



# PARENT-STUDENT HANDBOOK

2023-2024



## **TED ÜSKÜDAR COLLEGE**

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## **College Anthem**

A home of knowledge by the Bosphorus  
Where friendship permeates the souls  
With all the girls and boys holding hands  
Each one a torch to illuminate tomorrow

Our school is peerless in Turkey  
TED ÜSKÜDAR COLLEGE enlightens the minds

College is the shining star to guide our path  
We will cherish and hold dear our memories here  
Time changes everything and all things pass  
Yet your name shall remain embedded in our hearts

Our school is peerless in Turkey  
TED ÜSKÜDAR COLLEGE enlightens the minds

**Lyrics by** Yusuf Mardin

**Arrangement by** Muzaffer Arkan

## **1. TURKISH EDUCATION ASSOCIATION**

### **1.1. History of Turkish Education Association**

The Great Leader Mustafa Kemal Atatürk was already shaping the Republic's road map for education at the Education Council he assembled while the War of Independence was still underway. His plan evidently included establishing and developing the country's education through social collaboration. The Founder of our Republic lit the torch of our Association to spread education, improve its quality, and render the carrying out of educational practices viable at a time marked by the struggle against ignorance and all sorts of hardships. "... We have a long way to go in terms of responding to the widespread demand for progress in science and education. While I ask you for the greatest sacrifice that can be afforded by the government for the following year, I also call on our wealthier citizens to educate and raise our children entrusted to their care through their individual enterprise, the importance of which I cannot stress enough." (Mustafa Kemal Atatürk, from the opening speech for the second term of the Grand National Assembly of Turkey, 1 November 1925) Turkish Education Association, the longest-standing civil society organization in our country in the field of education, was founded on 31 January 1928.

The Association, founded through enormous sacrifice on part of the leading representatives of the government of the Turkish Republic and prominent business people, acquired as recognition for its successful work nationwide the status of a "public benefit association" by the verdict of the Council of Ministers on 12 December 1939. In 1946, the Association adopted its current name in accordance with the modernized Turkish language.

The emblem of Turkish Education Association was selected in its current form in March 1929. The figure of the crescent was borrowed from our national flag. The torch symbolizing education is the token of the

existential purpose of our Association. The stars serve to immortalize the respect and love for the founders for their great contribution to the establishment and growth of the Association.

The particular phrase from the first constitution of the Association that "[T]he Association harbors no political objectives, but is only concerned with promoting the education and moral development of the country's youth," expresses its principal goal that is still maintained today. Turkish Education Association continues with its work in utmost loyalty to this principle at present just as it did in the past.





The emblem, adopted in 1929, derives its crescent from the Turkish flag, its torch as the symbol of culture from the Association's main purpose, and its stars from the Association's wish to immortalize the respect and love for the five members of its first Board of Directors.

## **1.2. Mission and Vision of Turkish Education Association**

### **MISSION**

- To found schools with Turkish and foreign languages as media of instruction and to set up dormitories to ensure housing for students.
- To rear students of high merit in the schools it has founded. To provide successful children lacking financial resources with the means to continue their education by giving them scholarships nationwide.
- To create scientific platforms as a way of uplifting Turkish education standards to reach contemporary levels.
- To foster social awareness of the problems of the education system and their solutions through research projects.
- To exert influence on the administration of Turkish education policy

### **VISION**

As a distinguished non-governmental organization, Turkish Education Association boasts a modern and progressive vision that aims to induce civil initiative in the field of education, to continue on a national as well as an international scale its educational work encompassing every level and dimension from preschool to higher education, and to actively participate in the endeavor to preserve and advance the values of civilization.

### **1.3. Turkish Education Association Schools and Accreditation Schools**

Education is the most crucial factor in the economic and social advancement of a nation. In accordance with its founding principles, Turkish Education Association provides Turkey with new schools to help the country progress through education. Thus;

- TED Schools, started and administered in compliance with the principles of Turkish Education Association, further the level of education in the regions where they are situated with their accomplished and innovative educational outlook.
- Turkish Education Association grants many successful students with limited financial means the opportunity to benefit from the privileges of TED Schools' educational services.
- Turkish Education Association helps narrow the gap between regions in terms of education by providing accomplished and modern educational services in different regions.

Turkish Education Association Schools raise individuals who;

- Are committed to the values of the Republic and the principles of Atatürk,
- Embrace national values and possess an awareness of world citizenship,
- Possess ethical values,
- Think scientifically,
- Possess an acute awareness of the problems of their nation and the wider world and a capacity to create solutions,
- Can speak a foreign language and use it effectively in their lives,

- Maintain the principle of lifelong research and learning,
- Are productive, creative, and enterprising,
- Possess the aptitudes demanded by the technological age
- Intellectually equipped in diverse fields such as culture, arts, and sports
- Possess an awareness of environmental and social responsibility
- Respect diversity, exercise empathy, and communicate skillfully.

All of Turkish Education Association Schools are administered according to the same outlook towards educational administration and maintain the same standardized quality processes. TED Schools may differ only in terms of financial management administration.

Turkish Education Association aims to make manifold contributions to Turkish education system, and thus recommends the TED Accreditation program and the institutional consultancy services for education in order to extend its institutional values over the country and aid the development of the private school sector in a quality manner.

Moreover, persons and establishments who actively run private schools and wish to further invest in the education sector are able to avail themselves of the various institutional consultancy services provided by TED. TED Accreditation enables private schools possessing the necessary qualities to become a TED School following a transition period that takes at least two academic years.

#### **1.4. TED Schools Education Programs**

In TED Schools, the quality of education is enhanced by national and international programs that are diversified in accordance with students' interests and talents to prepare them for higher education and the future and orient them towards acquiring the skills demanded by the times. "TED Schools K12 English Education Program" is applied in all TED Schools along with "TED Schools Preschool Education Program" in the preschool grade, both of which were approved by the Presidency of the Board of Education as per Verdict Number 14 on the date of 31 March 2016.

