification note from parents is to be presented at the beginning of class.
10. Students can expect to complete the following amounts of homework in any given evening:

a. Grades 6, 7, & 8	45 to 60 minutes.
b. Grades 9 & 10	100 to 110 minutes.
c. Grades 11 & 12	120 to 130 minutes.

Non-Compliance:

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

LEARNING SUPPORT

Learning Support Mission Statement

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

Statement of Aim

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

Philosophy of Learning Support

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

Learning Support at MEF IS

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

The Learning Support Specialist monitors the progress of students and, where necessary, provides and conducts internal literacy and numeracy assessments. They provide feedback and recommendations for external referrals where necessary and provide follow-up on student progress and development. They provide intervention strategies through tiers which outline different levels of modifications and accommodations. They provide Individual Educational Plans appropriate to each student. They work closely with the Counsellor to monitor student well-being and engagement. They exercise confidentiality at all times.

MEF IS provides learning support services for a range of disabilities from mild to moderate. A decision about the level of support required is the responsibility of the student support team under the leadership of the

learning support teacher. Each student's program is designed to meet the needs of the student by emphasizing strengths, remediating weaknesses, and supporting curriculum access.

Understanding the terminology

Individual Educational Plan (IEP)

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

Accommodations

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

Modifications

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

Key Roles and Responsibilities:

Learning Support Specialist

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

The Learning Support Specialist performs the following duties:

- Reading and deepening understanding of specific learning difficulty
- Interview students (learning about them personally)
- Identify key strengths and weaknesses
- Identify strategies for differentiating tasks (learning strengths)
- Outline modifications and accommodations specific to learning the difficulty

- Develop an Individual Educational Plan (IEP)
- Push in (in-class support from the teacher) to classes
- Pull out students of class for one-to-one work
- Pull students out of class for group work
- Facilitate after school help sessions
- Numeracy/Literacy support
- Small group instruction
- Study and organizational skills instruction
- Assist with organizational tasks and develop organizational skills
- Create a homework program where necessary
- Monitor academic progress/reviewing school report
- Communicate effectively with parents/guardians regarding student progress/updates via email and face-to-face meetings.

Staff Collaboration

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

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

With this, the Learning Support Specialist seeks to:

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

Assessment and Documentation

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

- The development and documentation of IEP's/Action Plan's
- Student support plan (IEP) is constantly reviewed and updated throughout the year

- Documenting staff meetings/Student Support Group meetings
- Monitoring student academic data
- Modifying tasks/activities
- Modifying exams
- Documenting tier support accommodations/modifications;
 - o **Tier 1 intervention** - simplified language, directions explained.
 - o **Tier 2 intervention** - moderate modifications, simplified language, some visual assistance, small group testing, access to a dictionary and extra time.
 - o **Tier 3 intervention** - highly modified, simplified language, explicit instructions and directions, visual guides, small group testing, the scaffolding of questions, sentence starters, access to a dictionary, access to a calculator and extra time.
- Use a variety of assessment tools to identify student strengths and weaknesses and/or learning difficulties.
- Where there is a possibility of a learning difficulty, a Learning Support Specialist informs Student Support Team Lead to inform parents and arrange for an educational psychological assessment.
- Responsibility for obtaining formal assessment documentation ultimately rests with families and not the school.
- Refer to MEF IS Communication Procedures
- Communicating with appropriate outside professionals for assessment purposes whilst maintaining confidentiality
- Maintaining a log of communication between Learning Support Specialist and staff
- Presenting and providing resources to staff on specific learning difficulties

