



**ISIKKENT EARLY LEARNING CENTER
PARENT-STUDENT HANDBOOK
2024-2025**

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Dear Parents and Students,
This handbook is prepared to:

- a- Provide you with information about our teaching programs,
- b- Share our weekly schedules,
- c- Present our academic calendar,
- d- Introduce our teachers and staff,
- e- Explain our evaluation and assessment principles,
- f- Highlight our expectations,
- g- Inform you about our parent training sessions,
- h- Share our approaches and ways of communication,
- i- Share information that you need or would like to know.

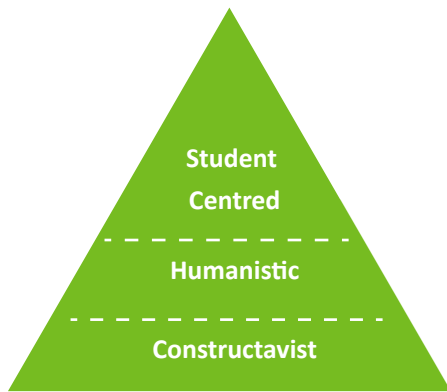
We hope that this handbook helps you to understand our procedures better. Please do not hesitate to communicate if you need additional information and support.

The whole handbook was prepared according to the current situation and will be edited and updated according to the announcements and regulations by the Ministries of Education and Health.

Regards,

Isikkent Early Learning Center

EDUCATIONAL PHILOSOPHY



The educational experience at Isikkent has three underlying principles: It is student-centered, humanistic, and constructivist.

The Isikkent teacher is a facilitator and promoter of learning as well as a designer and implementer of student-centered activities. The teacher develops a nurturing relationship with the students, reinforced by our school support system, to ensure students' intellectual, social-emotional and physical development. Teachers model life-long learning through regular professional development and professional reading and discussion.

Our constructivist approach asks the teacher to assess the level of understanding students currently have and use this understanding to assist students in developing their learning further.

Teaching methodologies incorporate a variety of resources and research-based techniques.

It is through this repeated pattern of assessment, teaching and learning, and support that develops our students into lifelong learners.

We believe:

- Students learn at different levels and in different ways.
- Students achieve success by being active participants in their learning.
- Students develop character through engagement with others from different backgrounds and through interaction within the community.

OUR VISION

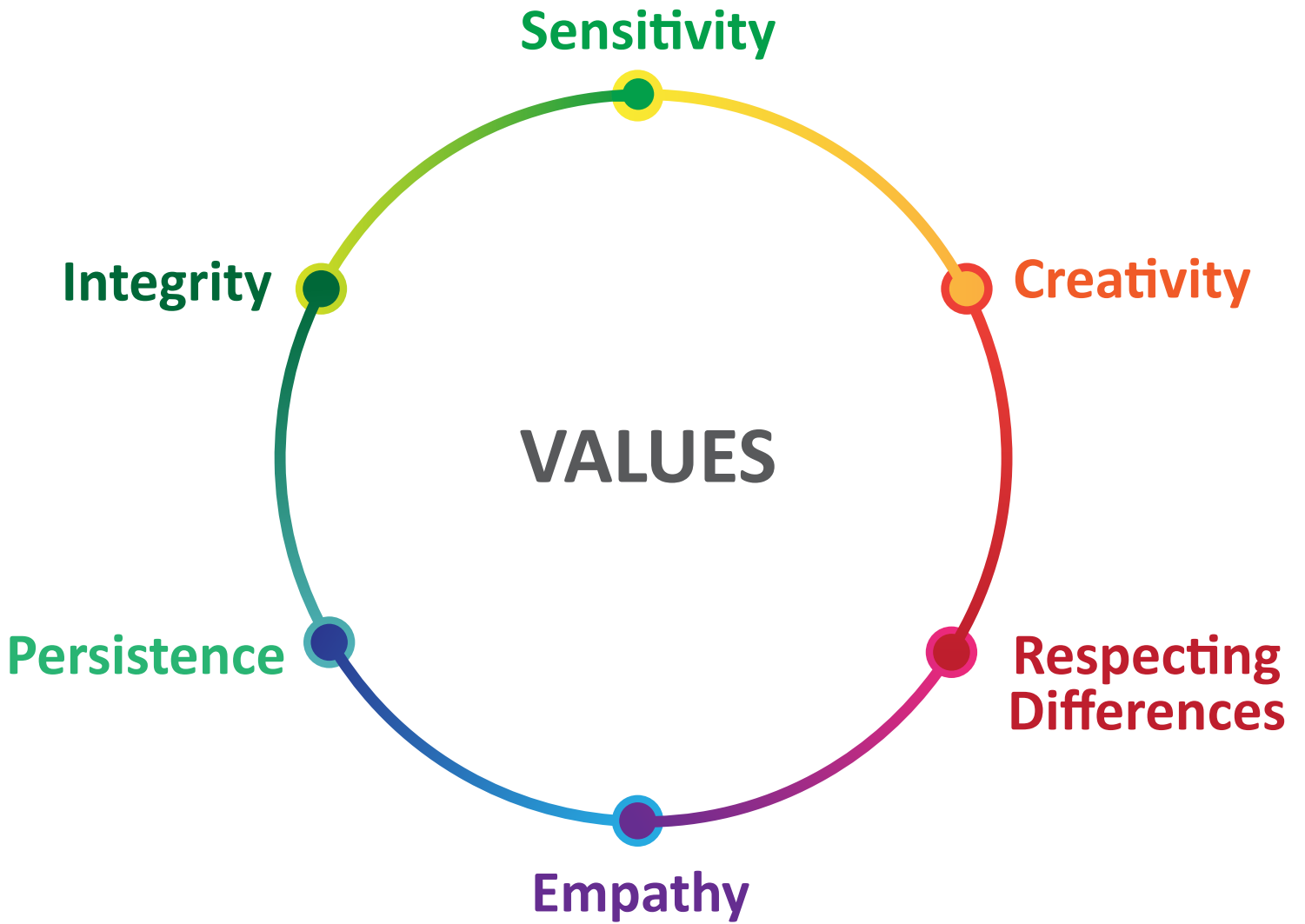
To be a pioneering school that builds bridges between people and cultures through experiential learning in a safe environment.