**National and international programs applied at TED Schools:**

- **TED Schools Preschool Education Program:** "TED Schools Preschool Education Program", developed for the purpose of creating an environment where students can fulfill their individualities, talents, and their emotional and cognitive potential and enhancing the quality of education in the preschool grade, is applied at all TED Schools.

- **TED Schools Psychological Counseling and Guidance Services Application Manual:** "TED Schools Psychological Counseling and Guidance Services Application Manual", developed based on the Ministry of National Education's Psychological Counseling and Guidance Services Application Regulations for the purpose of standardizing the PCG services provided by TED Schools and having the school community adopt a joint outlook toward guidance, is applied at all TED Schools. The program aims to establish a democratic and individual-centered outlook on PCG and to similarly emphasize pre-emptive, protective, and nurturing PCG services.

- **Scientist Training Program:** The Scientist Training Program, developed by TED teachers to raise students who are productive and have embraced the scientific way of thinking and fashioned it into a way of life, was approved in its updated form by the Presidency of the Board of Education as per Verdict Number 10 on the date of 6 May 2019. The Scientist Training Program was patented by Turkish Patent and Trademark Office on the date of 8 June 2017.

- **Business and Technology Education Council (BTEC):** BTEC Program, which aims to equip students with the competencies of the professions they might consider to practice in the future, has been run for 30 years in over 100 countries. The first BTEC Program to run in Turkey was applied in TED Ankara College in 2014, and it is still only applied at TED Schools. Students who complete the program have the chance to be eligible to enroll in Associate Degree programs in Britain.

- **International Baccalaureate Diploma Program:** IBDP grants students an internationally accredited diploma apart from the one students receive from the Ministry of National Education, and is applied in 147 countries worldwide at over 4000 schools. Over 1000 universities in 102 countries recognize the IB Diploma.

- **International General Certificate of Secondary Education:** IGCSE Program, which is recognized by many academic institutions and employers around the world and which helps create a learning environment that allows the active participation of the student, equips students with such skills as making effective use of information, verbal aptitude, problem solving, taking initiative, teamwork, and inquisitive questioning.

- **Advanced Placement Program:** AP is a global academic program applied in 116 countries worldwide at over 1000 high schools. AP exams allow students to take precedence during the application process of over 600 universities in over 60 countries and to obtain university course credits and/or be entitled to exemptions from the university courses already taken and passed during the program.

- **TED Schools K12 English Education Program:** TED Schools employ "TED Schools K12 English Education Program", prepared for the purpose of achieving standardization in foreign language teaching and its development on an international scale and approved by the Ministry of National Education's Presidency of the Board of Education as per Verdict Number 14 on the date of 31 March 2016. The program, developed in reference to the language competency levels outlined in The Common European Framework of Reference for Languages (CEFR), aims to ensure competency in English skills such as listening, speaking, reading, and writing, as well as cultivating such qualities as global awareness, tolerance for different viewpoints and the people who espouse them, and information and communication technology literacy.

- **TED Schools Physical Education and Sports Instruction Program:** The program, developed by TED teachers and approved by the Presidency of the Board of Education as per Verdict Number 2 on the date of 30 January 2015, aims for students ranging from preschool to 12th grade to engage in physical activities that will bolster their general health (such as physical, social, mental, emotional, etc.) throughout their lives by the agency of physical education and sports, to acquire general knowledge of and build fundamental skills in sports and to establish participation as a routine.

### **1.5. Scholarships**

One of the primary goals of developed and democratic nations is to institute equality of opportunity in education. This way, different strata of society can benefit from modern high-quality education services. Turkish Education Association contributes to this vision by working towards "promoting equality of opportunity in education and raising competent generations." Our scholarship system is shaped in accordance with the principle found in the Main Constitution of the Association to "present an opportunity of education for decent, kind, and hardworking Turkish children who cannot access education because of orphanhood or poverty."

Turkish Education Association presents an opportunity of education for successful students with limited financial means with its "**Support**", "**Full Support**", and "**Full Education Scholarship**" programs. While

Support and Full Support Scholarships compensate expenses such as books, stationery, clothing, and allowances of students who are actively enrolled in the official schools of the Ministry of National Education, Full Education Scholarship covers all expenses of the education of students who study at TED Schools. Apart from Turkish Education Association scholarships, there are also success scholarships awarded by TED Schools.

### **Full Education Scholarship**

With Full Education Scholarship (FES), for which students can qualify following a nationwide centralized test and subsequent interviews conducted at students' homes, not only tuition fees but also the expenses of allowances, shuttles, meals, books, stationery, clothing, and boarding, if the student is a boarder, are compensated. For our students who qualified for the scholarship and study at TED Schools, the scholarship continues to be in effect after they graduate from high school and proceed to university education. On top of that, our system tracks the internship and career trajectories of our graduates at university as well as their processes of finding employment. In FES system, each of our students with the scholarship continues their education as a "Young Torch." Each person and institution who provides financial and moral support to the students is named an "Education Torch." A person who has lent support is registered as an "Individual Education Torch" in the system, whereas an institution who has lent support is registered as an "Institutional Education Torch." In FES system, which has a comprehensive scope and is unlike any other type of scholarship in our country, part of the total expenditure is covered by Education Torches, while the rest is funded by Turkish Education Association. Within this framework, our Association works toward obtaining the resources for the Full Education Scholarship Fund. "10,000 Young Torches, A Brighter Turkey" is a campaign run with this purpose in mind.

### **Full Support Scholarship**

Full Support Scholarship is intended for students who study at public schools and enjoyed success in the Ministry of National Education's High School Admission Exams. Within the scope of this project, students receive academic instruction on top of financial aid and their development is further supported by activities in arts and sports.

Furthermore, once a year in all TED Schools, "Admission to the School and Scholarship Exam", prepared by TED Main Office Assessment and Evaluation Division, is applied to students of grades 4 to 9. The exam is applied at the designated date to all students who study at or would like to register to the school. After the

evaluation process, students receive education scholarships for the following academic year depending on quotas and the decision by the board of directors.