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

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

Learning Support Referral Process

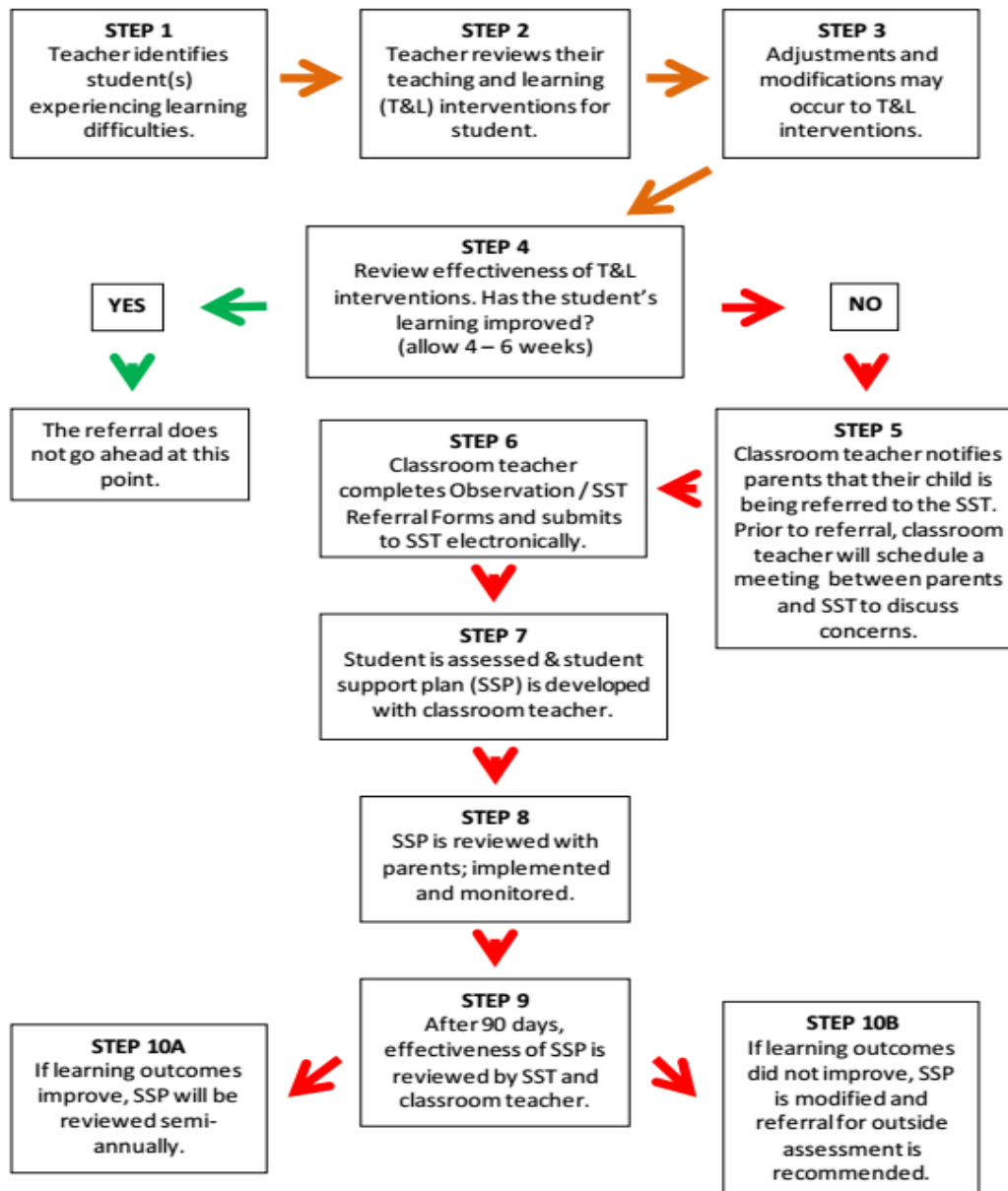
The Student Support Referral Procedure is put in place to maintain a systematic school which fully supports our students. The Student Support Team will work with teachers to ensure all tiers of Responses to Intervention (RTI) are being implemented. This requires teachers, Student Support Team members,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

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

Student Support Referral Process

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

Student Support Team Referral Process



Post Referral

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

Psychological Assessment

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

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

Exiting students from Learning Support

Students may be exited from learning support services when they

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

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

Policy reviewed August 2025

MODERN FOREIGN LANGUAGE

STATEMENT OF AIM

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

RATIONALE

Language is taught meaningfully and contextually. These contexts vary but often involve the use of real-life scenarios, native speakers, the local area and a wide variety of text types. We advocate the learning of language through inquiry, allowing students to make connections with context to explore and investigate. The learning of any language is developmental by nature, building constructively on what each individual student knows to move them forward.

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

A strong home language is seen as crucial in the development of additional languages. There are currently a wide variety of native languages used by students at the school. Students are encouraged to develop their home language. Use of home language is encouraged in school when it supports learning. It is understood that fluency in a home language strengthens proficiency in English, our medium of instruction.

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

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

- The school places importance on language learning, including home language, host country language and other languages (IB Standard A, Practice 7).
- The school utilizes the resources and expertise of the community to enhance learning within the programmes (IB Standard B2, Practice 11).

- Collaborative planning and reflection recognizes that all teachers are responsible for language development of students (IB Standard C1, Practice 8).
- Teaching and learning address the diversity of student language needs, including those for students learning a language(s) other than their home language (IB Standard C3, Practice 7).
- Teaching and learning demonstrates that all teachers are responsible for language development of students (IB Standard C3, Practice 8).
- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1).

PROCEDURES

In the Primary School

Mainstream English Language

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

Modern Foreign Languages

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

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

Development of home language

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

Host Country Studies

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

PROCEDURES

In the Secondary School

Mainstream English Language

The language of instruction in the Secondary School is English. First and second language English courses are

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

Modern Foreign Languages

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

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

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

Development of home language

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

Turkish language Learning

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

Policy reviewed, August 2025

PERSONAL PROPERTY

Statement of Aim:

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

Rationale:

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

Guidelines:

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

Policy reviewed, August 2025

TEACHING AND LEARNING POLICY

RATIONALE

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

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

Definition of High-Quality Learning

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

Learning and Teaching should:

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

PROCEDURES

The Roles of Learners and Teachers

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

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

Standards and Practices

Teachers at MEF International School;

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

- Engage students as inquirers and thinkers
- Build on what students know and can do
- Are conscious of the theory of the zone of proximal development, learning and the learner's role,

teaching and the teacher's role, which underlies their own practice.

- Engage students in reflecting on how, what and why they are learning.

2. Know subject and curriculum content and how to teach it

- Have a thorough knowledge of the subject content covered in the lesson, use subject and developmentally appropriate material for the lesson.
- Make knowledge relevant by connecting learning to real-life problems that interest students.
- Address human commonality, diversity and multiple perspectives.
- Incorporate a range of resources, including information technologies.
- Demonstrate that all teachers are responsible for language development of students.