OUR MISSION

Isikkent School develops international-minded, effective multi-lingual communicators and reflective, self-confident, principled individuals in a safe environment by offering an innovative, research and inquiry-based education through combining the national curriculum with international programs.

We achieve our mission by:

- Setting high expectations for ourselves and our students.
- Empowering students to be critical thinkers and independent learners.
- Working collaboratively with all members of our community.
- Understanding and utilizing innovative teaching and learning methods.
- Creating a safe environment for students to take risks and learn from their mistakes.
- Facilitating students' intellectual, social, emotional, and physical growth.
- Engaging students in relevant and reflective learning.
- Encouraging students to explore different forms of personal expression.
- Providing opportunities for students to make choices, lead, and demonstrate responsibility.
- Supporting students to be caring, empathetic, respectful, and tolerant.
- Developing student awareness and communication skills through the study of languages.
- Involving students in local and international community service projects.
- Preparing students to seek admission to the most prestigious schools and colleges.



GENERAL INFORMATION

ACADEMIC CALENDAR

Monday, September 2, 2024	Open House ve Curriculum Sharing Meeting (9.30am-12.30pm) <i>(This meeting is only for parents, so we kindly ask you not to bring your children.)</i>
Week of September 3, 4, 5, 2024	Individual Orientation (30 Minutes)
Monday, September 09, 2024	Beginning of the Academic Year
Week of September 09,10,11, 20	Three days of the first school week will be half-day between 9am -12pm. <i>(Students will leave the school before lunch.) Thursday, September 12 and Friday, September 13, full day (09:00-15:45)</i>
Tuesday, October 29, 2024	Republic Day
Sunday, November 10, 2024	Ceremony to Commemorate Ataturk
Week of November 11 - 15, 2024	Winter Break
Wednesday, January 1, 2025	New Year Holiday
Friday, January 17, 2025	End of the 1st Semester and Report Card Day
Week of January 20 - 31, 2025	Semester Break
Monday, February 3, 2025	Beginning of the 2nd Semester
Week of March 31 - April 4, 2025	Spring Break
Week of March 30-April 1, 2025	Ramadan Feast
Wednesday, April 23, 2025	National Sovereignty and Children's Day
Thursday, May 1, 2025	May Day
Monday, May 19, 2025	Commemoration of Ataturk, Youth and Sports Day
Week of June 6 - 9, 2025	Eid al-Adha
Friday, June 20	End of the 2024-2025 Academic Year and Report Card Day

GENERAL INFORMATION

STAFF MEMBERS

• Administrative Staff

EELC Principal	Handan Yılmaz	hyilmaz@isikkent.k12.tr
ELC Student Affairs Supervisor	Meral Yazıcıoğlu	mpasinligil@isikkent.k12.tr

• Teaching Staff

Duygu Ergen Mangır	Guidance Counselor	dmangir@isikkent.k12.tr
Merve Tatuş	Homeroom Teacher	mtatus@isikkent.k12.tr
Zehra Baykal	Homeroom Teacher	zbaykal@isikkent.k12.tr
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Damla Demirdağ	Yoga Teacher	damlademirbag@yahoo.com
Gonca Atam	Creative Drama Teacher	gonca_atam5@hotmail.com
Barış Akyıldız	Chess Teacher	bakyildiz@isikkent.k12.tr
Sema Çalışıyor	ICT Coding Teacher	semacalisiyor@gmail.com
Nazlı Acar	Gym Teacher	acarn0705@gmail.com

GENERAL INFORMATION

DAILY SCHEDULE

ELC1&ELC2				
1 st Period	09:00	00:35	09:35	00:00
2 nd Period	09:35	00:35	10:10	00:15
break 15'				
3 rd Period	10:25	00:40	11:05	00:10
break 10'				
4 th Period	11:15	00:40	11:55	00:45
lunch 45'				
5 th Period	12:40	00:40	13:20	00:10
break 10'				
6 th Period	13:30	00:40	14:10	00:05
break 5'				
7 th Period	14:15	00:40	14:55	00:05
break 10'				
8 th Period	15:05	00:40	15:45	00:05
break 5'				
ASP Mon,Tue,Wed	15:50	00:45	16:35	

ELC3				
1 st Period	09:00	00:35	09:35	00:00
2 nd Period	09:35	00:35	10:10	00:15
break 15'				
3 rd Period	10:25	00:40	11:05	00:10
break 10'				
4 th Period	11:15	00:40	11:55	00:10
break 10'				
5 th Period	12:05	00:40	12:45	00:45
lunch 45'				
6 th Period	13:30	00:40	14:10	00:05
break 5'				
7 th Period	14:15	00:40	14:55	00:10
break 10'				
8 th Period	15:05	00:40	15:45	00:05
break 05'				
ASP Mon,Tue,Wed	15:50	00:45	16:35	

ACADEMIC PRACTICES

The teaching and assessment process is conducted within the framework of the Ministry of Education (MEB) requirements and goals. The MEB curriculum is enriched with the programs below:

- Learning is conducted bilingually, through English and Turkish. Both languages are used effectively during small-group classroom activities. Students are provided with opportunities to use both languages during all classroom and extracurricular activities.
- Isikkent is the first PYP school accredited by the IB (International Baccalaureate) in the Aegean Region. IB World Schools share a common philosophy and believe that a high-quality international education, which encourages students to think, is important to them. Themes are taught through transdisciplinary approaches and inquiry methods. Transdisciplinary units, as well as the MEB themes and outcomes, are offered within a holistic framework.
- ELC bases its education on the pedagogical practices of the Reggio Emilia Schools, which have been providing preschool education in Italy for many years. Reggio Emilia philosophy and practices are aligned with the IB-PYP and embrace child/student-centered and inquiry-based education.
- ELC students are encouraged to play meaningful games, which let them use their natural curiosity.
- English lessons are designed within the framework of the International Cambridge Programmes.