### **TED Athletic Scholarship**

TED Athletic Scholarship helps with the educational process as well as social and cultural development of student athletes who have reached success within their age category but who also struggle financially and supports them in carrying out their athletic pursuits with the collaboration of TED Schools Sports Clubs. This scholarship aims to contribute in the bringing up of young athletes who will in turn help advance sports in Turkey with their athletic endeavors and who are additionally encouraged to continue with their academic education and improve their social and cultural skills with confidence.

## **1.6. Publications**

### **TED Torch Magazine**

A periodical of Turkish Education Association, TED Torch Magazine's first issue was released in December 2006. The magazine aims to introduce the vision, mission, and activities of Turkish Education Association while also shedding light on the world of education with its fresh content and education-centered features, rendering it an important resource. Apart from the educational content, reports on culture and arts, technology, therapy, travel, and current affairs that appear in TED Torch as well as interviews with prominent figures from the worlds of business and arts make for enjoyable reading.

The reading audience of TED Torch comprises students of TED Schools, students' parents, graduates, the school staff, and persons of influence. With a circulation of nearly 30,000, our magazine has been published in e-magazine format since its 18th issue.

### **TED Education and Science Magazine**

One of the distinguished magazines on education since 1976, Ted Education and Science Magazine has operated as an affiliate of TEDMEM since 2014. TED Education and Science publishes four issues per year. Since 2014, two special issues have started to be published every year with prior announcement. The themes explored in the special issues are selected in light of the needs and problems of and current discussions around education in order to provide support for the conducting of research that could assume an influential role in the field of education.

TED Education and Science boasts the vision of serving to build an education system where all children and individuals in our country and in the wider world can lead happy lives and be equipped with the knowledge and skills that every individual needs to possess. TED Education and Science seeks to provide suggestions that could lead to concrete solutions in every area in need of advancement at all levels from preschool to higher education and to support the development of educational practices. It also serves to spread academic research that could help boost the professional development of teachers and academics.

## **COMMITTED**

CommitTED magazine is one of the projects that aim to conflate TED Schools' work in English language teaching and the identity of Turkish Education Association as a civil society organization.

The goal of the magazine, which comprises works by middle school senior year and high school students in TED Schools, is to boost our students' capacity for higher-level thinking exemplified by research, conducting analyses / syntheses, evaluation, and creation. Another goal is to create for them a platform where they have a reason to write in English and where they can investigate global problems, raise discussion points, and produce original thought.

The name CommitTED holds special significance in that it represents the inseparable bond between Turkish Education Association and TED students.

### **1.7. Projects**

Turkish Education Association creates, implements, and administers authentic projects in the field of education at all levels from preschool to higher education with a high sense of civic responsibility and in collaboration with national and international organizations. The projects it develops and carries out in its capacity as a civil society organization have two underlying objectives:

- To develop children's social, cultural, and athletic skills.
- To make financial and scientific contributions to children's lives

Deriving from that, Turkish Education Association is open to talks and collaboration with all persons and organizations in agreement with its mission and vision about the prospect of a project.

- Youth Innovative Entrepreneurship Project
- Virtual Classroom Project



- Turkish Youth Learn English (TYLE) Project
- Access Civic Responsibility Project
- Access, Access Graduates ve TYLE Summer Camps
- Access Outside Classroom Activity
- Technical Assistance on the Continuation of the Jean Monnet Scholarship Program
- Classroom of the Future Project
- Improving the Quality of Education - Success is Everywhere Project
- Shields of Education: Our Teachers Project
- An Equal Future Project
- Our Folk Songs and Their Stories Project
- A Healthy Future with Education

### **1.8. TEDMEM**

TEDMEM, founded on 27 November 2012 in accordance with the vision and mission of Turkish Education Association, is an independent think tank that aims to produce evidence-backed research data, thought, publications, and projects for the education system and make the results public.

TEDMEM views decision makers, administrators, teachers, educational institutions, civil society organizations, academicians, and representatives of the private sector as valued constituents and plays an influential role through its active endeavors in not only elucidating the current problems in education but also determining the agenda of the world of education.

Our aim is to provide our services to help all the children in this country have a happier future. TEDMEM seeks to go beyond the commonplace templates of knowledge and thought in education policies while performing this service. It espouses an approach that focuses not just on the present but also the future in the work it does.

The work performed by TEDMEM aims to present innovative suggestions in a constructive manner as solutions to the problems of education, and contribute to the formulation of education policies and the development of education system.

## **2. GENERAL INFORMATION**

## **2.1. Academic Year**

The duration of the academic year is determined by the Ministry of National Education in the form of a working schedule prepared annually provided that it is not less than 180 working days. Our school's working schedule is published at the beginning of each year on our website and in this way is announced to the parents.

## **2.2. Academic Program**

At our school, lessons determined by the Ministry of National Education, enhanced by the curriculum unique to TED with its academic and extracurricular programs, are taught.

In accordance with our mission, English language teaching within our bilingual education program unique to TED holds special significance for our school.

Lessons of drama, chess, and dance are included in our program for primary school to help our students express themselves and recognize and display their talents and competencies.

Our lesson schedule is prepared to total 40 lesson hours per week with a full day of instruction every day. The daily timetable and weekly lesson schedule are shared with the students and parents over K12 at the beginning of each year and are published on our school website.

## **2.3. Evaluation of Student Success**

In our 1st, 2nd, and 3rd grade classes, grade-based assessment and evaluation tools such as exams are not implemented; evaluations are made based on the criteria of learning outcome evaluation determined by the regulations of the Ministry of National Education.

Starting with 4th grade, exam evaluations are implemented. Students' success is appraised based on marks scored in exams and, if available, projects and tasks directed at determining student performance. Tasks directed at determining student performance consist of participation in lessons and activities and performance assignments. Students are obligated to be present at lessons, laboratory work, and exams, and to do their homework and projects.

Exams and tasks directed at determining student performance are evaluated out of a full score of a 100. The evaluation results are recorded in teachers' grade books as points and are then converted into grades

and registered into report cards. The grade equivalents of the points and their indicators are presented below.