3. Demonstrate professional teacher values and attributes and develop them in learners

- Develop the Learner Profile attributes.
- Use reflective practice, striving for continuous improvement
- Develop student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.

4. Establish professional relationships to develop and support learning and teaching

- Actively collaborates with the Curriculum Coordinator, teachers and leadership to develop and support learning and teaching and the needs of individual learners in the classroom.
- Collaborate with the Student Learning Support Team to incorporate recommendations for individual students. This may include the development of Student Support Plans within the mainstream classroom.
- Engage in positive communication with community members including parents, colleagues, students and the wider professional community.

5. Implement effective planning and assessment practice

- Identify the knowledge, understandings and skills that the students will develop in unit planning, starting with the end in mind.
- Use sound assessment practices to inform teaching and learning (see Assessment Policy).
- Promote the understanding and practice of academic honesty.
- Scaffold the thinking to make deeper connections and develop understandings based on thoughtful planning.

6. Demonstrate innovative and effective classroom practice

- Support students to become actively responsible for their own learning.
- Encourage students to demonstrate their learning in a variety of ways.
- Use a range and variety of strategies. Learning is experiential, fun, authentic, and collaborative.
- Make connections, and extends the learner's understanding that results in action and change.
- Engage student interest through questioning to set the stage for exploration and experimentation.
- Inspire students to pursue excellence in all their learning endeavours.
- Support individual learners, providing challenge and rigour through differentiated instruction.
- Engage learners in critical, analytical and creative thinking.
- Allow for learner voice, choice and ownership.

- Foster curiosity, exploration and experimentation.
- Are innovative and creative, informed by research concerning educational practice.

7. Create and maintain a safe and inclusive learning environment

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

Review in line with the accreditation cycle.

ANNEX:

For further information, please reference the IBO for their [Learner Profiles](#) and Cambridge International Education for their [Cambridge Learner and Teacher Attributes](#).

For detailed descriptions of MEF IS expectations of the role of the teacher please refer to the following documents relevant to your context:

MEF IS Job Description for Teachers
[IB Standards of Practice \(Standard C\)](#)
[Cambridge Teacher Standards](#)

Policy reviewed August 2025

TECHNOLOGY INTEGRATION - PRIMARY

STATEMENT OF AIM

MEF International School is committed to the integration and effective use of educational technologies in the classroom to enhance the teaching and learning experience. The aim is to prepare our students for a digital future by equipping them with the necessary skills to succeed in an increasingly complex, interconnected, and technologically advanced world. Educational technologies will be used to foster critical thinking, creativity, collaboration, communication, and digital citizenship, ensuring that our students are not only consumers of digital content but also creators.

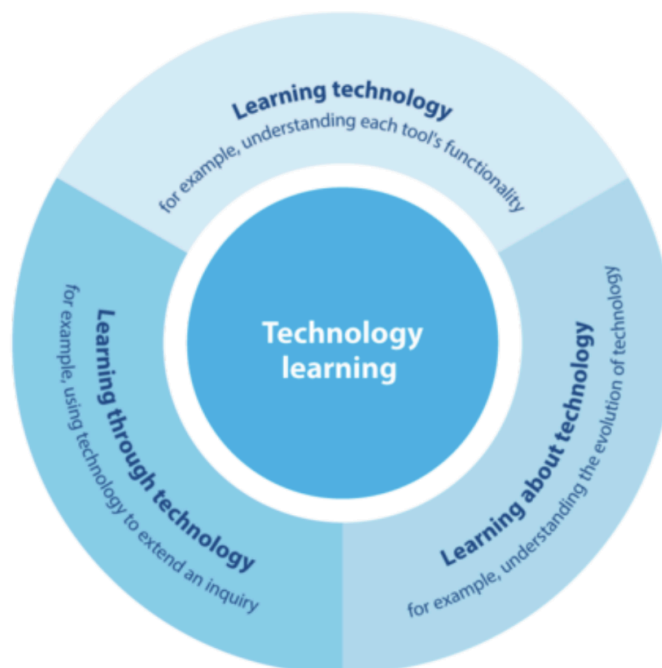
RATIONALE

MEF International School integrates technology into its curriculum to enhance students' learning experience. Aligned with the primary curriculum framework, technology learning and teaching at MEFIS focuses on learning technology (understanding how tools work), learning about technology (understanding its evolution and societal impact), and learning through technology (using tools to facilitate inquiry, creativity, and collaboration).

Technology, in both digital and non-digital forms, facilitates student engagement through:

- **Learning Technology:** Developing literacy and competency with tools like iPads and educational software.
- **Learning Through Technology:** Using technology to drive inquiries, communicate findings, and create innovative projects such as multimedia presentations or documentaries.
- **Learning About Technology:** Encouraging students to explore the ethical, historical, and societal dimensions of technology.

