



ISIKKENT EARLY LEARNING CENTER
PARENT-STUDENT HANDBOOK
2025-2026

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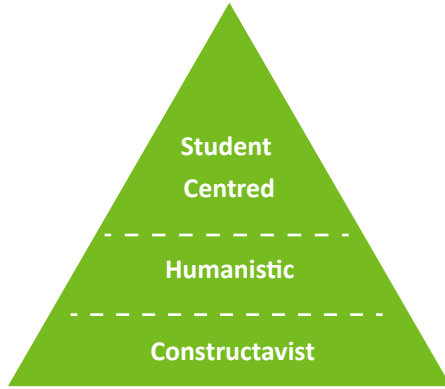
Dear Parents and Students,
This handbook is prepared to:

- a- To provide you with information about our teaching programs,
- b- To share our weekly schedules,
- c- To present our academic calendar,
- d- To introduce our teachers and staff,
- e- To explain our evaluation and assessment principles,
- f- To highlight our expectations,
- g- To inform you about our parent training sessions,
- h- To share our approaches and ways of communication,
- i- To 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.

Best Regards,

Isikkent Early Learning Center



There are three fundamental characteristics that form the basis of the educational approach at Işıkent Education Campus: Education at Işıkent is student-centered, humane, and constructive

Işıkent teachers design and implement student-centered activities, guiding and encouraging learning. Teachers establish effective communication and relationships with their students. This relationship is reinforced by the school's supportive system, ensuring the student's intellectual, emotional, and physical development. Teachers shape lifelong learning by regularly attending professional development training and engaging in professional reading and discussions.

The constructivist approach we adopt ensures that teachers assess the current level of perception of our students and, based on the data obtained, move students to a higher level of learning.

Teaching methods also include various resources and research-based techniques.

Teaching, learning, and support within a framework of repeated assessments enable our students to develop as lifelong learners.

We believe that :

- Students learn at different levels and in different ways.
- Students achieve success when they are active participants in the learning process.
- Students develop their character when they interact and communicate with people from different social backgrounds.

OUR VISION

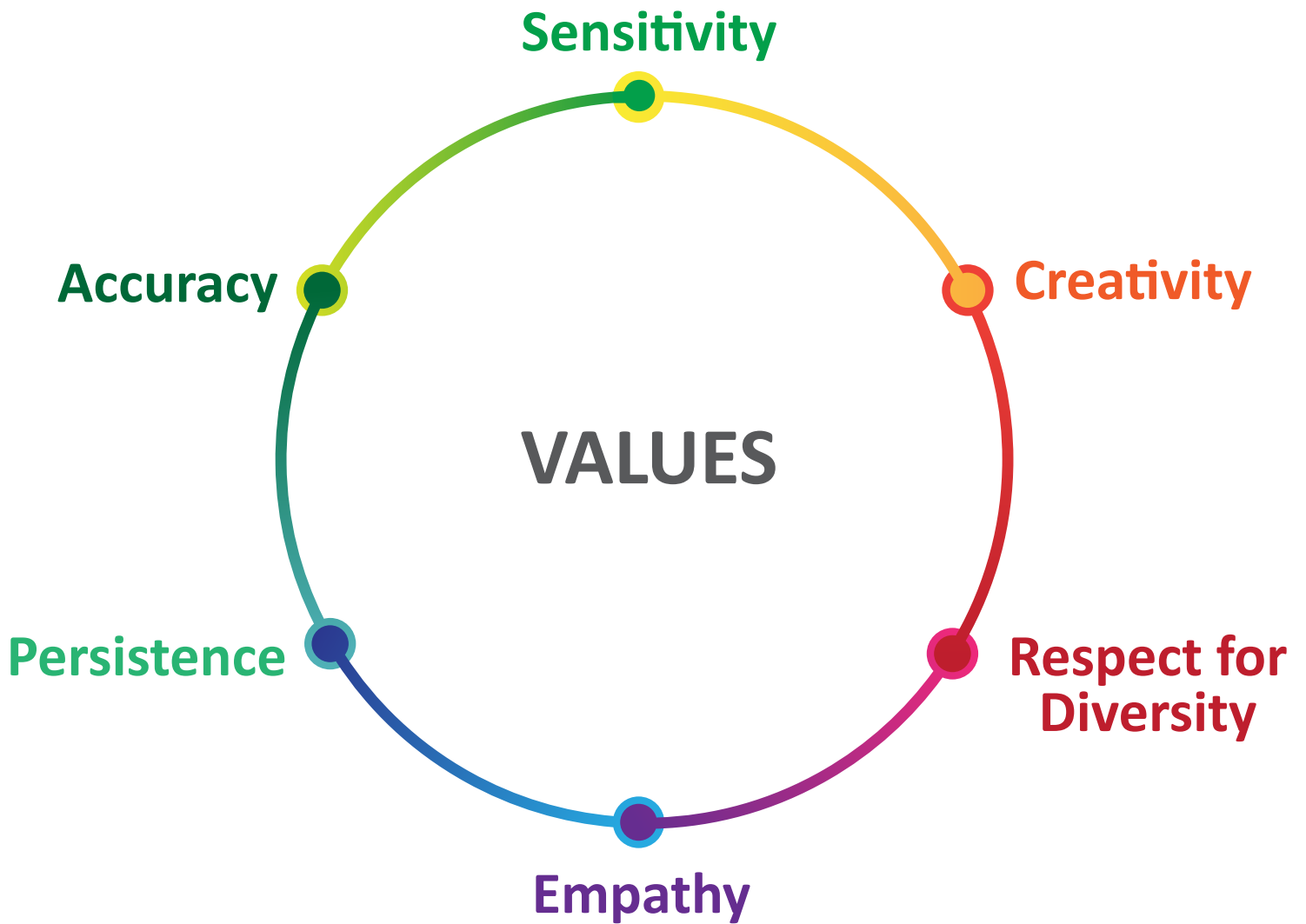
To be a pioneering school that builds bridges between people and cultures through experiential learning in a safe environment.

OUR MISSION

Işıkent School provides innovative, research- and inquiry-based education by integrating the national curriculum with international programs. It cultivates individuals who are confident, principled, and capable of effective communication in multiple languages, with an international perspective, in a safe environment.

To achieve our mission:

- We set goals that support our development and that of our students.
- We enable students to think critically and become independent learners.
- We work collaboratively with all members of our community.
- We understand and utilize innovative learning and teaching methods.
- We create a safe environment where students can take risks and learn from their mistakes.
- We support students' intellectual, social, emotional, and physical development.
- We involve students in thinking-focused learning processes.
- We encourage students to experience different types of communication.
- We give students the opportunity to make choices, become leaders, and fulfill their responsibilities.
- We support students in becoming sensitive, empathetic, respectful, and tolerant individuals.
- We develop students' awareness and communication skills through language teaching activities.
- We involve students in local and international community service projects.
- We prepare students to enroll in the most prestigious schools and universities in line with their goals.