<b>POINT</b>	<b>GRADE</b>	<b>INDICATOR</b>
85 -100	5	Excellent
70 - 84	4	Good
55 - 69	3	Average
45 - 54	2	Passing
0 - 44	1	Failing

The end of term point, end of year point, and end of year success point are determined out of a full score of 100 points, while the end of term grade and end of year grade are determined according to the out-of-5 grading system as specified by the regulations.

The end of term point for a subject is determined by taking the arithmetic mean of the scores attained from tasks directed at determining student performance and, if available, projects, and the aggregate score attained from the exams.

Students are given a report card / progress report card at the end of each term. The report card displays students' success in the subjects, evaluation results regarding their personal and social skills, their social activities, and their attendance to school.

For classes where the assessment and evaluation process is tracked using exam scores, a subject's end of year point is the arithmetic mean of the first and second term's end of term points. A subject's end of year grade is the arithmetic mean of the first and second term's end of term grades. When calculating the arithmetic mean for the end of term scores, the division operation is carried two decimal places. Fractions that equal or are greater than half are rounded when calculating the end of year grade. Students receive a MEB (Ministry) / Progress Report Card at the end of each term. Homeroom teachers hand out the report cards in the final period following a motivational speech in which they laud the students' efforts. Parents are not present in the classroom during the dispensing of the report cards; they can be admitted into the classroom once the students have left should they wish to see the teacher or take pictures with them.

Since report cards are classified as official documents, requests for their delivery to home address cannot be granted; they can be handed in to a parent or a person who comes to collect the student at school

dismissal. Report cards not collected can be delivered by an administrator on duty or an assistant to parents who visit the school during the holiday.

Progress report cards, delivered before midterm breaks, are published electronically. Starting with 4th grade, provided that the point averages do not fall below 55 for Turkish and 45 for other subjects, those who score a grade point average between 70 - 84.99 for all subjects are awarded with a Certificate of Recognition, and those who score a grade point average over 85 for all subjects are awarded with a Certificate of Commendation.

#### **2.4. Supporting Activities**

All supporting activities carried out in our school take place with the collaboration of teachers, homeroom teachers, academic coordinators, the counseling service, and the school administration.

Students who require academic support are determined following observations and written evaluations conducted by relevant teachers. These students are tutored within class hours by teachers who collect them from their classroom.

Guidance and Psychological Counseling Service carries out its individual and/or group work with students who require it.

Students who miss school because of sickness or personal reasons have any gaps that might occur in their studies tracked by homeroom teachers / counseling teachers and their academic loss compensated while contact with the family is maintained.

The school rules in their entirety apply to these activities and students who disobey the rules might lose their right to continue with the activities.

#### **2.5. Exams**

- Apart from the common exams prepared by the teachers in each department and administered to all classes, TED Assessment and Evaluation Division's own Tracking Exams, Fundamental Skills Applications, LEE - EYE (Level Exit Exam - End of the Year Exam) and unannounced pop quizzes are also applied at school.
- Additional exam applications are administered to students preparing for national exams.
- For all mandatory subjects, assessment and evaluation applications in accordance with the Ministry of National Education's Primary and Secondary School Regulations are carried out.

- Dates for common exams are set by the departments and the exam schedule is shared with students over K12. There can be no more than two written exams on the same day.
- Teachers announce the exam results to the students within the legally determined period, and they go over the mistakes made in the exam. The exam papers are handed out to the students for them to look over, and then taken back and stored safely. Exam papers are not sent home due to regulations.
- The student needs to have a valid excuse in order to sit an exam at another date.
- The parent of a student who did not sit an exam or failed to submit a project on time for any reason is obligated to notify the relevant vice principal of the student's excuse in writing within five days at latest. If the non-attendance of the student is due to a health problem, it must be documented in the form of a doctor's report.
- The student whose excuse has been accepted sits a make-up exam at a date to be determined by their class teacher. They submit their project at the newly specified time.
- Students who miss an exam or fail to submit their project to their teacher at the specified time without a valid excuse are not given the grade zero (0), but these factors are included in the aggregate score while taking the arithmetic mean.
- Students who cheat have their exam annulled and left ungraded. But it is included in the number of exams while calculating the end of term grade and taking the arithmetic mean.
- Students who are sick must contact the relevant vice principal in the event that they wish to be at school for the sole purpose of sitting an exam.

## **2.6. Homework**

Our school, as guided by our mission, aims to raise individuals who research, question, analyze, produce, shows interest and curiosity towards new information, and in this context values homework.

Homework helps students to;

- Improve their sense of responsibility,

- Reinforce their comprehension of the day's lessons,
- Acquire the habit of individual study,
- Underpin their knowledge within the process of instruction,
- Use information technologies,
- Arrive to class having made preparations.

Homework assignments are given based on grade levels and the features of the subject while taking into consideration an apt allocation of time. These homework assignments involve reinforcement of what is learned on that day through revision, or research that helps students come to class prepared. Students' families should *support and supervise* the homework process and continue to act in collaboration with the teachers. Homework assignments should not be done by the families themselves since that would impede the development of the student who would come to rely on their family to do their work for them.

Homework assignments are regularly checked by teachers and their status is shared over K12 Net Student Parent Information System. Students who did not attend that day can track their homework over K12 Net system and they bear the responsibility to do so. Corrective action is taken for students who have turned neglecting their homework duties into a habit, and their parents are informed in such cases.

### **3. SCHOOL RULES**

School rules are imparted to students by the relevant vice principal at the beginning of the school year. Starting with first grade, all the precautions are taken by the school to ensure that students take responsibility and adapt to social rules. On certain instances, parents are notified by teachers or the counseling unit to have the groundwork laid for collaborative action.

Rewards and penalizing measures are not the main tools to establish behavior; positive behavior should be reinforced by a warm verbal approach, students should be helped in coordination with the counseling unit in maintaining self-control, and support should be provided for positive behavior to be acquired in tandem with the development of skills for problem solving and obtaining help.