Figure TE01: Technology learning and teaching



USE OF IPADS

The school uses iPads to support personalized learning experiences, inquiry-based learning, digital literacy skills, and higher-order thinking skills. The use of educational technologies engages students with diverse learning styles, provides instant feedback, and fosters collaboration. The school has a policy to ensure that the use of iPads is responsible, safe, and effective. iPads are utilized to enable learners to engage in collaborative endeavors, effective communication, and the creation of innovative products that facilitate the construction and dissemination of knowledge. This approach provides an avenue for both local and global information access and sharing.

SCOPE

This policy applies to all individuals, such as students, staff, and other authorized users, who use iPads, whether they are personal devices or provided by the school while accessing technology on the school campus.

RESPONSIBILITIES

A. As the school leadership team:

1. Provide ongoing professional development opportunities for all staff members to enhance their skills and knowledge related to educational technologies.
2. Support the sharing of best practices among staff through workshops, peer observations, and collaborative planning sessions.
3. Evaluate the impact of professional development on teaching practices and student learning to adapt and improve training programs continuously.

B. As the person in charge of School iPads

1. Maintain and update all iPads, ensuring they have the necessary applications and software.
2. Implement a monitoring and evaluation system to ensure compliance with this policy and track iPad usage.

C. Teachers

1. Teachers and staff have the responsibility of supervising and guiding students during iPad use.
2. iPads should be used to enhance curriculum-based activities and promote learning outcomes.
3. Teachers and staff should ensure that appropriate apps, websites, and resources are utilized to support educational objectives.
4. Any misuse or damage to iPads should be reported to the administrator.

D. Students

1. Use iPads responsibly and for educational purposes, following policy guidelines.
2. Handle iPads with care and promptly report any damage or malfunction to designated personnel.
3. Limit personalization of school iPads to approved options only.
4. Primary students may not use personal devices while at school unless under the supervision of their homeroom teacher.
 - a. Personal device usage outside of class is prohibited. Students may use phones with permission of a teacher.
 - b. All personal electronic devices shall be kept in student backpacks or lockers for the entire day, unless under the instruction of a teacher.
5. Responsibility for personal devices rests with the student. MEFIS takes no responsibility for loss of or damage to personal devices.
6. All students receive instruction on responsible usage of technology. Thereafter, students and parents

sign a responsible usage contract.

7. Students may communicate with faculty through Google Chat, Google Classroom, Class Dojo or the school email system.
8. Students may not communicate with faculty through the faculty member's personal email, personal phone number (including text and chat facilities) or online social media. Exceptions may be negotiated with the Principal.

GUIDELINES FOR USE

A. General Use

1. iPads are to be used for educational purposes only.
2. Students must handle iPads with care to prevent damage or loss.
3. iPads should not be used during recess, lunchtime, or other non-instructional times unless specifically authorized by a teacher or school staff member.
4. iPads are not used in washrooms or other unauthorized areas.

B. Internet Access and Content

1. Comply with the school's iPad Implementation Policy guidelines while using the internet on iPads.
2. Seek permission from a teacher or school staff member before downloading, installing, or accessing any applications, software, or content.
3. Internet usage on iPads for educational activities and authorized websites and resources.
4. Strictly refrain from accessing inappropriate websites or content.
5. Immediately report any accidental access to inappropriate content to a teacher or staff member.

C. Privacy and Security

1. Do not share passwords or login information with others.
2. Avoid accessing, modifying, or deleting files, data, or settings of others without permission.
3. Refrain from storing personal information (addresses, phone numbers, passwords) on school iPads.

D. Care and Maintenance

1. Use protective cases for iPads when not in use.
2. Avoid eating or drinking near iPads to prevent damage.
3. Charge iPads regularly.
4. Use iPads in secure environments, and refrain from bypassing security measures or altering settings.
5. Report any suspicious or unauthorized iPad activity promptly to a teacher or staff member.
6. Follow the school's IT department's instructions for updating software, apps, and systems.

E. Digital Citizenship

1. Adhere to ethical and responsible online behavior to practice good digital citizenship.
2. Adhere to the ethical use of AI technology by following the guidelines in the **AI policy**.
3. Respect others' privacy and avoid sharing personal or sensitive information without proper authorization.
4. Use group chats and messaging apps responsibly. Do not engage in spamming, bullying, or sending inappropriate messages.
5. Report any misuse of chats or group messaging to a teacher or school staff member immediately.
6. Promote a positive online environment on iPads, demonstrating respect for others and their ideas.
7. Comply with copyright laws and intellectual property rights when creating, accessing, and sharing digital content using iPads.

8. Adhere to the **Plagiarism and Academic Honesty Guidelines** when browsing the internet and gathering information.
9. Familiarize yourself with and abide by the school's policies on online safety, privacy, and acceptable content.