GENERAL INFORMATION

ACADEMIC CALENDAR

Monday, September 1, 2025	Open House and Curriculum Sharing Meetings (9:30 AM - 12:30 PM) <i>(This meeting is only for parents; we kindly request that students not be brought.)</i>
September 2–3, 2025	Individual Orientation (20 Minutes) <i>(Your meeting schedule will be sent to you.)</i>
Monday, September 8, 2025	Start of the 2025–2026 Academic Year
September 8, 9, 10, 2025	First week: three half-days (9:00 AM - 12:00 PM) Students will leave without having lunch during the lunch hour.) <i>On Thursday, September 11, and Friday, September 12, our school will be open for a full day. (9:00 AM - 4:20 PM)</i>
Wednesday, October 29, 2025	Republic Day
November 10, 2025	Commemoration Ceremony for Atatürk
November 10–14, 2025 Week	Winter Break
Thursday, January 1, 2026	New Year's Holiday
Friday, January 16, 2026	End of First Term and Report Card Day
January 19–30, 2026 Week	Mid-Term Break
Monday, February 2, 2026	Start of the Second Semester
March 16–20, 2026 Week	Spring Break
March 20–22, 2026	Ramadan Holiday
Thursday, April 23, 2026	National Sovereignty and Children's Day
Friday, May 1, 2026	Labor and Solidarity Day
Tuesday, May 19, 2026	Commemoration of Atatürk, Youth and Sports Day
May 27–30, 2026	Eid al-Adha
Friday, June 26, 2026	End of the 2025–2026 Academic Year

GENERAL INFORMATION

STAFF MEMBERS

• Administrative Staff

ELC School Principal	Evrin Yalçın	eyalcin@isikkent.k12.tr
ELC Student Affairs Supervisor	Bahar Baradan	bbaradan@isikkent.k12.tr
Counselor	İlayda Özpolat	iozpolat@isikkent.k12.tr
Level Leader	Senem Gonca Kurgun	skurgun@isikkent.k12.tr

• Academic Staff

Zehra Baykal	Classroom Teacher	zbaykal@isikkent.k12.tr
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Sibel Tütüncü	Class Teacher	stutuncu@isikkent.k12.tr
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NOTE: Parent-teacher meeting times for our teachers will be shared with parents in September.

GENERAL INFORMATION

DAILY SCHEDULE

ELC 1 Monday / Tuesday Wednesday / Thursday	8:45-9:00	Welcome	ELC 1 / Friday	8:45-9:00	Welcome
	9:00-9:30	Breakfast		9:00-9:30	Breakfast
	9:30-11:45	Homeroom		9:30-11:45	Homeroom
	11:45-12:45	Lunch		11:45-12:45	Lunch
	12:45-1:45	Quiet Time		12:45-1:45	Quiet Time
	1:45 PM-2:15 PM	PDR		1:45 PM-2:15 PM	PDR
	2:15 PM-3:15 PM	BGP		2:15 PM-3:15 PM	Dear Time
	3:15 PM-3:30 PM	Dear Time		3:15 PM-3:30 PM	Circle Time
	3:30 PM-4:15 PM	Circle Time		3:30 PM	Departure
	4:20	Exit			
ELC 2 Monday / Tuesday Wednesday / Thursday	8:45-9:00	Welcome	ELC 2 / Friday	8:45-9:00	Welcome
	9:00-9:30	Breakfast		9:00-9:30	Breakfast
	9:30-11:45	Homeroom		9:30-11:45	Homeroom
	11:45-12:45	Lunch		11:45-12:45	Lunch
	12:45-1:30	Homeroom		12:45-1:30	Homeroom
	1:30 PM-2:15 PM	Counseling		1:30 PM-2:15 PM	PDR
	2:15 PM-3:15 PM	BGP		2:15 PM-3:15 PM	Dear Time
	3:15 PM-3:30 PM	Dear Time		3:15 PM-3:30 PM	Circle Time
	3:30 PM-4:15 PM	Circle Time		3:30 PM	Exit
	4:20	Exit			
ELC 3 Monday / Tuesday Wednesday / Thursday	8:45-9:00	Welcome	ELC 3 / Friday	8:45-9:00	Welcome
	9:00-9:30	Breakfast		9:00-9:30	Breakfast
	9:30-12:30	Homeroom		9:30-12:30	Homeroom
	12:30 PM-1:30 PM	Lunch		12:30 PM-1:30 PM	Lunch
	1:30 PM-2:15 PM	PDR		1:30 PM-2:15 PM	PDR
	2:15 PM-3:15 PM	BGP		2:15 PM-3:15 PM	Dear Time
	3:15 PM-3:30 PM	Dear Time		3:15 PM-3:30 PM	Circle Time
	3:30 PM-4:15 PM	Circle Time		3:30 PM	Exit
	4:20	Exit			

ACADEMIC PRACTICES

OUR CURRICULUM APPLICATIONS AND PLANS

At our school, teaching and assessment processes are carried out in line with the Ministry of National Education (MEB) curriculum and are enriched with the support of international programs. This enables our students to gain a strong academic foundation both nationally and globally.

IB-PYP Approach

Işıkent is the first IB-PYP World School in the Aegean Region. The IB (International Baccalaureate) Primary Years Program aims to develop students into individuals who are inquisitive, reflective, and eager to learn. Learning is conducted through transdisciplinary themes. The MEB curriculum and the PYP framework are integrated into a holistic structure to provide children with different perspectives.

High Scope Model

The High Scope approach implemented at our school advocates that children learn best through active participation. In this model is based on the "plan-do-review" cycle. Children make their own choices, carry out their plans, and review their experiences. Daily routines, such as small group, large group, free play, and outdoor activities, providing children with confidence and predictability. Teachers guide this process, enrich the environment, and respect children's individual choices.

Reggio Emilia Inspiration

Our school draws inspiration from the Reggio Emilia approach in its practices. This philosophy centers on children's curiosity, areas of interest, are placed at the center. Learning environments are seen as the "third teacher";

they are organized in an aesthetic, collaborative, and encouraging discovery. Children are supported as individuals who research, explore, and shape their own learning journeys. Teachers take children's ideas into account, guide them through projects and make the process visible through documentation. Families are also a natural part of this learning process.

Bilingual Education

Education at our Early Learning Center is conducted bilingually in Turkish and English. Students experience both languages naturally in daily activities. English education is provided under the Cambridge Primary Program. Thanks to this program, students not only develop their language skills, but also have the opportunity to learn Math and Science. Thus, our students develop strong skills in both their native language and English.