For behaviors that persist and remain unimproved, the student's age and type of behavior are taken into account, and the Behavior Evaluation Committee for the middle school level, or the Disciplinary

Committee for the high school level congregate and take action when the situation calls for it. The decisions reached by the committees are shared with the students and the parents.

### **3.1. Flag Ceremony**

Respect for the Turkish flag, national values, and to the country is paramount in flag ceremonies. The working week starts on Monday with the flag ceremony, and ends on Friday with the flag ceremony. All administrators, teachers, and students are obligated to attend the flag ceremony and to obey the ceremonial customs. Students may not be collected from school right before the flag ceremony (in the final period).

### **3.2. Dress Code**

All students have to come to school dressed in the school uniform. On days with Physical Education lessons, they can arrive dressed in their P.E. kit. Should they wish to, our students can keep wearing the skirts / trousers from an older edition of the uniform into the following academic year. School uniforms, categorized according to age and grade level, can be found on <https://www.teddukan.com.tr> under the heading TED Üsküdar College.

### **3.3. General Expectations About Outward Appearance**

Our students are expected to refrain from wearing dangling earrings, nail polish, makeup, or dyeing their hair. Students' fingernails should be kept clean and trim as befits their age development. Students may wear socks and shoes that accompany their school uniform. Training or LED shoes are prohibited. Boy and girl students have to wear their hair combed back in a way to prevent it from hanging in front of their eyes to ensure hygiene, and long hair has to be tied back.

### **3.4. School Hours - Tardiness**

School buses arrive at school at 08.10 at the latest. Students arriving with private vehicles also have to be at school by 08.10. Classes at our school start at 8.20. Students are expected to have their required class material prepared by the time the school bell rings.

Students who arrive at school after 08.30 are sent to the office of the relevant vice principal before being admitted into class, and they enter the classroom with an admission slip that they got from the vice principal. A meeting is arranged with the parents of a student who came in tardy three times. Students arriving at school later than 08.30 are not admitted into the classroom. They join their class after the first period.

Students late for class are sent to the office of the relevant vice principal by the teacher in the classroom. The vice principal decides if the student's excuse is valid or not after listening to them, and sends them into the classroom with a "tardiness slip".

Students are admitted into class with an "admission slip" that they receive from the relevant teacher if the tardiness is caused by another lesson or an activity, or from the psychological counselor if they were at the Guidance and Psychological Counseling unit, or from the health personnel if they were at the infirmary. The break time is a period for students to tend to their personal needs and prepare for the next lesson.

### **3.5. Attendance/Nonattendance to School**

Attendance to school is paramount at every grade level. In the event of sickness, a doctor's report has to be obtained and shared with the school administration. A student present in the first period but absent in the following periods is declared absent for a half-day. In case of nonattendance for more than one day, the parents should contact the school. The parents notify the school and the homeroom teacher about the reason for nonattendance over K12. For nonattending students on an exam day, the parents have to apply to school with a doctor's report or an excuse note so the student may sit the exam.

### **3.6. Early Leave from School**

If school health personnel confirms that a student is unable due to health reasons to attend class during the day, the parents are notified and asked to collect the student from the school. For students who need to leave school due to a health problem or an emergency during class hours, a permission note has to be taken from the school administration. Students without a permission note are not allowed to leave the school premises.



Since it would interrupt the student's education to have a doctor's appointment during the day, appointments should be made outside school hours. If the student has to take early leave out of necessity, they are not excused from class but instead are told to wait until the end of the lesson.

### **3.7. Other Matters**

Aside from the designated activities in our school, celebrations, parties, or events of a similar sort are not held. On special days such as Teachers' Day and birthdays, gifts are absolutely not accepted apart from humble presents such as flowers, cards, or artwork done by a student themselves.

Food and drinks brought from the outside by a student to share with their schoolmates are not allowed due to pandemic conditions and possible allergies.

## **4. STUDENT LOCKERS**

Students are assigned a locker of their own at the beginning of each academic year. Student lockers do not come with locks. Students may only store educational and instructional material in their lockers. The student themselves is responsible for their locker's safety. It is expected that lockers are used with care, and in the case of damage to a locker, the expenses will be covered by the student using the locker.

## **5. LOST PROPERTY**

Parents should write in ink the name and class of the student on every item the student uses in school to prevent it from getting lost or mixed up with another student's. Lost items found are stored in the lost property locker. Items found are submitted to the cleaning staff at the end of the day to be placed in this locker. Property with a name written on it is delivered to the relevant student under the supervision of the cleaning staff.

During general parent meetings, the items in these lockers are displayed on shelves and hangers, and this way parents are given the chance to check and see. All lost property not claimed by its owner by the end of the year is delivered to those in need determined by the School Parent Association. Students who have lost their property are assisted in their checking with their schoolmates and looking for it in the right places in the school, but a general announcement to the parents is not made.

## 6. PARENT INFORMATION MEETINGS

The triad of student, school, and family plays a vital role in our system of education-instruction. Communication between school and family is continuously supported for the purpose of achieving a coherent whole in our students' academic, emotional, and psychosocial development. Based on this principle, the following meetings are organized at our school.

- **Parent Orientation Meetings:** At the beginning of the academic year, these meetings are held collectively at every grade level to inform parents.
- **Parent Teacher Individual Meetings:** At the beginning of the year, parents are sent a timetable showing individual meeting hours. The parents can meet the teachers according to their meeting hours specified by the timetable by making an appointment over the system. These meetings are suspended in the week before the report cards are delivered and the one after.
- **Parent Teacher Meetings Following the Midterm Report Card:** After the delivery of the midterm report cards, parents are invited to school for a discussion about their child's performance. In these meetings, parents who make an appointment over the system get the opportunity to meet every teacher in an individual setting.
- **Classroom Meetings:** Twice a year, information meetings are held with the participation of homeroom teachers, teachers of the main subjects, and foreign language teachers to impart general information about the work planned, the topics covered, and expectations from the students.