COURSE DESCRIPTIONS

COURSE TITLE: LANGUAGE



Aim

This course aims to ensure that the students inquire by experiencing, exploring, and asking various questions based on the lines of inquiry, develop various skills based on their areas of improvement, get the opportunity to share their knowledge and experiences, solve problems by using their creativity and imagination, and get the chance to use their knowledge in different situations.

Learning – Teaching Approach

It is essential for learning and teaching activities to be organized under teacher guidance and carried out with student collaboration within an environment enriched with physical materials according to the interests, desires, and skills of the students. Cambridge Primary English Stage 1 Second Foreign Language Program is followed within the framework of the bilingual collaborative teaching approach. Small group activities are held regularly to help students gain confidence and get individual support from their teachers.

Assessment – Evaluation Process

It is fundamental to carry out assessment tasks and teaching activities simultaneously according to the aims and outcomes of the course. Various anecdotes, observation records, evidence, and tools are examined and tracked to determine student progress throughout the entire process in accordance with the inquiry-based theme. Feedback is provided to the students about their learning process based on the preliminary, formative, and summative assessments, which are used as a tool to gain the outcomes and indicators (scope and sequences).



COURSE TITLE: MATHEMATICS



Aim

This course aims to raise individuals who are able to use maths in their daily lives, have intuitive thinking and problem-solving skills, establish cause and effect relationships, come up with solutions to problems, learn through critical thinking and inquiry, and comprehend the information through analysis and synthesis.

Learning – Teaching Approach

It is essential for learning and teaching activities to be organized under teacher guidance and carried out with student collaboration within an environment enriched with physical materials according to the interests, desires, and skills of the students. These skills are acquired when the students integrate their knowledge into daily life activities.

Assessment – Evaluation Process

Formative assessment is carried out to provide students with constant feedback during lessons. Brief and simple evidence is collected to demonstrate student learning. Various anecdotes, observation records, evidence, and tools are examined and tracked to determine student progress throughout the entire process in accordance with the inquiry-based theme. It is fundamental to carry out assessment tasks and teaching activities as simultaneously as possible according to the aims and outcomes of the course.

Units to be Covered in Maths

- Data Collection and Processing
- Patterns
- Place and Space
- Numbers

COURSE TITLE: PURPOSEFUL GAMES



Aim

This course aims to let students plan quality games in the spaces they like, play in safe environments where they express their thoughts and feelings comfortably, improve their creativity and imagination, engage in powerful interactions, and organize activities through inquiry and exploration.

Learning – Teaching Approach

It is essential for learning and teaching activities to be organized under teacher guidance and carried out with student collaboration within an environment enriched with physical materials according to the interests, desires, and skills of the students. Effective participation through powerful interactions between students and teachers is prioritized.

Assessment – Evaluation Process

It is fundamental to record observations about student progress and skills throughout the entire process and improve the activities through open-ended questions. Students are given time to answer open-ended questions freely and encouraged to provide more information about the subject or think deeper through leading questions.

COURSE TITLE: PIAZZA



Aim

This course aims to provide students with opportunities to explore new things by interacting with their environment, express themselves with words, actions, drawings, dances, dramatic games, music, etc.; understand that social spaces are as important as physical spaces, and spend time in a collaborative environment that facilitates social interactions between adults and children. Students are encouraged to use nature for educational purposes and carry things from the “outside” into the classroom. Their hand-eye coordination is improved through constructive and manipulative activities. Exploring the light, mirrors, and machines helps children understand the world around them better.

COURSE TITLE: PHYSICAL EDUCATION



Aim

This course aims to encourage students to do sports activities in their free time after understanding the benefits of PE and sports; acquire the necessary knowledge, skills, and habits of PE and sports; develop confidence as well as decision-making and collaboration skills; learn about sports materials and facilities as well as how to use them properly.

Learning – Teaching Approach

Theoretical knowledge acquired in class, as well as the physical and intellectual development of the students, are reinforced through educational games and the use of sports materials.

Assessment – Evaluation Process

Full participation is the priority while observing the learning process and assessing the knowledge and skills students acquire in class. It is important to what extent each student achieves the outcomes based on their individual abilities.

Units to be Covered in PE

- Basic Gymnastics • Multiple Branches • Athletics • Swimming • Educational Games

COURSE TITLE: MUSIC



Aim

The aim of the course is to raise happy, solid, and confident individuals who are at peace with themselves and their environment, know national and international cultures, love their homeland and nation, act sensitively towards all incidents, changes, and developments around them, and are open to all types of fine arts. Also, the music class aims to help these individuals express their feelings, thoughts, and experiences through music, develop creativity and musical talent by engaging in music, participate in singing and playing activities, develop a habit of listening to different types of quality music, improve cognitive skills and gain musical perception and knowledge.

Learning – Teaching Approach

Student-oriented, performance-based and active learning techniques are used to help students combine their prior knowledge with new information and skills while interpreting and internalizing them. (Dalcroze, Orff, Kodaly, etc.) These techniques are also important for the part with “games, dance, and movement”.

Assessment – Evaluation Process

Preliminary, formative, and summative assessments are based on observation records (videos, pictures, audio records, etc.) as well as responses to open-ended questions, anecdotes, and self-assessment tasks. At this point, the students are expected to express their knowledge or exhibit their products while evaluating the performances of their peers and their own.

PYP Outcomes to be Covered in Music

- Creation
- Response

Topics to be Learned

- Singing
- Playing
- Movement
- Theory/Analysis

COURSE TITLE: VISUAL ARTS**Aim**

The aim of the course is to provide students with opportunities to acquire basic knowledge and skills related to visual arts, explore their interests in a creative way, use visual art techniques and materials in a unique way, notice the aesthetic value of the things around them, and develop creativity through experience, inquiry, and exploration.

Learning – Teaching Approach

It is essential to conduct a purposeful inquiry under teacher guidance by considering student interests, desires, and skills and asking open-ended questions about the integrity and nature of the things that must be known about art. The elements of Basic Art Education by Reggio Emilia are addressed in the learning-teaching process.