COURSE DESCRIPTIONS

Learning-Teaching Approach

The fundamental goal in all courses at our school is to support students' learning in line with their interests, needs, and skills and to make them active participants. Lessons are planned under the guidance of teachers and carried out with the participation of students. Learning environments are enriched with concrete materials to enabling children to explore, question, and experience. A bilingual collaborative learning model is applied in the educational process. The Cambridge Primary English Stage 1 second language program is used. This allows students experience both Turkish and English in a natural way.

Assessment Approach

Assessment activities are conducted in line with the objectives and outcomes of the lessons. Throughout the process, children's development is regularly monitored through observations, brief notes, anecdotes, student work, and various assessment tools. Students are frequently given feedback to help them recognize and improve their learning. Pre-assessment, process assessment, and final assessment are considered together. This approach makes visible not only the results but also the students' learning journey.

SMALL GROUP TIME

Purpose

To enable students to research questions they are curious about within inquiry-based themes, to learn by doing and discover knowledge. During this lesson, children gain various skills in different areas of development. They also have the opportunity to share their ideas with their friends, use their creativity to solve problems and apply what they have learned to different situations.

PLAY TIME

Purpose

Students are encouraged to plan and implement their games according to their own choices. Children are supported in developing their imagination, freely expressing their feelings, questioning, and communicating a healthy way with each other through play. Play is not only fun; it is also a learning tool that nourishes children's social, emotional, and cognitive development.

PIAZZA TIME

Purpose

To enable children to interact with their environment and have new experiences, giving them the opportunity to express themselves through different forms of expression (drawing, dance, dramatic play, music, etc.) Piazza time emphasizes that not only the physical environment, but also the social environment is important for learning. In this process, children discover nature, conduct experiments with tools such as light, mirrors, and simple machines, and learn to understand the world better. In addition, an environment is created that strengthens social interaction with cooperation among adults and children.

QUIET TIME**Purpose**

The goal is for students to relax mentally and physically during the day and to realize that rest is a natural and necessary part of life. This time helps children achieve calmness after intense activities .

LIBRARY**Purpose**

The goal is for students to develop a positive attitude toward books and reading and writing. This class aims to support children's listening, comprehension, and communication skills while also raising their awareness of reading and writing. By interacting with books, children develop their imagination and become more eager to learn.

MEETING TIME**Purpose**

To create opportunities for children to adjust to the day, communicate with each other, and share their feelings and thoughts. Within the framework of a bilingual collaborative learning model, students establish communication in both Turkish and English. This process helps them develop their active listening skills, use language as a means of communication, and develop a sense of group consciousness.

PHYSICAL EDUCATION**Purpose**

The goal is for students to understand the importance of physical education and sports for health, acquire basic movement skills, build self-confidence, and adapt to teamwork. Through sports, decision-making, disciplined work, and take responsibility.

MUSIC**Purpose**

The aim is for students to express themselves through music, share their feelings and thoughts, and develop their creativity. In music class, the primary focus is on learning about different cultures, developing a habit of listening to quality music, and developing musical perception. Students actively participate in the processes of singing, playing instruments, and creating music.

VISUAL ARTS**Purpose**

To help students acquire basic art knowledge, apply different techniques, and create original works. The visual arts course aims to help children develop sensitivity to aesthetic values, enhance their imagination and actively participate in artistic processes.

CERAMICS**Purpose**

To develop children's manual skills, strengthen their hand-eye coordination, and introduce them to ceramic art. Students create original two- and three-dimensional designs using free-form shaping techniques. Ceramic enables them to use their creativity and develop patience and self-discipline in the production process .

OUR EXTRACURRICULAR ACTIVITIES

IMPORTANT DAYS AND WEEKS

At the beginning of the week ceremonies, important days are celebrated with various activities to increase student awareness. In addition, during class sharing sessions before the first lesson, the importance of certain days and weeks is emphasized.

OUR ACADEMIC TRIPS

During the academic year, day trips are planned to increase students' knowledge, reinforce their experiences and learning, and support their social development. On these trips, students are expected to ask questions before, during, and after the trip, express their observations and experiences, and record them. There is no charge for day trips. All school rules and expectations apply during all school trips.

Holistic Development Programs (HDP)

At our Early Learning Center, Holistic Development Programs (HDP) have been developed to support our students' academic, social, emotional, and physical development.

- **Application Days and Times:**

The programs will be held on Mondays, Tuesdays, Wednesdays, and Thursdays from 2:15 p.m. to 3:15 p.m.

- **Participation:**

Our students will participate in the classes planned for them as part of the program. Participation is not optional and will take place according to the planned program.

- **Program Content:**

Each day, our students will participate in two different classes, thus attending a total of 8 programs within a week. The content is tailored to the age and developmental characteristics of our students and consists of various classes such as Creative Drama, Yoga, Coding, Chess, and Mental Arithmetic. After BGP, our students will have quiet time with their teachers and then move on to circle time to evaluate the day. Details will be shared with you along with the class schedules.

- **Weekend Application:**

No activities will be held on weekends as part of the BGP.

OUR APPROACH TO ASSESSMENT AND EVALUATION

At Işıkkent Early Learning Center, assessment and evaluation are conducted as a natural part of daily activities to support children's learning. It helps students, teachers, and parents track the progress of the process.

In accordance with *the Regulation on Preschool Education and Primary Education Institutions* published in the Official Gazette dated July 26, 2014, and numbered 29072, by the Ministry of National Education's Council of Education, the legislation on "measurement and evaluation" for kindergartens or, more generally, "preschool education institutions" states that "the development of children in preschool education institutions is continuously observed by teachers according to the development areas and achievements specified in the education program. Parents are regularly informed about the children's development levels. No grades are given in the assessment of children's development; only developmental observations are used."

The assessment practices implemented at our school are based on the above legislation and the IB PYP assessment principles.

Types of Assessment

- **Pre-Assessment:** Students' prior knowledge is determined before they begin learning new material.
- **Process Assessment:** Progress, difficulties encountered, and teaching methods are observed during the learning process. The learning process is reinforced with feedback.
- **Final Assessment:** When a learning process is completed, students' achievements are assessed through their original work.
- **Attitudes and Approaches:** Students' behaviors are regularly observed and recorded.

Strategies and Documentation

- **Observations and Anecdotes:** Teachers regularly note students' behaviors and statements.
- **Rubrics:** Students' inquiry, research, and thinking skills are assessed using graded measurement tools.
- **Portfolio:** The products that children prepare throughout the year are collected in a file and shared with their families.
- **PYP Development Report:** At the end of each theme, students' strengths and areas for development are shared with parents.
- **Progress Report:** At the end of the term, it is prepared via e-school in accordance with the Ministry of National Education regulations and presented to parents.