CONSEQUENCES OF MISUSE

Any violation of this policy may result in disciplinary action, including but not limited to:

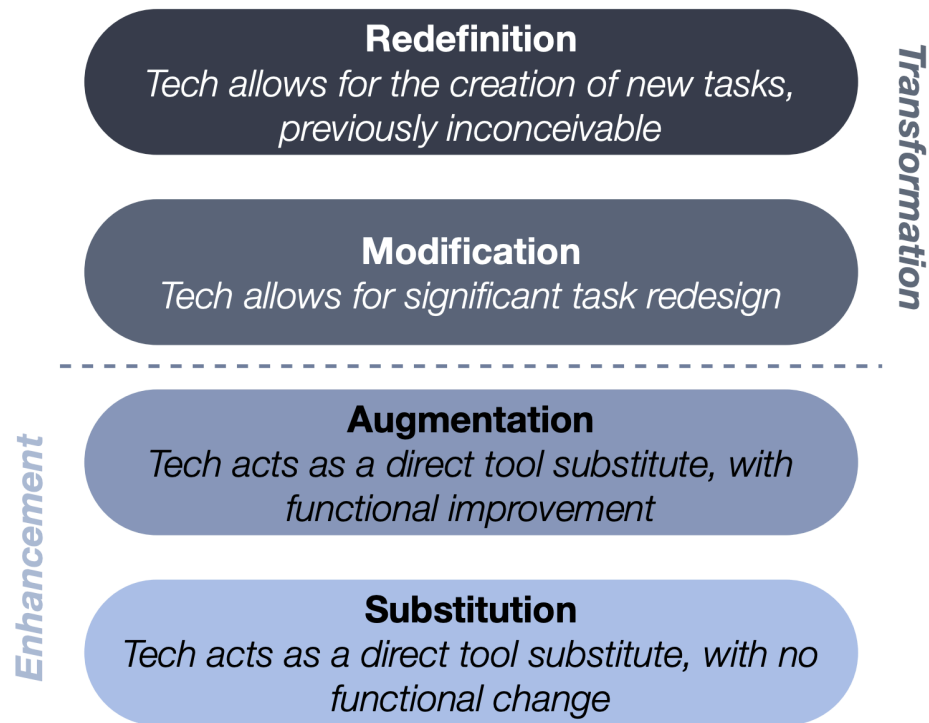
1. Temporary or permanent loss of iPad privileges.
2. Confiscation of the iPad until a parent/guardian meeting is held.
3. Additional disciplinary action may be taken as deemed appropriate by the school administration, following the school's disciplinary policy.
4. Violation of the guidelines may result in disciplinary action, which may include loss of iPad privileges, academic penalties, or other appropriate consequences as determined by the school administration.
5. Continued misuse of iPads may lead to further disciplinary measures, including parental involvement and potential legal consequences.

PLAGIARISM AND ACADEMIC HONESTY GUIDELINES

1. Create original work: Use your iPad to develop your ideas and complete assignments, avoiding copying from others.
2. Cite sources: When using information from the internet, properly credit the original authors or sources.
3. Use school-approved resources: Access only the school's recommended websites and apps to ensure reliable information.
4. Share responsibly: Collaborate with classmates fairly and honestly without enabling plagiarism.

APPLICATIONS FOR LEARNING

In alignment with our Teaching and Learning Policy, the school promotes the adoption of technology integration to facilitate transformative experiences according to the **SAMR model**, particularly focusing on **Modification** and **Redefinition**. We actively support the utilization of applications that foster student collaboration and content creation. As such, any educational website or application that aligns with these objectives will be considered acceptable, provided it has undergone rigorous testing and approval by the designated person responsible for technology integration, the class teacher, or a member of the educational staff.



Ruben R. Puentedura, As We May Teach: Educational Technology, From Theory Into Practice. (2009)

REFERENCES

- International Baccalaureate Organization. The Learning Community: Primary Years Programme. International Baccalaureate, 2018.
- Common Sense Education. "Introduction to the SAMR Model." Common Sense Education, <https://www.commonsense.org/education/videos/introduction-to-the-samr-model> . Accessed 15 Oct. 2024.
- Puentedura, Ruben R. SAMR: Putting the Model to Work. Hippasus, 2009. Retrieved from <http://hippasus.com/blog/> .

Policy last reviewed, August 2025

TECHNOLOGY INTEGRATION - SECONDARY

USE OF EDUCATIONAL TECHNOLOGIES IN THE CLASSROOM

STATEMENT OF AIM

This policy provides notice of the expectations and guidelines of MEF International Schools according to proven technology integration methodologies to all who use and manage Information Technology (IT) resources and services in the classroom.

RATIONALE

We know that technology integration can be tricky sometimes, especially when you feel uncomfortable with technology. But we also believe that some proven methodologies and frameworks can help you incorporate technology into the classroom such as SAMR and TPACK.

Use of School Computers Including I-pads:

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

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

Use of Personal Devices

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

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

High School - Mandatory - Laptop Computer or Tablet

Middle School - Mandatory - Laptop Computer or Tablet

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

2. Permission to use personal devices for student learning during lesson times is at the discretion of the secondary teacher. Primary students may not use personal devices while at school unless under the supervision of their homeroom teacher.
3. Device usage outside of class is prohibited. Students may use phones with permission of a teacher. All personal electronic devices shall be kept in student backpacks or lockers for the entire day, unless under the instruction of a teacher.
4. Expectations for online use of personal devices are the same as for the school computer network. Inappropriate use of a personal device is subject to disciplinary action.
5. Responsibility for personal devices rests with the student. MEFIS takes no responsibility for loss of or damage to personal devices.
6. All students receive instruction on responsible usage of technology. Thereafter, students and parents sign a responsible usage contract.