Assessment – Evaluation Process

Student progress is observed and followed throughout the learning process by documenting the developmental stages of visual perception. Formative assessment is carried out by considering the assessment-evaluation tools and strategies used in Visual Arts. Various anecdotes on inquiry-based themes as well as student progress are reviewed and displayed throughout the assessment and evaluation process. Activities are used as a tool to gain the outcomes and indicators (scope and sequences). Evidence is collected to demonstrate student understanding and thoughts. Students assess and evaluate the art pieces created by themselves and others.

Units to be Covered in Visual Arts

- Forms
- Colors / Harmony of Colors
- Perception of Objects
- Use of Materials
- PYP Units (within the scope of 6 themes)

COURSE TITLE: CERAMICS**Aim**

The aim of the course is to provide students with opportunities to improve their skills, demonstrate creativity, learn through experience, inquiry, and exploration, create unique products by using their imagination, develop hand-eye coordination, and use ceramic techniques effectively.

Learning – Teaching Approach

It is essential to conduct a purposeful inquiry under teacher guidance within the framework of the Reggio Emilia approach to help students shape clay both by hand and ceramic tools freely with inspiration from different ceramic forms, create unique two or three-dimensional ceramic designs, make glazed and unglazed pottery by using ceramic techniques, and gain necessary knowledge and skills by asking open-ended questions.

Assessment – Evaluation Process

Various anecdotes on inquiry-based themes as well as student progress are reviewed and displayed throughout the assessment and evaluation process. Formative assessment is carried out by considering the assessment-evaluation tools and strategies. Student progress is observed and followed throughout the learning process. Activities are used as a tool to gain the outcomes and indicators (scope and sequences).

Units to be Covered in Ceramics

- Who We Are • How We Organize Ourselves • Where We Are in Place and Time
- Sharing the Planet • How We Express Ourselves

COURSE TITLE: CODING



Aim

It is evident that the new generation has been using technology almost since birth in this digital era. By using their technology skills in coding, the students develop design thinking, systematic thinking, critical thinking, and problem-solving skills at an early age and grow differently from their peers. The new generation must think differently to create the objects they imagine to gain new and unique perspectives. In coding, they learn to think in a sophisticated way by considering many stimuli and environmental factors. They become more inquiring and creative in solving problems related to different areas when they acquire analysis, algorithmic thinking, and problem-solving skills thanks to their education in coding.

COURSE TITLE: CREATIVE DRAMA



Aim

This course aims to support and contribute to the holistic development of children. As is known, drama brings out and develops the potential of creativity in kids while encouraging them to “be themselves”, which is an important component of character development. Children realize their own feelings as well as the feelings of others through drama.

People think, plan, organize and put their ideas into action by way of drama. Therefore, they learn and experience new feelings and behavior while developing skills such as controlling their feelings, expressing their thoughts, communicating by speaking, etc.

In creative drama, children use drama techniques, play different roles, and improvise in groups to tell a story.

Creative drama should not be confused with drama or theater. Theater techniques are utilized in the practice of drama. While in theater there are actors and an audience; in drama, both the people performing and the people watching are PARTICIPANTS.

Creative drama develops the following in students:

- Self-awareness,
- Imagination,
- Confidence,
- Cognitive capacity,
- Problem-solving skills,
- Four basic language skills (speaking-listening-reading-writing),

- Interpretation,
- Teamwork,
- Empathy,
- Collaboration,
- Non-verbal communication,
- Critical thinking,
- Social development and collaborative skills.

COURSE TITLE: PHILOSOPHY FOR KIDS**Aim**

Cognitive development reaches a peak throughout the early childhood period when children acquire thinking and life skills. Kids learn a language in their social environment, develop a sense of life and form an opinion about the world through language. Also, they develop critical, creative, interrogative, and elaborate thinking skills through inquiry.

Learning – Teaching Approach

It is aimed through classroom activities and games to arouse curiosity, astonishment, and admiration among students. Philosophy activities might be related to transdisciplinary themes as well as real/fictional issues. All course materials are analysed to arouse philosophical thoughts and feelings.

1. Personal Skills

- Self-confidence
- Developing opinions based on reason
- Self-criticism
- Defending opinions and being able to say “no” when necessary

2. Social Skills

- Being ready for arguments
- Accepting the opinions of others
- Democratic understanding
- Being open to different solutions and suggestions
- Experiencing the feeling of “us”
- Communication
- Accepting conflict or criticism as a way to improve

3. Logical Skills

- Delillendirme gücü ve yetisi
- Critical and logical thinking
- Assessment and judgment

Assessment – Evaluation Process

Students are expected to ask open-ended questions, conduct unique inquiries, and think within the scope of the course. Relevant anecdotes and observation records are examined and tracked to determine student progress throughout the academic year.

COURSE TITLE: YOGA**Aim**

Children between the ages of 3 and 7 are more flexible, enthusiastic, and energetic with a limitless imagination. With yoga class, we aim to help students improve these attributes and use them throughout their lives.

Learning – Teaching Approach

Students develop physical awareness, relax their minds and learn how to manage anxiety and stress through yoga.

Assessment – Evaluation Process

Full participation is the priority while observing the learning process and assessing the knowledge and skills students acquire in class.

Units to be Covered in Yoga

- Yoga poses • Stretching • Yoga games and skills to create games
- Making up stories using yoga poses • Expressing feelings through yoga • Breathing exercises

COURSE TITLE: AFTER SCHOOL PROGRAMS (STUDY HOURS)

Aim

Weekday and weekend after-school programs are planned at our Early Learning Center. Our aim is to plan activities for our students outside of school hours in school environments with their schoolmates and to ensure their holistic development.

*Students can choose a study between 15.50 - 16.30 on Monday-Tuesday-Wednesday, three days a week and participate within the quota. As of 16.40, our program ends. Shuttle service is available.

*On the weekend, they can participate in the program opened within the quota according to their age level. We do not have a weekend shuttle service.

Detailed information will be given as of September.