EDUCATIONAL APPROACHES

BEHAVIOUR MANAGEMENT**1. At Işıkkent Preschool, administrators and teachers care about students' personality and identity development as much as the knowledge and skills they gain from lessons.**

The school works in cooperation with administrators, teachers, the guidance department, and parents to ensure that students grow up:

- Committed to Atatürk's principles and reforms,
- Loyal to Atatürk's nationalism,
- Embracing, preserving, and developing the national, moral, spiritual, and cultural values of the Turkish nation,
- Loving and honoring their family, homeland, and nation, while respecting human rights,
- Aware of their duties and responsibilities towards the principles of the Republic as a democratic, secular, social, and law-based state, and turning these into behaviors,
- Balanced and healthy in terms of body, mind, morals, spirit, and emotions,
- Possessing a well-developed personality, free and scientific thinking skills, and a broad worldview,
- Socially responsible,
- Constructive, creative, and productive individuals.

2. Every student studying at Işıkkent Education Campus accepts that there are special behavioral rules of the school, and it is always expected that they take responsibility for their actions.

The values that underpin these rules are as follows:

- Treat others as you would like to be treated.
- Show respect towards others and their belongings.
- Respect everyone's right to learn.

3. When a student demonstrates inappropriate or unacceptable behavior, they are aware that they will face consequences, and if such behavior continues, it will be handled progressively through a behavior correction process. In case of any negative incident, parents are directly informed.

4. The consequences of unacceptable behavior are evaluated by considering the student's psychological, academic, and social background, as well as the severity of the behavior.

At İşikkent Preschool, we expect our students to:

- Treat everyone with respect,
- Display appropriate behavior and be role models,
- Help develop and follow classroom (essential) agreements,
- Be helpful and sensitive towards others,
- Be independent and self-confident individuals,
- Communicate appropriately with adults at school,
- Demonstrate exemplary behavior,
- Avoid physically or verbally hurting, threatening, or mocking each other,
- Show self-control both inside and outside the classroom

If students fail to meet these expectations:

- The reasons behind the behavior are first examined and understood,
- Guidance-level evaluations are planned,
- Parents are directly contacted if their support or information is needed,
- If the behavior continues, the student may be temporarily moved to a different environment under teacher supervision, in order not to disrupt the learning setting and to restructure their own behavior,
- This practice continues until the student adopts suitable classroom behaviors,
- In rare cases (e.g., anger control issues, refusal to listen, stubbornness), where the child's staying at school might cause further problems, the parent may be asked to take the student home for the day to help them calm down.

Since education is a three-pillar structure that includes the school, student, and parent, we kindly ask you, as parents, to:

- Maintain consistent discipline policies at home and cooperate with the school to help students develop appropriate behaviors,
- Remain in close communication with the school administration and guidance unit,
- Ensure that parents or individuals assigned by parents (drivers, helpers, etc.) do not interfere with student-related issues on campus or in school buses,
- Avoid negative behaviors towards students or taking sides during disciplinary measures,
- In cases where students require additional support (e.g., medication use, diagnoses), provide reports from specialists containing opinions and recommendations, to help the school offer suitable support.

Examples of Expected Behaviors and Consequences

1. Walking instead of running in corridors and indoor areas (except sports areas)

Consequences:

1st time: Student goes back and walks again, discussing why running is a problem.

2nd time: Student waits for 1 minute on the side while reflecting on their behavior, then discusses why it was problematic.

3rd time: Student waits for 3 minutes on the side, reflecting again with a discussion.

2. Treating everyone with respect (teachers, staff, students, visitors)**Consequences:**

1st time: Student apologizes and explains how they will avoid rudeness in the future.

2nd time: Student prepares a card for the person they disrespected; both parties' parents are informed by phone.*

3rd time: A three-way meeting is held and a future action plan is prepared.*

3. Ensuring safety and not hurting others**Unacceptable behaviors:**

Physical: hitting, kicking, biting, pinching, pushing, taking or damaging others' belongings

Verbal: mocking with nicknames, insulting

Indirect: spreading false/unpleasant information, excluding peers from social groups

Consequences:

1st time: Student apologizes and explains how they will avoid the behavior.* Parents are informed. Students complete reflective exercises under teacher supervision, with notes kept by the classroom teacher.*

2nd time: Same steps as above + preparing a card for the affected peer. School leadership is informed. Students are warned about the consequences of a third incident.*

3rd time: Three-way meeting held.*

4th time: Parents are called in, and the student is sent home for the rest of the day. (Applied only in serious cases.)

(* Steps may be skipped depending on the severity.)

4. Keeping the school clean / Not damaging property**Consequences:**

1st time: Student repairs or compensates for the damage (tidying up, fixing/replacing item, etc.)

•2nd time: Student serves as classroom monitor for 1 day.

•3rd time: Student replaces the damaged item or helps reorganize the affected area.

•4th time: Parents are called in, and the student is sent home for the rest of the day.

5. Following rules and agreements**Consequences:**

1st time: Student apologizes.

2nd time: Student makes amends; parents are informed; reflective writing is done and recorded.*

3rd time: Student reflects alone, finds a solution, and repeats step 2.*

(* In serious cases such as hitting or damaging property, steps may be skipped, and a three-way meeting requested.)

6. Safe and polite behavior in school buses

Students represent themselves and the school appropriately, follow staff and traffic rules, do not disturb others, do not share food, drink, or medicine, and keep seatbelts on.

Consequences:

1st time: Apologize, make amends, parents informed.

2nd time: Student reflects alone, finds a solution, and a three-way meeting is held.*

3rd time: Suspension from bus use for 3+ days.*

(* With reflective writing recorded.)

Three-way meeting = between student, parent, and school staff.