Online Communication:

1. Students may communicate with faculty through Google Chat, Google Classroom, Class Dojo or the school email system.
2. Students may not communicate with faculty through the faculty member's personal email, personal phone number (including text and chat facilities) or online social media. Exceptions may be negotiated with the Principal.

Students should delete email which is suspicious or containing possible viruses without opening it.

SAMR

The Substitution Augmentation Modification Redefinition Model offers a method of seeing how computer technology might impact teaching and learning. SAMR model is a framework which helps us reach the extended use of technology and assess ourselves in terms of effective use of technology in the classroom. SAMR can count as guidance helps us utilize technology in the classroom. There are different stages of SAMR (Substitution, Augmentation, Modification, and Redefinition).

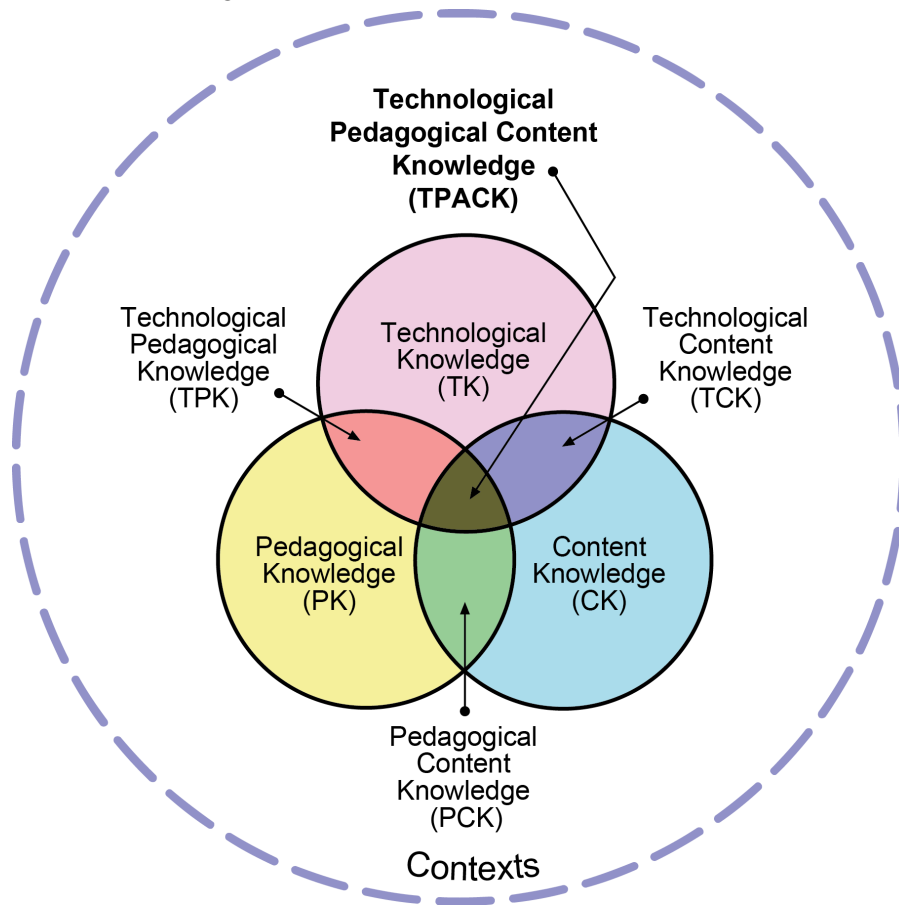
Our Educational Technology Specialist will help you thoroughly to apply the SAMR model to your classroom in your collaborative planning meetings. Each MEFIS teacher will assess themselves by using an assessment scale provided by the Educational Technology Coordinator.

We think that incorporating technology into the classroom should be guided by a framework and should be accessible by tested methods. In this context, SAMR will be our roadmap during our learning journey of using technology as an educational tool in the classroom.

Level	Definition	Examples	Functional Change
Substitution	Technology acts as a direct tool substitute, with no functional change	<ul style="list-style-type: none"> * Reading a paper or book on a device, instead of a printed book. * Watching a video of sports instruction, rather than watching an instructor in person 	No functional change in teaching and learning. There may well be times when this is the appropriate level of work as there is no real gain to be had from computer technology. One needs to decide computer use based on any other possible benefits. This area tends to be teacher-centric where the instructor is guiding all aspects of a lesson.
Augmentation	Technology acts as a direct tool substitute, with functional improvement.	Incorporate interactive multimedia - audio, video, hyperlinks - in the presentation to give more depth and provide a more engaging presentation.	There is some functional benefit here in that paper is being saved, students and teachers can receive almost immediate feedback on student level of understanding of material. This level starts to move along the teacher / student-centric continuum. The impact of immediate feedback is that students may begin to become more engaged in learning.
Modification	Technology allows for significant task redesign.	Students are asked to write an essay around the theme "And This I Believe...". An audio recording of the essay is made along with an original musical soundtrack. The recording will be played in front of an authentic audience such as parents, or college admission counselors.	There is significant functional change in the classroom. While all students are learning similar writing skills, the reality of an authentic audience gives each student has a personal stake in the quality of the work. Computer technology is necessary for this classroom to function allowing peer and teacher feedback, easy rewriting, and audio recording. Questions about writing skills increasingly come from the students themselves.
Redefinition	Technology allows for the creation of new tasks, previously inconceivable.	A classroom is asked to create a documentary video answering an essential question related to important concepts. Teams of students take on different subtopics and collaborate to create one final product. Teams are expected to contact outside sources for information.	At this level, common classroom tasks and computer technology exist not as ends but as supports for student-centered learning. Students learn content and skills in support of important concepts as they pursue the challenge of creating a professional quality video. Collaboration becomes necessary and technology allows such communications to occur. Questions and discussion are increasingly student generated.