- **Guidance and Psychological Counseling Meetings:** These are meetings held by psychological counselors to share with the parents the students' emotional, psychological, and social development. Parents may also make an appointment when they feel is needed to meet and talk to the psychological counselor of the student.
- **School Administration Meetings:** The school administration might invite parents to school for a meeting when they feel is necessary, while parents themselves can come to school to meet the administration when they wish by making an appointment.

## **7. ACTIVITIES TO SUPPORT EDUCATION AND INSTRUCTION**

### **7.1. Club Activities**

In the club hours within the weekly lesson schedule, administered for middle school and high school students, students take part in club activities developed considering the characteristics of their age group. These activities, of a scientific, social, cultural, artistic, or athletic nature, are held with the intention of improving the students' confidence, sense of responsibility, and skills and generating new avenues of interest for them.

At the beginning of each academic year a Club Showcase Day is held where club advisors and trainers introduce their respective clubs and students are asked to enter their choices over K12. Based on these choices, students are then registered to the clubs. Attendance to club hours is mandatory, and school rules continue to apply during club activities. The course of a club may run a half year or a full year depending on its nature. Students who have picked a full year course club have to continue with the same club during the second semester.

### **7.2. Field Trips**

Throughout the academic year, our school organizes field trips with academic, cultural, and social work purposes. These are day trips pertinent to the school curriculum aiming for students to learn through

observation and experience, visits to certain institutions within the city aiming to provide social support, and other community-oriented trips.

- The school covers the expenses of the trip plus miscellaneous expenses for the trips in the city. On trips out-of-town or abroad with lodging, the expenses of the trip are covered by the parents of the student who wishes to attend. Our students must keep in mind during the trips that they represent the school there and must act in accordance with the school rules.
- Our school has a Crisis Intervention Team assembled in order to overcome a possible crisis situation. Crisis intervention plans prepared by this team are updated at the beginning of each academic year and shared with the entire staff. Building evacuation drills are performed in regular intervals, the first one of which being a short while after the school opens. How to act during building evacuation, the locations of school exit doors, and assembly areas are taught during the drills. During these regularly performed drills, students and staff get a firm grasp on how to act when the situation calls for the evacuation of the building.

## **8. EMERGENCY SITUATIONS AND CRISIS INTERVENTION**

TED Üsküdar College Crisis Intervention Team was assembled in order to overcome a possible crisis situation . Crisis intervention plans prepared by this team are updated at the beginning of each academic year and shared with the entire staff. Building evacuation drills are performed in regular intervals, the first one of which being a short while after the school opens. How to act during building evacuation, the locations of school exit doors, and assembly areas are taught during the drills. During these regularly performed drills, students and staff get a firm grasp on how to act when the situation calls for the evacuation of the building. Plans prepared by Crisis Intervention team are published on the school website.

## **9. SCHOOL UNITS**

### **9.1 Guidance and Psychological Counseling Unit**

Our school's Guidance and Psychological Counseling Unit provides its services to students, teachers, and parents to help the individual know themselves and their environment, continue their development in every avenue, form healthy relationships, make independent decisions, display the talents and potential they

possess and actualize themselves. Guidance and Psychological Counseling Unit performs its work based on the items below. Guidance Unit parent meetings are held after an appointment is made with psychological counselors.

#### **For Students**

- Orientation
- Self-Knowing Activities
- Counseling Sessions (Individual and Group)
- Tracking of Developmental Areas
- Conference and Seminar Events

#### **For Parents**

- Orientation
- Self-Knowing Activities
- Parental Counseling Sessions
- Conference and Seminar Events
- Information Through Bulletins

#### **For Teachers**

- Orientation
- Supporting Activities for Class Guidance Teachers
- In-Service Training Activities

### **9.2. Assessment and Evaluation Unit**

Assessment and Evaluation Unit supports students who might benefit from developing their cognitive skills with individual and group activities. Our psychological counselors and teachers act in coordination to perform their work and provide the necessary guidance by imparting the information about the activities for the parents of our students around whom the work revolves. Assessment and Evaluation Unit is responsible for carrying out a systematic process where pertinent data used to determine the efficacy of teaching and learning are collected and interpreted. The unit aims to identify students' present knowledge and skills, help shape the instruction program, examine the process at the stage of achieving the

acquisitions laid out in the program by students, and provide data to identify the ultimate level reached by students by the end of instruction.

At TED Üsküdar College, students' development in scientific, affective, and psychomotor terms is systematically and objectively followed, and parents are regularly informed through electronic media and arrangement of meetings.

Traditional assessment and evaluation methods (tests, written and oral exams) in the way that fits their purpose along with alternative assessment and evaluation methods (projects, performance assignments, portfolios, etc.) tailored to students' individual characteristics are applied at our school.

Students' academic development is also tracked by centralized exams prepared and evaluated by TED Main Office.

### **9.3. Program Development Unit**

Turkish Education Association composes its unique lesson programs to improve the quality of education at its schools and prepares suitable supportive material. TED Schools boast a set of 65 main and supportive textbooks published by Turkish Education Association along with teacher's guidebooks for certain subjects. On top of all this output, The Association produces material pertinent to the application of education and instruction programs, thus supporting the teachers and experts employed by TED Schools.

### **9.4. Department of Arts Culture and Sports**

Aside from its instruction programs, TED Üsküdar College provides every opportunity in cultural, social, scientific, artistic, and athletic fields intended for developing a sense of confidence and responsibility in students, creating for them new areas of interest, and prompting them to espouse national, ethical, moral, humanistic, and cultural values. In this context, art and sport events and social activities, and themes like environmental awareness and health consciousness, take place and are expressed in association with instruction programs. Performance measurement to discover students' interests and talents is done from an early age and repeated throughout the process to track the student's physical/sensory development. Thus, each student is guided purposefully toward areas for which they possess a talent.

Our school fully supports all activities that brings out and develops our students' talents, and provides them the opportunity to participate in theater, poetry, sculpture, ceramics, dance, music, and folkloric dancing practices, improve themselves in these avenues, and exhibit the work they have created.