EDUCATIONAL APPROACHES STUDENT SUPPORT PROGRAMS

TOPIC	PRACTICES
School Adaptation	• Orientation program, • Ongoing adaptation support
Recognition Activities	• Individual guidance (admission), • Student info forms, • Lesson & playground observations, • Guidance lessons, • Age-appropriate scales/inventories
Psychological Counseling	• Individual counseling when needed, • Sessions initiated by student or feedback (parent, teacher, admin, nurse), confidentiality principle, • Shared only with student's knowledge
Academic Monitoring	• Lesson observations, • Performance follow-up, • Homework evaluation, • Individualized support, • BEP applications
Positive Peer Relations & Anti-Bullying	• Child Protection Policy, • Children's Rights, • Safe School Policy, • Values Education, • Communication Skills, • Emotional Management, • Conflict Resolution, • Anti-Bullying programs (classroom visits, group sessions, parent/teacher trainings)
Safe Internet & Cyberbullying	• Awareness sessions with IT dept., • Safe Internet use training, • Cyber-crimes explained, • Integrated into computer lessons
Sexual Development Education	• Level-appropriate classroom sessions, • Parent seminars • Values education,
Positive Behavior Development	• Home tracking charts, • Responsibility charts, • Holiday plans, • Trip observation forms, • Behavior evaluation forms,
External Expert Collaboration	• Reflection forms • Referrals when needed, • Collaboration with external experts, • Information exchange, • Specialist forms completed, • In-school follow-up

EDUCATIONAL APPROACHES PARENT SUPPORT PROGRAMS

TOPIC	PRACTICES
Individual Meetings	• Parents can book appointments with the guidance unit. • Parents are invited whenever needed for updates and individual discussions. • Participation in parent–teacher meetings when necessary to support student needs.
Parent Seminars	• Conducted throughout the year, aligned with student needs and developmental stages. • Topics include: Child Protection Policy, Behavior Policy, Sexual Development Education, Safe Internet Use, Positive Parenting Practices. • “Triple P” Positive Parenting Program offered.

Triple P Program

- Developed at the University of Queensland, Australia.
- Evidence-based, applied in 25+ countries, translated into 20+ languages, reaching over 4 million families.
- Helps parents manage children’s social, emotional, and behavioral issues with confidence.
- Proven effectiveness in Turkey through Dokuz Eylül University research.
- Provides strategies for positive, consistent, and supportive parent–child interactions.

Parents are invited to participate in this program.

Additionally, each semester there are two parent trainings organized by the Guidance Unit and the PYP Coordinator.

STAFF SUPPORT PROGRAMS

Trainings Provided	• Child Protection Policy, • Developmental Characteristics & Behavior Policy introduction, • Creation of personal student files with teachers, • Consultation and guidance services as needed, • Introduction of the “Triple P” program to staff.
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ISIKKENT SCHOOLS CHILD PROTECTION POLICY

Schools are responsible not only for the academic progress of children but also for their emotional and social development. Therefore, the importance of all preventive, supportive, and remedial measures is paramount. As an educational institution, the presence of children at our center requires us to be particularly sensitive. While educating them to a high level of knowledge, one of our main responsibilities is to protect them from any kind of neglect and abuse as they grow into individuals. To this end, the basis of our Child Protection Policy is to contribute to the child's emotional, physical, and social well-being, to support them in coping with harmful elements, to collaborate with relevant institutions and organizations, and to ensure that all Işıkkent stakeholders are aware and take responsibility by outlining the communication processes to be implemented in cases where the child needs protection. Our school is committed to developing and implementing a comprehensive Child Protection Policy that ensures the safety and well-being of our students.

PURPOSE

Isikkent School provides innovative, research- and inquiry-based education by integrating the national curriculum with international programs. In doing so, it prioritizes the emotional and physical well-being of individuals. To this end, it prioritizes preventing children from experiencing any bullying, physical abuse, misuse, sexual abuse, and/or neglect, and ensures that necessary measures are taken to protect the child if such situations arise. The Child Protection Policy ensures that the rights of all children within the Isikkent School

- a.Ensuring their rights are protected,
- b.Protect them from all risks,
- c.Ensuring that practices beneficial to the child are implemented in all environments,
- d.Collaborating on safety issues,
- e.Reporting to relevant institutions in case of safety concerns and following up on the results. All practices, definitions, procedures, and principles related to child protection are based on the United Nations Convention on the Rights of the Child, adopted in 1989, which outlines universal standards for the care, treatment, survival, development, protection, and participation of children.

Child Protection Policy at Isikkent School :

- Prevents students from being harmed by neglect and abuse,
- Takes the necessary measures to prevent and stop situations of neglect or abuse that are worrying or suspicious, that affect the student's well-being and pose a risk of harm, and provides the student with appropriate support,
- Does not investigate neglect or abuse, but uses it as a tool to understand the situation and make the necessary referrals, and is implemented to cover all school stakeholders.

PRINCIPLES

All individuals and units within the Isikkent Isikkent School:

- Accept the articles set forth in the United Nations Convention on the Rights of the Child, adopted in 1989, and respect children's rights.
- The best interests of the child are the primary consideration.
- They take measures to ensure that students feel valued and safe, and that they will be listened to and made to feel safe when they need to express themselves, and they support the implementation of such measures.
- They accept that protecting children from all forms of harm is an unavoidable responsibility.
- They demonstrate an honest and transparent approach to work by informing everyone they work with, including children, about the Child Protection Policy.
- They attach importance to receiving the necessary training.
- They provide support when needed and cooperate where intervention is necessary.
- They act in accordance with the principle of CONFIDENTIALITY to protect sensitive personal data, share information only with legal authorities, and conduct access to and sharing of information through the appropriate channels.
- They fulfill their responsibilities regarding children who are at risk, have been abused or suspected of being abused, or have been neglected, take responsibility, and commit to acting within their job description.
- They provide information according to the content, urgency, and/or risks of the issue and request support from relevant institutions or organizations.
- They regularly monitor and review the Child Protection Policy.
- They develop areas of support that enhance the effectiveness of this policy and facilitate its dissemination within the school community.

DEFINITION OF NEGLECT AND ABUSE:

Abuse: The World Health Organization defines child abuse as "all negative behaviors committed against a child by an adult, community, or country, whether intentionally or unintentionally, that negatively affect the child's physical and mental health and physical development." In other words, "Child abuse is any non-accidental and preventable negative behavior that causes emotional or physical harm to a child between the ages of 0 and 18."

Neglect: Neglect, in short, is the failure to meet the physical and emotional needs of a child for whom one is responsible for their growth and development. Neglect refers not only to psychological and emotional issues but also to issues such as education, health, shelter, safety, nutrition, and care for the child in whose care one is responsible.

WHEN CREATING THE CHILD PROTECTION POLICY AT IŞIKKENT EDUCATION SCHOOL, THE FOLLOWING STEPS WERE TAKEN INTO ACCOUNT:

- To raise awareness within the entire community about the protection of children and the consideration of the best interests of the child, as well as the effects of child neglect and abuse on the child and the entire school,
- Establishing policies and procedures related to child protection and well-being,
- Establishing the structure for implementing these policies and procedures, identifying responsible individuals and organizations, and forming a Child Protection Team within the institution,
- Ensuring that the entire school community and relevant stakeholders are informed about these policies and procedures and providing training,
- Ensuring the functional implementation of the policy through regular monitoring, feedback, and updates as necessary.