ASSESSMENT AND EVALUATION PRINCIPLES

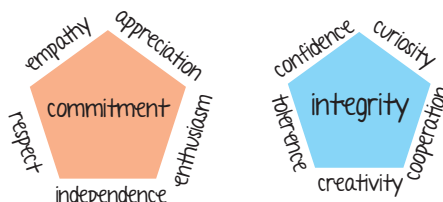
The principles that our understanding of assessment and evaluation is based on are as follows:

- Assessment and evaluation are designed to improve student learning.
- The most important part of the assessment and evaluation process is reflection, which indicates how this process is comprehended.
- Assessment and evaluation partake in unique student work.
- Learning and teaching are structured on timely, direct, clear, and context-related feedback.
- Assessment and evaluation process enables students/teachers to review their performances and improve their learning/teaching according to the feedback they receive.
- Assessment and evaluation enable the school to review the efficiency of the implemented programs and are used as a method by teachers, learners, parents, and administrators to develop the school.
- Cultural, physical, sexual, linguistic, ethnic, class, and learning differences should be considered sensitively during the assessment and evaluation process, which must ensure the consideration of these differences.

In accordance with the Ministry of Education Regulations on Preschool Education and Primary Schools, which was published in the Official Gazette on 26 July 2014 with the number of 29072, "Progress Reports are prepared for students in preschool education institutions within the framework of the Preschool Education Program, entered into e-okul system at the end of each semester, and copied for each parent; they do not comprise non-pedagogic and confidential information." In addition to the ones mentioned above, the following assessment methods are frequently used at the ELC:

• Approaches/Attitudes:

There are attitudes defined in line with each unit. These attitudes are related to the subjects and introduced to students through activities, applications, and instructional methods. The reflection process and teacher observations are recorded. The data is recorded to follow the development of the targeted attitudes and can be spontaneous or planned.



ACADEMIC PRACTICES

• Observations:

All students are observed regularly. Teachers take notes about the class, groups, and individuals to follow the similarities and differences in the attitudes of group members and how they work. Observations are important as they define school practices and decisions; therefore, they should be followed up closely.

• Anecdotes:

Teachers constantly observe and record what children say and do. The way children talk, explain, behave and deduce, as well as how they take action, is the most important source of knowledge about their world and learning process. These records, which are defined as anecdotes, are essential for the analysis of children's intellectual development as well as the planning of upcoming learning experiences.

• Rubrics:

Modern teaching methods are different from traditional assessment methods. Therefore, how inquiring and reflecting students understand these skills and on what level they apply them should be examined. Rubrics with points, scales, and definitions are designed appropriately according to the student's level. Attitudes and outcomes are assessed by various rubrics.

• Student Portfolios:

Portfolios contain student work and products, which prove the development of students throughout the year and can be examined visually and using content. ELC students decide what to put in their portfolios. Student portfolios are shared with parents during "Student-Led Conferences", where students learn to give information about their work, reflect and identify a cause-and-effect relationship. Student portfolios are kept in class and sent home at the end of the academic year.

• PYP Progress Report:

At the end of each unit, parents follow the student's progress through a PYP report. This report is prepared to define the weaknesses and strengths of students, their development throughout the theme, and to raise awareness among parents.

EDUCATIONAL APPROACHES

BEHAVIOUR MANAGEMENT

At Isikkent ELC, we expect our students to:

- Be respectful to everyone,
- Display and model good manners,
- Help develop and follow classroom (essential) agreements,
- Be helpful and caring to others,
- Be independent and self-reliant,
- Behave in an exemplary manner,
- Demonstrate self-control inside and outside of the classroom.

Education is like a trivet and covers the school, students, and parents. Therefore, we expect our parents to:

- Apply consistent policies at home to help children adopt proper behavior,
- Communicate regularly with the school and guidance department,
- Avoid intervening in the incidents taking place at school or on the school bus (this is for the representatives such as drivers and assistants designated by the parents as well),
- Avoid treating students negatively and taking sides when sanctions are imposed,
- Bring an expert report that includes the diagnosis and suggestions to handle that specific matter if the student has special needs (e.g. being on a specific medication, being diagnosed with hyperactivity, attention deficit disorder, etc.).

GUIDANCE & COUNSELLING ACTIVITIES

The Psychological Guidance and Counselling Office prioritizes students' personal development and aims to create positive experiences for students through close cooperation with parents and teachers. While collecting and analysing data about the differences between children, our guidance counsellors are responsible to support teachers and parents about their attitudes. Our guidance counsellors are not authorized to diagnose and/or treat children. In such cases, our counsellors might provide parents with contacts of external professionals qualified to deal with these concerns. Within the framework of this understanding and approach, the activities below are planned for guidance and counselling every year:

• Activities for Students

-Orientation and Adaptation Activities:

The orientation program is structured by the school counsellors to help students start socializing safely based on their age characteristics.

-Familiarization Activities:

The interests, abilities, characteristics, strengths, and shortcomings of our students are analysed by a guidance counsellor through individual and group work (observations, tests, games, etc.).

-Age-Appropriate Assessment and Analysis:

The psychomotor, emotional, social, linguistic, and self-care development of each student is observed by a guidance counsellor and discussed with family when necessary.

-Identification, Evaluation, and Observation of a Possible Behaviour or Adaptation Problem:

If a possible behavior or adaptation problem is identified, it is communicated to the parents by a guidance counsellor, who also plans an appropriate intervention program based on the child's characteristics, and follows and evaluates the problem-solving process. Children are directed to an external specialist when necessary.

• Activities for Parents

-One-on-One Meetings:

Our guidance counsellor exchanges information about the developmental characteristics of children with parents during individual parent meetings.

-Seminars and Group Activities:

Informative seminars and group activities are held based on parent needs throughout the year.

Family Consultancy:

Informative and supportive consultancy is offered by our guidance counsellors upon parent request.

• Activities for Teachers

Training programs based on needs such as:

- Communication skills
- Children's developmental characteristics
- Strategies to alter and instil behavior
- Case management
- Strategies to cope with different learners
- Cognitive thinking and inquiring skills

In-service training programs are held throughout the year, mainly between June and August.