TPACK

Technological Pedagogical Content Knowledge (TPACK) attempts to identify the nature of knowledge required by teachers for technology integration in their teaching while addressing the complex, multifaceted and situated nature of teacher knowledge.



TECHNOLOGY STUDENT GUIDELINES AND ACCEPTABLE USE

We are using electronics to: COMMUNICATE, COLLABORATE & CREATE, SHOWCASE, DEMONSTRATE LEARNING, ACCESS INFORMATION

The focus here is to use our electronics for learning. We expect students to be responsible and keep safe. To help students through this process, here are some important rules for them to be aware of to guide the use of technology at MEF International School.

1. **Always follow teacher instructions** regarding the use of technology. This could be the classroom teacher, or even another teacher in the corridor.
2. **Stick with the class.** Be in the right place at the right time on the device. Follow the learning in the classroom and what is being asked.
3. **Keep the device on mute.** Unless the teacher gives permission, keep devices muted. Students may bring earbud headphones if the teacher permits.
4. **Keep the device safe.** Use a case to protect the device. Use a locker to store it, and make sure that there is a lock on it! Carry devices with both hands. Do not use the device when walking between classrooms! Keep devices away from liquids.
5. **Come to school with your device fully charged.**
6. **Take photo/video footage with the permission** of the people involved.
7. **Students will not be using their devices for every class, every day.** They can only take out their device when asked to do so by the teacher.
8. **Be aware of Academic honesty** - Students must ensure this is their own work. Do not copy and paste. Even when students say something in their own words, they must quote the source!
9. Be responsible and **use technology for learning.** Note: in middle school, students are **not permitted** to use your devices during breakfast, lunch or break times.
10. **Ethical Use and Digital Citizenship:** Mandatory signing of the Responsible Use Contract and adherence to digital citizenship principles.

Inappropriate Electronic Device Use and Consequences

Students found using their electronic devices inappropriately will face the following consequences: (please see the “Expectations for use of MEF IS Technological Devices”)

1st time	<ul style="list-style-type: none"> → The electronic device is kept by the Deputy Principal until the end of the school day. → The reporting teacher tracks this in the Inappropriate Usage Electronic Device Document. → <i>If this occurs towards the end of the day, then the device is kept for the following day.</i>
2nd time	<ul style="list-style-type: none"> → The parents are informed of inappropriate usage and a Reflection is assigned with the Student Behavior Committee Leader → The electronic device is kept by the Deputy Principal until a parent meeting is held. → The reporting teacher tracks this in the Inappropriate Usage Electronic Device Document.

3rd time	<p>→ The student may lose the privilege of having an electronic device during the school day for one month and a Pre-Disciplinary Warning Letter is placed on their file.</p> <p>→ The letter will state that the next infraction will result in the student meeting the Student Evaluation and Discipline Committee.</p>
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Vestel

1. Utilize interactive websites, videos, and built-in software.
2. Use the video conferencing tool Skype or Google Meet to connect beyond the classroom.

MEF Tech Facility Features:

PC Lab	Makerspace	LEGO Robotics
Equipped with graphic design software.	Houses robotics kits and tools.	Allows building and programming of mini-robots.

CLASSROOM AND SCREEN TIME GUIDELINES

Aim: Enhance communication, collaboration, and learning through effective electronic device usage.

CLASSROOM GUIDELINES

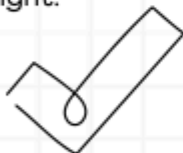


- Teacher's desk placed at the back of room for monitoring.
- Active teacher movement to monitor student devices.
- HS students put phones on the teacher's desk during lessons.
- No cell phone use in place of laptops.
- iPads/Laptops to be closed when not in use.

SCREEN TIME

MIDDLE SCHOOL

- Maximum **20 minutes** of screen time per lesson.
- **5 minute** screen breaks in between every lesson
- Paper homework preferred.
- No more than **30 minutes** of Homework on a screen per week per subject.
- Homework-related screen time: **30-60 minutes** per night.



HIGH SCHOOL

- Encourage self-regulation and a balanced routine.
- Maximum **30 minutes** of screen time per lesson.
- Encouraged **5 minute** screen breaks in between every lesson
- Homework-related screen time: **2 hours** per night.