ROLES AND RESPONSIBILITIES:

All adults, including parents working with or for the benefit of children in any field, are responsible for the protection of children. These adults have obligations as defined in the Child Protection Policy. The school management team is responsible for the effective implementation of this policy and its integration into school life. The Child Protection Team established within the school is responsible for monitoring the implementation of the policy at the school level, providing support when necessary, ensuring that all procedures are followed in a timely manner, and ensuring that cases of child neglect and abuse are dealt with appropriately. The Child Protection Team is also responsible for ensuring that the entire school community is aware of and educated about the Child Protection Policy.

CONFIDENTIALITY:

The confidentiality of information about a child is a very sensitive issue, including how much information should be shared, by whom, and with what content. When a situation arises where the child needs to be protected (a situation of neglect or abuse that could harm the child or those around them), the conditions of the child's privacy and confidentiality change. Individuals who have such observations or information have an obligation to share the matter with the relevant units. Those involved in the process are informed to the extent necessary, and the purpose of the information is to protect the child; nothing more is required. If you have any observations or information that your child is being neglected or abused, it is very important that you contact your school directly at . You can access the full text of our Child Protection Policy and detailed information about the process management on our website. Creating awareness within the entire community about child protection and the best interests of the child, the effects of child neglect and abuse on the child and the entire school, establishing policies and procedures related to child protection and well-being, Establishing a structure for the implementation of these policies and procedures, identifying responsible individuals and organizations, and forming a Child Protection Team within the institution, Ensuring that the entire school community and relevant stakeholders are informed about these policies and procedures, providing training, Ensuring the functional implementation of the policy through regular observation, feedback, and updates as necessary.

PARENT TRAINING

Our Early Learning Center views parents as an integral part of the learning community. Various events and training programs are organized so that our parents can become more familiar with our school's philosophy and practices. These programs help parents participate more effectively in their children's learning process, accompany their children's learning process more effectively.

At the beginning of each year, the dates for in-service training for parents are shared. Additionally, PYP training and guidance-based parent seminars are organized throughout the year as needed. This allows our parents to receive PYP training and guidance-based parent seminars. This allows parents to better understand both their children's development processes and our school's approach.

Instead of the Effective Parenting Program we ran in previous years, as of this year, we will implement a different program to support your parenting skills and continue learning and growing together. Our school's Counseling and Psychological Guidance specialists have taken the Triple P Positive Parenting Program as a team, and this year, we are launching the Triple P Positive Parenting Program. Our goal at the ELC level is to connect all parents with this educational program. Below, you will find a more detailed introduction to this new educational program, and the necessary information will be provided.

Developed at the University of Queensland in Australia, the Triple P Positive Parenting Program is one of the most effective and evidence-based parenting education systems in the world, recognized for its success at the international level.

The aim of Triple P is to provide parents with the skills and confidence they need to manage their children's social, emotional, and behavioral problems by involving them in the process, encouraging them, and empowering them. Triple P programs have been translated into more than 20 languages over 35 years and implemented in more than 25 countries and have reached the families of over 4 million children.

The effectiveness and success of the Triple P system in Türkiye has been evaluated by Dokuz Eylül University.

The daily, at times moment-to-moment interactions between parents and children influence the child's well-being and quality of life to a significant degree. An environment that is positive, loving, safe, consistent, with clear boundaries and minimal conflict allows for the children's ability to adapt strengthen, thus their. Chances of success in school, relationships, and life increase.

We invite you, valued parents, to join the Triple P Positive Parenting Program opening this year allowing us all to grow, and learn together.

OUR COMMUNICATION WITH PARENTS

General Communication Information:

School Address: Işıkkent Eğitim Kampüsü 6240 / 5 Sokak No:3 35070 Karacaoğlan Mahallesi Yeşilova-İZMİR
Phone: 0232 462 71 00 **Fax:** 462 71 02 **Web:** www.isikkent.k12.tr/en-US **E-mail:** elcschool@isikkent.k12.tr

You can reach our school by dialing the internal number through the switchboard. However, the personal phone numbers of school staff cannot be given to parents or students. We thank you in advance for not insisting on this matter with the switchboard or security.

Internal Communication Information

Administration		
ELC School Director	Evrin YALÇIN	201
ELC Student Affairs Supervisor	Bahar BARADAN	202
Counseling		
School Guidance Counselor	İlayda ÖZPOLAT	233
Infirmary		
Nurse	Filiz YILDIRIM & Gamze VELİDEDEOĞLU	112
Library		
Librarian	Emre Ocaklı	171
Service		
Service Coordinator	Avniye Baran	134

Other Communication Tools:

- *Parent-Teacher Communication*

Communication Book (Agenda)

Open and continuous communication is supported at Işıkkent Education School. Parents have access to a communication notebook belonging to their child, which they can use as often as they wish. The annual agendas distributed free of charge to students at the beginning of the school year are generally used for this purpose. Teachers use these agendas to write down information or messages they wish to convey to parents. If a student loses their agenda, they can purchase a new one from the Brand and Marketing office for a fee.

Email

A Weekly Bulletin is sent to parents at the end of each week. The Bulletin contains academic work topics, possible events, and informational notes. These Bulletins are intended to help you follow the scope of the unit, the content of the work to be done, and its form.

Appointments

All teachers have weekly parent consultation hours. Parents who wish to meet with any department or teacher can call the school's student affairs supervisor to make an appointment or notify them of their appointment request by writing in the communication book. Our sensitivity regarding appointments and parent meetings is as follows:

- Due to the intensity of work related to students, we kindly request that you **do not request to meet with administrators or teachers without an appointment.**
- It is important that all meetings are arranged in advance through the school's student affairs officers.
- Parent meetings are generally scheduled to last **twenty minutes**. If a solution cannot be reached within this twenty-minute period, the necessary steps will be taken and additional meetings may be scheduled.
- Parents are **not permitted to record audio or video** during the meeting. However, to ensure that the meetings are recorded, teachers keep minutes of the meeting; parents can read these minutes, which they have signed, at any time.

EDUCATIONAL APPROACHES

- To allow the teacher to devote time to the topic to be discussed and to ensure the confidentiality of the matter, we kindly request that issues not be raised **in the hallways** or while teachers are attending to children.