ISIKKENT SCHOOLS CHILD PROTECTION POLICY

Schools are not only responsible for children's academic progress, but also for their emotional and social development. Therefore, all kinds of preventive, supportive, and solution-oriented measures are highly significant. As an educational institution, we have to be much more sensitive about these kinds of issues because we work with children on our campus. One of our primary responsibilities is protecting them from any kind of danger while raising them as individuals and providing them with academic education. The aim of preparing this Child Protection Policy is to contribute to the emotional, physical, and social health and development of children; to help children deal with harmful issues; to collaborate with respective institutions, and to provide information about how child protection cases will be managed while ensuring that all stakeholders of IEK are aware of and responsible for these issues. Our school guarantees the safety and well-being of the students through the implementation of this extensive Child Protection Policy.

AIM:

Isikkent School provides an innovative and inquiry-based education by integrating the national curriculum with international programs and attaches importance to ensuring the physical and emotional health of the students on campus. Therefore, it is essential for the school to protect children against any kind of bullying, physical abuse, exploitation, sexual abuse, and/or neglect by taking the necessary precautions.

Child Protection Policy covers:

- a. Preserving the rights of all IEK students,
- b. Protecting students against any kind of risk,
- c. Implementing practices for the benefit of students,
- d. Collaborating for the safety of students,
- e. Reporting to relevant institutions in case of safety concerns and following the process.

All practices, definitions, principles, and procedures included in the policy are based on the UN Convention on the Rights of the Child, which was accepted in 1989 to explain the global standards on childcare, treatment, survival, development, protection, and attendance.

Isikkent Child Protection Policy:

- Protects students from the damages of abuse and neglect,
- Ensures that the necessary steps are taken against existing and suspected incidents of abuse or neglect that might harm student health or well-being and provides students with the necessary support,
- Does not investigate the cases of abuse or neglect, instead, it is used as a tool to take the necessary precautions and applies to all stakeholders.

23 PRINCIPLES OF ISIKKENT CHILD PROTECTION POLICY:

All individuals and divisions working at IEK:

- Accept the articles of the UN Convention of the Rights of the Child, which was adopted in 1989, and respect children's rights.
- Consider the best interest of the child.
- Ensure that the students feel valued and safe by listening to them when they need to express themselves and providing them with a secure environment.
- Accept the responsibility of protecting children against any kind of damage. •Make an honest and transparent effort to inform all community members including the children about the Child Protection Policy.
- Find it important to receive training on child protection.
- Provide support when necessary and collaborate with others when action is required.
- Act by the confidentiality policy to protect sensitive personal data, share information only with legal authorities, and access/share data through proper channels.

EDUCATIONAL APPROACHES

- Acknowledge and undertake their duties and responsibilities to children, who are at risk or known/suspected to be abused.
- Share information based on the content, urgency, and/or risks, and request support from respective institutions.
- Follow and review the Child Protection Policy regularly.
- Work to improve the functionality and spread of the policy among the school community.

DEFINITION OF NEGLECT AND ABUSE:

Abuse: The World Health Organization (WHO) defines child abuse as "all forms of negative behaviour displayed intentionally or unintentionally by an adult, society or country that harm the child's physical and mental health and development". In other words, "child abuse is a form of abuse where children between 0-18 are damaged by someone emotionally or physically or face any kind of maltreatment that is not accidental but preventable". Neglect: Briefly, neglect is a form of abuse, where people responsible for taking care of a child do not fulfill this obligation and neglect his/her psychological, emotional, educational, medical, physical, nutritional, and supervisory needs.

ISIKKENT CHILD PROTECTION POLICY WAS STRUCTURED TO REALIZE THE STEPS BELOW:

Raising awareness about the protection of the child within the school, consideration of his/her best interest, and the effects of child abuse and neglect on the child as well as the school, Creating policies and procedures about child protection and well-being, Establishing a system to implement these policies and procedures by identifying responsible individuals/institutions and forming a "Child Protection Team", Informing and training the entire school community as well as the respective stakeholders about these policies and procedures, Ensuring that the policy is utilized through regular observations, feedback, and updates.

ROLES AND RESPONSIBILITIES:

All adults who work with or for the benefit of the children including the parents are responsible for protecting the children. These adults have certain obligations specified in the Child Protection Policy. The school administration is responsible for the effective implementation of the policy as well as the integration of the policy into school life. The Child Protection Team, on the other hand, is responsible for following the school practices specified in the policy, supporting the school divisions when necessary, and ensuring that all cases related to child abuse and neglect are handled appropriately through timely use of the relevant procedures. The Child Protection Team is also responsible for raising awareness about the Child Protection Policy among the community members and training them accordingly.

CONFIDENTIALITY:

The confidentiality of information about the children is a highly sensitive issue and the confidentiality rules are followed strictly unless a child needs to be protected due to abuse or neglect that might harm the child or others. Those who observe or know about such an incident are responsible for sharing it with the relevant departments. The people involved are informed about the process if it is compulsory to protect the child and more information cannot be requested from the school. When you observe or know about an incident where your child is abused or neglected, it is essential to directly communicate with the school. You can access the full version of our Child Protection Policy and the details about the process on our website.

EDUCATIONAL APPROACHES

TRAINING FOR PARENTS

Our Early Learning Center encourages parents to attend the training and activities, which are planned to help them understand the school's philosophy and practices better. The dates of our in-service training sessions are shared with parents at the beginning of each academic year. These training sessions mainly cover "Parent Effectiveness Training".

Parent Effectiveness Training (PET) is a pioneering program, which was created by Dr. Thomas Gordon, a three-time Nobel Peace Prize Nominee, in 1962 and has helped millions of parents around the world with its up-to-date versions. At the end of a 24-hour training, the parents learn how to listen and talk to their children effectively, understand their thoughts and feelings, and find a resolution to conflicts that may arise between parents and children to make everyone happy.

Training sessions on the PYP, Guidance Issues, and Nutrition are planned for parents every year.

