

MEF International School, Izmir Campus

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.
- 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)***

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