OUR COMMUNICATION POLICY

- All communications with parents are conducted by ELC Student Affairs Supervisor Bahar Baradan via email, SMS, or telephone. A "Weekly Bulletin" is shared with our parents every Friday. This bulletin includes the monthly activity calendar, news, announcements, reminders, and information from the Health and Guidance Office.
- In the event of any emergency during school hours (natural disaster, fire, explosion, etc.), parents are expected to try to reach the school if they are nearby. If they cannot reach the school, we ask them to rest assured that their children are safe with us. In such situations, parents will be informed as soon as possible via the school's official website and/or SMS. In the event of any security issues that have occurred or may occur, children will be transported home once the security threat has been eliminated.
- Parents are expected not to share information, news, or opinions about the school via social media. Ethically, no hurtful comments should be made about our school, our teachers, or our students under any circumstances. We strongly request that all parents empathize and show the necessary sensitivity in this regard. Contacting the school administration directly with any questions or concerns will be an important step towards finding a solution.
- For legal reasons, parents cannot share videos and/or photos of any class/school activity on their personal social media accounts. Under no circumstances and/or name is it approved for our staff to communicate with parents and/or students on social media from their personal accounts or to share anything related to students/classes/school activities.

SUPPORT SERVICES

HEALTH

The purpose of our health unit is to:

- To protect the physical and mental health of our students,
- Ensuring that the school environment is in ideal conditions from a health perspective by conducting necessary observations and taking appropriate measures,
- To provide awareness-raising and guidance services on health issues.

Accordingly, we ask parents not to send their children to school if they are sick and

- To immediately notify the school administration if their child has a contagious disease
- To inform the health unit about the medication use of students undergoing treatment
- To ensure that the expiration dates of medications have not passed
- to refrain from interfering with the health unit regarding the administration of medication
- To not send students to school with serious medications in their backpacks
- To assist in updating student health forms
- To inform the school if there are any changes in the student's health status, parents are expected to provide the details to the health office

Our health unit consists of a doctor, a nurse, and an emergency medical technician. Our health unit is open from 8:30 a.m. to 5:00 p.m. Our doctor is on duty every day between 12:00 PM and 1:00 PM. The nurse and emergency medical technician work full-time and perform necessary interventions for critical cases with the doctor's knowledge and approval.

NUTRITION

Ensuring that our students develop healthy eating habits and maintain regular nutrition throughout the day is one of our top priorities. To this end, students will be offered a detailed and balanced breakfast between instead of a snack in the morning.

Breakfast is crucial for our students to start their day feeling energized, focused, and ready to learn. For this reason, our students are expected to attend breakfast fully and on time , classes will begin in our classrooms at 9:45 am.

Additionally, our students will be provided with a balanced and healthy lunch during the day and an afternoon snack. The contents of our lunches and afternoon snacks will be included in the monthly meal menu, which will be shared with parents at the beginning of each month.

SECURITY

Students, teachers, parents, and guests may enter and exit our school between 9:00 a.m. and 4:30 p.m. This process is monitored by security personnel. Parents must use the parent cards assigned to them and communicated with them. Parents can schedule meetings with teachers and school administration through the Student Affairs Supervisor.

TRANSPORTATION

Transportation services are provided by a company contracted by our school. **School rules** apply on the buses, and students are expected to comply with these rules.

The following rules apply to students registered for the bus service:

- I will not delay the bus and will be ready at the pickup point at **least 5 minutes** in advance.
- I will avoid behavior and conversations that distract the driver while on the bus.
- I will not stand up, open the doors, or lean out of the windows during the journey.
- I will not use profanity or slang.
- I will behave in accordance with general etiquette rules.
- I will ensure the safety of younger students and provide support when necessary.
- I only use the transportation service I am registered with. If a change of service is necessary, I obtain **approval from the school administration** with a letter from my parent.

FREQUENTLY ASKED QUESTIONS

1. How are classes formed at İşikkent Early Learning Center?

At the Early Learning Center, class lists are prepared by the school guidance committee with **the aim of creating balanced and homogeneous groups**, taking into account information and observations about the children. There may be age differences among students within the same class. Our school makes these decisions based on pedagogical research.

Each year, classes are reorganized so that students can gain experience working with different teachers and friends. **The authority to make decisions regarding class placements belongs to the school.** Therefore, requests from parents regarding requests for specific teachers or friends are not accepted.

2. Can students invite family members or friends who are not students at the school?

During the academic year, the school does not accept guest students directly into the school or classes.

FREQUENTLY ASKED QUESTIONS

3. What is the attendance policy for students at Işıkkent Early Learning Center?

In accordance with Article 18 of the Ministry of National Education's Preschool Education and Primary Education Institutions Regulation, published in the Official Gazette on July 26, 2014, regarding the monitoring of attendance and absenteeism:

In preschool education institutions;

a) It is essential that children who are registered continue their daily education at the institution without interruption. However, flexibility is provided in the daily attendance periods of children requiring special education, depending on their social adaptation and development characteristics.

b) Parents of children who are absent from school for 10 consecutive days without excuse will be warned in writing by the school administration. If, despite this warning, the child is absent from school for 30 consecutive days without excuse, or if the child attends school but the fees for two consecutive months are not paid, the child's registration will be canceled. This situation will be communicated to the parents in writing.

c) The fees for children who do not pay their monthly fees on time, have outstanding debts from previous months, and continue to attend school despite having their relationship with the school terminated due to absenteeism will be collected in accordance with the terms of the contract made with the parent.

4. How do students benefit from the school library?

The Işıkkent Library has an extensive collection covering all subjects and is open to all our students.

The materials in the collection have been selected with different age groups in mind and are designed to develop students' critical thinking and creativity.

Our students have the right to borrow books and resources from our library. However, at the end of each semester, they must return the materials they have borrowed. The cost of any books that are not returned or are damaged (including shipping cost included) will be covered by their parents.

5. How often do students go on field trips?

Our field trip program is organized according to the circulars issued by the Ministry of National Education. Field trips are planned in accordance with the PYP themes.

6. In cases of divorced parents, who is designated as the guardian?

The person appointed as the student's guardian by court order is also accepted as the parent by the school. Therefore, divorced parents must submit a custody declaration to the school administration that includes the terms of the divorce, including any restrictions.

7. What should students wear to school?

Işıkkent Early Learning Center students should come to school wearing clean and safe clothing that is appropriate for their age and allows them to move comfortably in the learning environment. For safety reasons, students should not wear jewelry (necklaces, earrings, rings, bracelets) or use makeup or nail polish. School bags should be simple, without wheels, and without cartoon or advertising characters on them. As umbrellas are not allowed in rainy weather, students are expected to come to school wearing hooded raincoats and rain boots. All clothing, shoes, boots, coats, and school items must have a label with the student's name on them.

8. Why should characters not be used on clothing and bags?

To enable our students to focus more comfortably at school and to keep the learning environment free from distractions, it is not appropriate to wear clothing with cartoon or advertising characters on it. Such images can make it difficult for children to focus on their lessons and friends; at the same time, they can evoke consumer culture and distract from the purpose of the educational environment. Furthermore, some characters can blur the line between reality and fantasy for children and may lead to the imitation of behaviors that are taken as role models. Therefore, it is important for our students to come to school in simple and comfortable clothing for both their safety and healthy development.