RECREATIONAL

- Recreational screen time limited to **1-2 hours** per day.
- **No more than 2 hours** maximum of recreational screen time.
- After every **30 minutes**, a **5 minute** screen break is needed (including from cell phones)



Policy last reviewed and updated, August 2025

TRANSPORTATION

Statement of Aim:

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

Rationale:

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

Guidelines:
School Administration Responsibility

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

Parent Community Responsibility:

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

Transportation Company Responsibility:

The transportation company will:

1. Draft an agreement between parents and the transportation company with fees indicated;
2. Propose, prepare and approve a schedule for the bus routes for parent approval (in consultation with the

school, as needed) and comply with the approved schedule;

3. Post the Bus Behaviour Guidelines on each bus and easily visible;
4. Provide to parents and the school a complete list of driver and hostess mobile telephone numbers and ensure it is maintained and updated, as required; and,
5. Receive requests/complaints and seek the best solution for them.
6. Train and instruct the host(ess) in order for him/her to:
 - a. uphold MEF International School Child Protection policies and procedures;
 - b. remind students adhere to the Bus Behaviour Guidelines;
 - c. ensure all children use the seatbelt in the proper way;
 - d. inform the parents about any change in the time schedule exceeding 15 minutes;
 - e. ensure the only music on the bus is via students using individual listening devices with ear-phones, for the overall benefit of all on the bus; and
 - f. inform the parents and school about any significant deficiency in children's behaviour.
7. Train and instruct the driver in order for him/her to:
 - a. Adhere to the traffic rules and drive safely and defensively;
 - b. Ensure the bus has sufficient fuel to accomplish the delivery of children without the need to re-fuel during the route; and,
 - c. Refrain from smoking, talking with passengers, or using mobile telephone whilst driving.

Complaints Procedure:

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

Student Responsibility:

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

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

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

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

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

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

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

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

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

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

Policy reviewed August 2025

APPENDIX 1 - STUDENT CONDUCT & TECHNOLOGY CONTRACT

STUDENT CONDUCT & TECHNOLOGY CONTRACT MEF INTERNATIONAL SCHOOL, 2025-2026

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

1. Purpose

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

2. Guidelines

- I will follow the specific instructions from teachers when using the computers and computer services.

3. Communication

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

4. Honesty & Safety

- I will represent myself honestly.
- I will not access the network using an account other than my own.
- I will seek help if I feel unsafe, bullied or witness unkind behavior.
- I will only communicate with people I know.
- I will not share my personal details (name, surname, address, phone number) on public websites.

5. Learning

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

6. Respect for Self and Others

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

7. Respect for school and personal property

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

MEF INTERNATIONAL SCHOOL

Responsible Use of Technology and Procedures Contract

I understand that it is my responsibility to use technology safely, respectfully, and responsibly, following the **Acceptable Use of Technology Contract** and the values of MEF International School, both at school and at home.

I have read the school's **Academic Integrity, Assessment, Attendance, Behavior, and Homework Procedures** and agree to follow them.

I recognize that my choices and actions affect others, and I accept responsibility for my behavior.

Students:

I have reviewed and discussed the **Technology Acceptable Use Procedure** and the school's **Academic Integrity, Assessment, Attendance, Behavior, and Homework Procedures** with my parent(s)/guardian(s). I agree to follow these rules and guidelines whenever I use technology or take part in school activities.

Student Name:

Grade:

Date:

Student Signature:

Parents/Guardians:

I have read and understood the **Technology Acceptable Use Procedures** and the **Responsible Use of Technology and Procedures Contract**. I understand that my child is expected to follow these rules and guidelines responsibly whenever using technology or participating in school activities.

Parent/Guardian Name:

Student Name:

Grade:

Date:

Parent/Guardian Signature:

APPENDIX 2 - DAILY TIMETABLE

Lesson	Time	Duration
Homeroom	8:45 - 8:50 AM	5
Lesson 1	8:50 - 9:30	40
Lesson 2	9:35 - 10:15	40
<i>Morning Break</i>	<i>10:15 - 10:30</i>	<i>15</i>
Lesson 3	10:30 - 11:10	40
Lesson 4	11:15 - 11:55	40
<i>Lunch</i>	<i>11:55 - 12:35</i>	<i>40</i>
Lesson 5	12:35 - 1:15	40
Lesson 6	1:20 - 2:00	40
<i>Afternoon Break</i>	<i>2:00 - 2:15</i>	<i>15</i>
Lesson 7	2:15 - 2:55	40
Lesson 8	3:00 - 3:40	40

APPENDIX 3 - GUIDING STATEMENTS

MOTTO

Building Bridges between Countries and Cultures

MISSION

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

VISION

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

DEFINITION OF HIGH-QUALITY LEARNING

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

GUIDING PRINCIPLES

The MEF International School Community;

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

Where learning...

- Is authentic, engaging learners in meaningful and relevant inquiry, resonating with learners' interests and aspirations.
- Prioritises the development of skills, guiding students to critically analyse, think, problem-solve and create innovative solutions.
- Prompts meaningful student action, empowering them to take impactful steps based on their understanding and convictions.

- Is a transdisciplinary journey, where experiences are immersive, authentic, collaborative, and meaningful.
- Integrates technology and digital resources, while applying critical thinking, developing digital literacy, and the ability to discern and analyse information effectively.
- Is holistic, fostering growth in every dimension - cognitive, emotional, physical, and social.

Where teaching...

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

APPENDIX 4 - IB LEARNER PROFILE

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

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

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

Inquirers

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

Knowledgeable

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

Thinkers

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

Communicators

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

Principled

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

Open-minded

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

Caring

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

Risk-takers

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

Balanced

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

Reflective

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

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