COMMUNICATION WITH PARENTS

General Contact Information:

School Address: Işikkent Eğitim Kampüsü 6240 / 5 Sokak No:3 35070 Karacaoğlan Mahallesi Yeşilova-İZMİR

Phone 462 71 00 **Fax:** 462 71 02

Website: www.isikkent.k12.tr

You can use the extensions below after calling the school. However, the personal phone numbers of the school personnel are not distributed to the students and parents. Thank you in advance for your understanding.

In-School Communication:

Administration		
ELC Principal	Handan YILMAZ	201
ELC Student Affairs Supervisor	Meral YAZICIOĞLU	202
Guidance & Counselling Office		
Guidance Counsellor	Duygu ERGEN MANGIR	233
Infirmery		
Nurses	Filiz YILDIRIM & Gamze VELİDEDEOĞLU	112

Other Means of Communication:

• *Parent-Teacher Communication*

Open communication is encouraged at IEK. In order to reduce contact during the pandemic, we will maintain communication through email and telephone. The email addresses of our school staff can be found in our handbook.

You can call or email Meral Yazıcıoğlu, the ELC Student Affairs Supervisor, to get information about general school operations (school hours, school bus info, attendance-absenteeism, etc.); Müge Küçükgörmen Ceviz, the ELC Guidance Counsellor, to discuss guidance & counselling issues; our homeroom teachers to share educational issues and personal needs of our your children; and Handan Yılmaz, the ELC Principal, to discuss administrative issues.

• *Email*

An email is sent to the parents at the beginning of each unit to summarize the learning objectives to be acquired by our students. This email aims to help our parents follow the scope, content, and form of the unit.

• *Appointments*

All teachers have weekly meeting hours. Parents who would like to meet a department or a teacher might call our Student Affairs Supervisor or submit their requests via email. Our expectations regarding the appointments and parent meetings are specified below:

-Parents might communicate with the school via email, phone, face-to-face meetings, and online TEAMS meetings provided that they have an appointment.

COMMUNICATION POLICY

- All announcements will be communicated by our Student Affairs Supervisor via email, text message, or phone call. A weekly bulletin is sent to our parents every Friday to share calendar notes, news, announcements, reminders, and information from the Health/Guidance & Counselling Office.

- In the event of any emergency (e.g. natural disaster, fire, or explosion) that might arise during school hours, parents are expected to try to reach the school if they are nearby. If not, they should be sure that their children are safe with us. In the event of an emergency, all parents will be contacted as soon as possible through our website and/or text messages and the children will be taken home when it is safe to do so.

- Parents are expected to avoid sharing information, news, or opinions about the school via social media. Parents should not make offensive remarks about the school, teachers, or students under any circumstances. We kindly ask for our parents' empathy and sensibility regarding this matter. If you have any questions or problems, please directly contact the school administration to reach a solution.

- Parents are not allowed to share photos and/or videos of any classroom/school activity on their social media accounts due to legal reasons. Also, it is not approved by the school for staff members to share posts about students/lessons/school activities and communicate with parents and/or students via their social media accounts under any circumstances.

HEALTH

Our infirmary is staffed by a doctor, a nurse and an emergency team. The infirmary is open from 08:30-16:30 on Mondays, Tuesdays and Wednesdays and from 08:30-16:00 on Thursdays and Fridays. Our doctor is in the infirmary half a day in the afternoon and the nurse and the medical team are in the infirmary full day. New parents are required to fill in the health forms for their students. Other parents should inform the infirmary and the relevant assistant if there is a change in their child's medication or health condition.

SECURITY

Students, teachers, parents and visitors may enter and leave the school between 9am and 4.30pm. The supervision of this process is ensured by our security personnel. Visitor cards are provided to parents by the school administration. All visitors must carry their cards with them during their visit. Parents who have made appointments through our Student Affairs Supervisors can have meetings with our teachers and school administrators.

TRANSPORTATION

We provide transportation services. Our school rules apply to all students on school buses.

FREQUENTLY ASKED QUESTIONS

1. How are the ELC classrooms formed?

Class lists are arranged by the school guidance & counselling committee according to the information and observation about our students to create homogenous groups. The birth months of our ELC students, which are placed in the same classroom, might be different from each other and the school reserves the right to make these arrangements based on pedagogical research.

ELC classrooms are mixed every year to enable our students to experience different learning environments and work with different teachers. It is the school's decision to place students in appropriate classrooms. Parents are not allowed to make specific requests about their children's teachers or classmates.

2. Can students invite their friends or family members to school?

It is not allowed to invite guest students to our school or lessons over the course of the academic year.

3. How is the absenteeism policy at Isikkent ELC?

In accordance with Article 18 of the Ministry of Education Regulations on Absenteeism for Preschool and Primary Education Institutions published in the Official Gazette on 26th July 2014:

In preschools:

a) It is essential for students to attend lessons without disrupting daily education, however, flexible attendance might be allowed for students with special education needs according to their development and social adaptation levels.

b) Parents of the students with 10 consecutive days of unexcused absence are warned in writing by the school administration. If the absence continues for 30 consecutive days despite this warning or the school fee is not paid for two consecutive months, the enrollment of the student gets cancelled and a written notice is sent to his/her parents.

c) School fee is collected from parents, who do not make their payments on time, have outstanding debts, and send their children to school despite the cancellation of enrollment, within the framework of the school contract.

FREQUENTLY ASKED QUESTIONS

4. How do students benefit from the school library?

Our school library has a wide range of books on various subjects. All IEK students can benefit from the library. The materials included in our school library collection were chosen according to different age groups to foster creativity and critical thinking skills in students.

Students are allowed to borrow books and other resources from the library, but they are expected to return those resources at the end of each semester. Parents will need to pay for unreturned and/or damaged books including shipment costs.

5. How frequently do students go on school trips?

This year, our trip plans will be shaped according to the announcements by MEB.

6. In case of a divorce, who is considered the parent of the child?

In the case of divorced parents, the person who has official custody of the child is considered as the parent. Therefore, it is required that the custody declaration, with all restrictions noted, should be submitted to the school administration.

7. What do students wear at school?

ELC students can come to school in age-appropriate and casual clothes, which allow them to be comfortable in their learning environment. It is not allowed to wear jewelry (necklace, earring, ring, bracelet), make-up, and nail polish. It is important for the ELC students to use a simple and wheelless school bag, which does not have a cartoon or commercial character on its surface.