#### **9.4.1. Music Rooms**

Music lessons are treated as their own separate subject starting with 4th grade to help our students to improve their power of musical expression and creativity, play the instrument they have picked in accordance with their own interests and talent with the right technique, and have an experience in performing. Our students pick one of the branches of music presented by music teachers and continue their musical education within that branch.

Our music room is free to be used on the specified days and break times for students who wish to conduct individual music practice. During lunch breaks, practices for choir, orff instruments, rhythm instruments, and orchestra are carried out.

#### **9.4.2. Visual Arts Workshops**

There are two Visual Art Workshops in our school. Students are free to use the workshops during the specified break times announced to them.

#### **9.4.3 Sports Areas and Activities**

There are indoor and outdoor sports areas and a swimming pool in our school.

- **School Sporting Activities**

Interclass games organized by the Physical Education Department make our students experience (in branches such as volleyball, soccer, table tennis, etc.) the feeling of friendly competition and the thrill of winning and losing.

- **School Teams**

Our school teams in various branches of sports carry out their practices under the supervision of experienced trainers. The assembled school teams perform training sessions on specified days throughout the year in a manner that does not interrupt education and instruction and represent our school in official and friendly contests.

- **Outside of School Activities**

Weekend sports school activities, term break ski camps, or boarding summer camps may be organized by the school administration. An arranged organization is announced to parents over mail and may be joined by all students.

### **9.5. Science and Technology Laboratories**

There are Science and Technology laboratories along with a 3D laboratory in our school. Our laboratories are fully equipped and built in accordance with TED Schools criteria. There are also online projectors and video and smartboard equipment to assist visual learning. In the 3D lab, students get the chance to experience experiments and presentations that they cannot actively observe in a class or lab environment through the use of 3D animation and simulation technology as if happening in their real setting. 3-dimensional materials and activities in Turkish and English prepared for Science, Social Studies, and Math subjects are applied in the 3D laboratory under the supervision of the teacher.

#### **Science and Technology Laboratory Rules**

- Students may only enter the labs accompanied by their teacher.
- Students are divided into small working groups at the experiment desks.
- Wiring for electricity and water is operated from teacher's main control center for student safety.
- Bringing food items into the labs is prohibited.

### **9.6. Informatics Laboratories**

Our school boasts fully equipped informatics laboratories for students' use. In Information Technologies lessons, our students carry out Informatics Literacy, Coding, 3-Dimensional Design, Basic Electronics Knowledge, Lego Robotics, and STEM activities in a fun environment. Along with topics such as Use of Office Programs, Internet Security and Ethics, Digital Citizenship, Research and Presentation Techniques, Multimedia Design, Programming, 3-Dimensional Design, Mobile Application Development covered, these labs are also where work on Electronic Circuit Programming, Arduino, and Robotics and Maker is conducted



with the required technical supplies brought into the lab. Our labs are free for students to use outside class hours during specified lunch breaks under teacher supervision.

### **Informatics Laboratory Rules**

- Students cannot use the lab without teacher supervision.
- Food and drinks are not allowed in the lab.
- Student user name and passwords are individual specific and cannot be used by another person.
- Students sit in the seats assigned by the teacher during class.
- Students may only log onto the internet with the teacher's permission and supervision.
- Students may not use technical materials / technological devices without the teacher's permission.

### **9.7 Library**

TED Üsküdar College Primary and High School buildings house libraries for the purpose of making an effective contribution to the education and instruction programs, ensuring that students make the best use of their time not only during but also outside class hours, and providing all kinds of sources of information to enhance the faculty of thinking and satisfy the need for knowledge. Sources found in the libraries are sorted according to the Dewey Decimal Classification System and stored onto shelves according to the open shelf system that allows users to conduct research on their own. Our libraries are available for the use of students and teachers every weekday between the hours 08.00 - 17.00

#### **Library Rules**

- Students may access the library's sources sorted according to the open shelf system directly through the library's automation system or by asking the assistance of the library teacher.
- Students must take care not to harm any property inside the library, especially the books, and must notify the library teacher about any misuse of property or books.
- Students must work in silence inside the library.
- Students must avoid any behavior that may prove disturbing to others.
- Students are responsible for the books they borrow. On no account must they give a book they have borrowed to someone else. They must return the books to the library on time.

## **9.8 Health**

Our school possesses an infirmary equipped for first aid intervention and monitoring which provides services during school hours.

### **Provision of Health Services**

- A student with a health problem is directed to the infirmary with the knowledge of the relevant vice principal or teacher. In a situation of emergency, the student may directly apply to the infirmary.
- The health personnel in the infirmary receives the student and performs the first examination and intervention based on their complaint.
- The health personnel may ask the school doctor to examine the student when the situation calls for it.
- If the student is able to keep attending lessons, they take an admission slip from the infirmary and join the class.
- Students unable to attend lessons are held under observation for a while.
- In instances of a persistent affliction or serious injury, which require further examination, treatment, or long-term convalescence, the student's parents are contacted and informed, and asked to collect the student from the school if necessary. A document of leave signed by the health personnel and the vice principal is prepared for exiting school.
- In emergency situations where the arrival of a parent cannot be waited for, the patient/injured, with the attendance of the school nurse and the consent of the parent taken over the phone, is transported to the nearest health institute, by calling an ambulance when necessary.

### **Medical Records**

- Each student is asked during first registration to school to fill the "Health Information Form" and for that information to be updated each year. It is within the parents' responsibility to get down all the information in its entirety to ensure that approach toward the student is correct and healthy.

- It is also imperative that any significant change in the student's health status throughout the year is reported to the infirmary and the school administration via e-mail.
- Students with a serious affliction are reported about their condition to the relevant units within school by the school administration.

#### **Rules on Administering Medication**

- Velilerden, gerekli hallerde “özel sağlık durumu olan öğrenciler” veya “sürekli ilaç kullanması gereken öğrenciler” için hazırlanmış formları doldurmaları istenir. Parents are asked in cases where necessary to fill in forms prepared for "students with a distinct health condition" and "students who need to regularly take medication."
- For short term afflictions, parents should notify the relevant health personnel and the school administration over K12 about the use of medication they want administered in school in order to avoid any mistake, and the medication to be administered has to be delivered carrying the school medication label given during the orientation period.
- In the event that a student gets sick at school, the information on the health form is taken into account if medication needs to be administered at the infirmary. In situations where necessary, the parents are called.