FREQUENTLY ASKED QUESTIONS

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

Lost clothing and personal items are placed in the lost and found box located in the corridor of the Işıkkent Early Learning Center. Items that are not claimed throughout the year are packaged at the end of the academic year and donated to a charity.

When parents notice that their child has lost an item, they are expected to first inform the classroom teacher.

10. Are there any items or materials that students should not bring to school?

For safety reasons, students are not permitted to bring the following items to school:

- Umbrella
- Pencil case
- Wheeled bag
- Pets
- Toy
- Electronic device
- Money
- Food and drink
- Gum (Chewing gum is strictly prohibited for our students at school.)
- Sharp, cutting tools

11. How are students transported to school?

Transportation for our students is provided by a subcontractor. Each service vehicle has a dedicated bus attendant that and the service can always be reached via the mobile phone located inside the vehicle. Parents can track the service via a mobile application.

Students are picked up from the door of their building in the morning and dropped off at the same location after school. The bus waits for a student who is not at the door for a maximum of two (2) minutes. Therefore, it is important to have your child at the door a few minutes before the bus arrives.

Otherwise, the bus will continue on its route.

In the evenings, students are brought to the building entrance by the bus attendant. Younger students must be met at the door by an adult at the door and handed over by the bus attendant. School rules also apply on the buses. Students are expected to follow these rules. Any incident will be reported to the school in writing by the bus attendant. In necessary cases, the student's use of the bus service for a certain period of time.

Rules for Students Using the Bus Service

- I arrive on time for the bus.
- I will sit in the seat assigned by the bus attendant.
- I fasten my seatbelt and keep it fastened throughout the journey.
- I will not bring food or drinks onto the bus.
- During the trip, I listen to music with headphones or read a book.
- I speak to those around me in a soft tone and respectfully.
- I am kind to everyone and help those younger than me.
- I act safely.
- I take responsibility for my mistakes.
- I report unsafe behavior to the service attendant or my teacher.

Special Circumstances

If the student needs to be picked up regularly by a driver, a letter with a photocopy of the driver's ID and photo must be submitted to the school administration. Children cannot leave school with someone other than their parents without written permission from their parents.

12. Can I send my child to school if they are sick or taking medication?

Parents should not send their sick children to school. In case of illness, the child may infect their friends and may prolong their own recovery process or become susceptible to new infections. If your child is taking antibiotics, they must stay home until the treatment is completed. For health and safety reasons, teachers cannot administer medication, and medication cannot be kept in children's bags. Medication necessary for treatment must be delivered to the school nurse with instructions on how to use it. If the child's current health problem is contagious, a doctor's report regarding the diagnosed illness must be submitted to the school, and the school must be informed.

13. How is my child fed at school throughout the day?

To ensure our students start their day healthily, our school offers a balanced and nutritious breakfast in the early morning hours. Snacks are served in the classrooms, are eaten in the classrooms, while lunches are eaten in the school cafeteria accompanied by teachers.

Breakfast, snack, and lunch menus are prepared by our school nutritionist. Monthly meal are regularly shared with parents via bulletins and can also be accessed on the Işikkent school website. If there is a special situation regarding your child's nutrition, please be sure to to our school.

Bringing drinks, chocolate, cookies, cakes, pastries, etc. to school is not permitted. Food brought to school will not be distributed to students due to allergy risks and food safety concerns. Furthermore, bringing a home-packed lunch to school is not permitted.

14. Can we celebrate birthdays at school?

Birthday celebrations are not held at our school. Our school does not contribute to the organization of celebrations held outside of school. Furthermore, birthday cards may only be distributed in class if they are sent to the entire class.

15. Who cleans my child after using the toilet?

Students at Işikkent Early Learning Center are expected to take care of their own personal hygiene.

16. What does BDC stand for?

BDC (Brain Development Center) is a structured observation program based on multiple intelligence theory and brain-based learning approaches which provides a special observation and interaction environment that holistically supports children's cognitive, emotional, and social development. In this area, children participate in various play activities to develop their planning, visual perception, memory, logic, analytical thinking, sequencing, attention, and motor skills. During this process, teachers carefully observe the children and keep written observations (anecdotes) that reflect their individual behavior, learning styles, and areas of interest. This allows for each child's strengths and areas for development are better understood, and their learning processes are supported more consciously.

FREQUENTLY ASKED QUESTIONS

17. What is the Piazza?

Piazza (Workshop and Project Area) is an educational environment unique to the Reggio Emilia approach. Designed as a shared space, this spacious and open area is designed as a shared space where children carry out their art, activities projects, and story development work, and it is a creative stage that supports social interaction and group work. Here, with the guidance of teachers, children individually and in groups, use their creativity to develop projects with natural materials, share with their friends which, strengthen their relationships, produce stories, and exhibit them. The Piazza stands out as an environment that enriches children's individual curiosity, expressive abilities, and group interaction.

18. Can I watch my child's swimming lesson?

Our school doors are always open to parents and relatives of our students. However, in order to prevent students from losing motivation and focus during class, parents are not permitted to observe classes, record videos during class, or share them. This policy applies to all classes and subject areas.

19. Is the swimming class mandatory?

Students are required to attend all classes included in their course schedule. Students who have a health condition that may prevent them from participating in swimming class must submit a doctor's report to ELC Student Affairs Supervisor Bahar Baradan.

It is important for students to wear comfortable clothing on Physical Education and Swimming days.

All sports equipment (towels, slippers, caps, bags, etc.) must be labeled with the student's name. Parents who wish to do so may purchase İşıkkent-branded from the I-Store within the school.

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

At the end of each unit, our students will receive a PYP Progress Report detailing the progress they have made throughout the PYP unit. Parents can access the PYP Progress Reports via the K12 Net system at the end of each unit. Additionally, at the end of each term, our students receive an MEB Progress Report. The MEB Progress Report can also be accessed through the E-School system. At the end of the academic year, ELC students are awarded a Ministry of National Education Participation Certificate.

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

Children's spare clothes are kept in their own boxes in the classroom. Parents are required to put at least one set of underwear (more for students with special needs) and seasonally appropriate, comfortable, and easy-to-wear tops and bottoms in their children's backpacks every day.

All clothing items, shoes, boots, coats, and school shoes must have the student's name written on them. Backpacks should also contain **two separate bags: one for clean clothes and one for soiled clothes.** This ensures hygiene and keeps belongings organized.

Class teachers regularly check spare clothing and contact parents if necessary.



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