Umbrellas are not allowed at school for safety reasons. Therefore, our ELC students must wear raincoats with a hood and rain boots on rainy days.

All clothing items, shoes, boots, coats, and school bags must be labelled with the name of your children.

8. How can we find the items that students lose at school?

Lost clothing items are left in the lost & found boxes placed in the ELC corridor. Items that are not collected from the boxes during the entire year will be donated to a charity organization at the end of the academic year.

Please inform your homeroom teacher about the lost items.

9. Are there any materials that students should not bring to school?

ELC students are not allowed to bring the following materials to school due to safety reasons:

- Umbrella
- Pencil case
- Wheeled bag
- Pets
- Toys
- Electronic devices
- Money
- Food and drinks
- Chewing gum (strictly forbidden at school)
- Sharp items/objects

FREQUENTLY ASKED QUESTIONS

10. What kind of transportation services are provided for students?

Transportation services are provided by a subcontractor. There is a school bus attendant and a mobile phone on each bus to ensure accessibility at all times.

Students are picked up from their houses in the morning and dropped off back at home when the school day is over. As the bus will only wait for 2 (two) minutes, please make sure that your child is at the door a few minutes before the bus arrives. Otherwise, the bus will continue its route without collecting your child.

In the afternoon, children will be taken back to the same location as they were picked up from by the school bus attendant. Adults who are supposed to meet the younger children at the door of their houses are expected to be there by the time the bus arrives.

School rules and agreements must be followed by the students on the school bus as well. School bus attendants will hand in a written report about the students who do not comply with these rules. These students will not be able to use the school bus for a certain period determined by the school.

Rules to be followed by students on the school bus are as follows:

- I will get on the bus on time.
- I will take the seat indicated by the school bus attendant.
- I will fasten my seat belt as soon as I sit and remain in my seat with my belt fastened during my journey.
- I will not eat or drink on the bus.
- I will read a book or listen to music with my earphones.
- I will speak softly and respectfully with others.
- I will be kind to everyone and help younger children.
- I will act safely.
- I will take responsibility for my mistakes.
- I will report unsafe behavior to the school bus attendant or my teacher.

If a child will be picked up from the school by a private driver, a written request along with the name and photo of the driver attached should be submitted to the school. We will not allow children to leave with a different person unless there is a written request by their parents.

11. May I send my children to school when he/she is sick or on medication?

Parents should not send sick children to school not only because they might infect others but also because coming to school might prolong their illness or cause them to pick up new infections. If a child is on antibiotics, he/she must stay at home until his/her treatment is over. For health and safety purposes, medicine cannot be administered by a teacher or kept in school bags. Any medicine that is required for the treatment of a child needs to be submitted to the school nurse along with the necessary information. If the existing illness is contagious, relevant reports and information should be sent to the school.

12. What does my child eat on a school day?

Parents must ensure their children have breakfast at home. Students are provided with lunch and two snacks at school. Snacks are served in classrooms during break times in the morning and in the afternoon. Lunch is served in the ELC cafeteria and students go there with their teachers. Our school nutritionist is responsible for creating the menu for lunch and snacks. Monthly menus are available on the school website. Any dietary conditions or allergies should be communicated to the school by the parents.

Parents are not allowed to send drinks, chocolate, cookies, or cakes to school. Any food sent to school will not be given to other students to avoid allergies due to our food safety policy. It is NOT ALLOWED to bring home-prepared lunch to school as well.

FREQUENTLY ASKED QUESTIONS

13. Can we celebrate birthdays at school?

We do not celebrate birthdays at school or help with any birthday organizations outside of school. Birthday cards are not distributed in class unless they are not sent to all students.

14. Can we give gifts to teachers or administrators on special days?

IEK staff including teachers, administrators, academic, administrative, and support staff cannot accept any gifts from parents or students bearing material value under any circumstances. Teachers may only accept flowers and handmade gifts produced by their students on special days. Parents are expected to clearly understand and comply with the school's gift policy. In case of a breach of the policy, the gift will be returned to the owner.

15. Who helps my child clean after using the toilet?

ELC students are expected to perform self-care on their own at IEK.

16. What is "BDC"?

BDC means the Brain Development Center, which offers students an environment for observation based on the multiple intelligence theory as well as the brain-based learning approaches. Teachers take the students to the BDC according to their course schedules, make observations, and keep anecdotes about them.

17. What is "Piazza"?

Piazza is where students carry out short-term projects with their art teachers and develop relationships, friendships, and group interactions through stories and projects.

18. Can I watch my child during swimming lessons?

Parents and relatives of our students are always welcome at school; however, it is not allowed to watch lessons, take videos and share them to help our students stay motivated and focused during class. This applies to all courses and branches.

19. Is the swimming class compulsory?

Students must attend all lessons specified in their course schedules. Students with special health conditions, which prevent them from attending swimming lessons, must submit their doctor's reports to the ELC Student Affairs Supervisor.

Students must wear more comfortable clothes on the days of PE and swimming class.

All sports clothes, towels, slippers, swim caps and bags must be labelled with the student's name. The swim caps and bags specially designed for IEK students can be purchased from the I-Store located in the school.

20. Will my child receive a report card at the end of each semester and academic year?

PYP Progress Reports are prepared at the end of each unit and shared on Isikkent Information Center. The progress reports are uploaded on e-okul at the end of each semester and shared with our parents. A certificate of attendance will also be given to each ELC student by MEB at the end of the 2024-2025 academic year.

FREQUENTLY ASKED QUESTIONS

21. How will I organize my child's spare clothes?

This year, there will be boxes in the classrooms for each ELC student. Parents must put at least one (or more) set of underwear along with comfortable, seasonal, and easy-to-wear clothes in school bags every day.

All clothing items, shoes, boots, coats, and school shoes must be labelled with the student's name.

Also, there must be two bags to separate the clean clothes from the dirty ones in the school bag. Homeroom teachers will check the spare clothes and contact parents when necessary.



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