#### **Vaccinations and Contagious Diseases**

- The vaccination calendar applied at our school is carried out in accordance with the program set by the Ministry of Health. All vaccination applications are carried out by teams assigned by Üsküdar Health Group Presidency, under the supervision of their own doctors. All vaccinations and tests are announced to the parents beforehand and applied only with their written consent.
- In the event of a contagious disease, the situation is announced to parents via mail with the knowledge of the school doctor and the school administration
- To avoid contagions, routine hair checks are performed by the health unit in our school.
- Students who are found to have lice or nits are sent home after a call to their parents. The student waits in the infirmary until their parents arrive.
- To avoid a contagion inside school and protect students at risk, the unwell student is asked to be hastily taken from school. It is important for maintaining school health for the parents not to send the student back to school before they fully recuperate.
- It may be requested by the school administration that the other students in the particular classroom undergo the necessary examinations to restrain any contagion.

- Prevention measures related to the Covid-19 process are taken in accordance with the declarations by the Ministry of Health.

### **Instructive Activities**

The school health unit, following a yearly plan, conducts instructions in collaboration with the education staff on subjects such as personal hygiene, healthy diet, contagious diseases, and first aid, and offers counseling services.

### **Environmental Health**

- Inside and around the school, conditions that may have a negative impact on the health of students and employees are routinely checked and commands are issued to the relevant units to eliminate any problem.
- The utility water and drinking water in our school periodically undergo the necessary inspections, and the cleaning and maintenance of the drinking fountains and the water storage units and tanks are performed by the authorized firms.
- The school doctor also checks the results of the periodical examinations of school staff including the kitchen personnel.

### **Infirmary Rules**

- In non-emergency situations, take care to visit the infirmary during break times.
- The infirmary must not be occupied without a valid reason; the administration of medication or treatment that the health personnel does not deem necessary must not be requested.
- The beds in the infirmary are for monitoring purposes and cannot be used for rest, sleep, etc.
- Silence in and cleanliness of the infirmary are maintained.
- Food and drinks cannot be brought into the infirmary.

## **9.9. Food Services**

No external contractor firm is hired to provide the meals. The monthly meal menu is determined in meetings attended by the school doctor, the working dietician, and the school administration. Each menu comes with four courses plus the salad bar.

### **Cafeteria Rules**

- Students arrive at the cafeteria led by the teacher of the lesson before lunch.
- All students eat the food served them at the tables assigned to their class.
- Students with a documented allergy or condition may bring their own food from home provided they present their doctor's report to the school administration.
- Students wait in line in a quiet and orderly manner and do not attempt to cut in line.
- No talking loudly in the cafeteria.
- The code of cleanliness is obeyed in the cafeteria; littering is not allowed.
- Classes realign their chairs before exiting the cafeteria.
- Students are expected to behave in a manner that observes the cafeteria rules and upholds TED culture.

### **9.10 School Shuttles**

Students benefit from the school shuttle service as outlined by the principles of "School Shuttle Service Regulations." Every neighborhood housing an enough number of students is assigned a shuttle. The routes of the vehicles are determined based on the home addresses of the students. Shuttles may not deviate from the said route.

It is mandatory for each shuttle to employ a bus monitor. The driver may not engage in a phone conversation while the vehicle is running to ensure the safety of all students. All matters regarding a student during shuttle hours is communicated via the bus monitor.

### **Shuttle Rules**

As the time spent in the shuttles count as a continuation of the school day, students must act according to the school rules.

- Students must be ready in the morning at the determined place and time to board the shuttle.
- Students must respect the driver and the monitor and must not distract the driver while the vehicle is running. Warnings by the driver and the monitor must be heeded.

- Shuttles must be boarded and unboarded in an orderly fashion. One must not cross in front of the bus while boarding or unboarding.
- Safety belts must not be unfastened during the ride.
- In times when the shuttle is stopped or running, students must not behave in a manner that would put themselves in danger or disturb those around them.
- Students are not allowed to make the bus stop and get off and shop during transportation.
- The shuttle must be kept clean and free of litter.
- One may use technological devices such as an Ipad, smartphone, Ipod, etc. provided it is done in a manner that does not disturb others.
- Should a student not obey the shuttle rules, the bus company communicates the situation to the relevant vice principal. The vice principal warns the student in question. Should the student persist in their behavior, their parents are contacted.
- All decisions taken by the Ministry of Health with respect to Covid-19 are applied by the bus company. All necessary precautions are taken properly.

#### **Veliden Beklentiler**

- Parents should make the request to use the shuttles to the bus company one week prior to when the school begins at the latest.
- Parents inform the bus company as to who will hand over the student in the morning and who will collect them in the evening the day before the school begins.
- It is imperative for the parents to take the student to the pick-up spot at the set time and collect them on the ride back.
- A student who is not ready on time will not be waited for. The bus monitor does not ring the bell of the house either on departure or on arrival, nor do they call on the phone.
- For students who are late, their transportation from home to school or from school to home is the parents' responsibility.
- Parents should not contact the driver and instead make their requests to the bus monitor during travel times in the morning and in the evening when the students are being transported to avoid putting the security of all students in danger.
- Parents may contact the relevant drivers about matters that concern their child outside the morning and evening travel times when students are being transported.

- Parents may not directly interfere with the seating plan inside the shuttle or the relationship between the students, and they may not express themselves in a way to physically or emotionally harm the driver and/or the monitor or any student in front of the other students.
- Parents should voice all their requests, opinions, and expectations about the shuttle service to the relevant vice principal or the School Shuttle Director appointed by the bus company.
- Changes in the residential address are to be conveyed by the parents to the bus company two weeks ahead of time at the latest.
- Parents are to give their child the necessary warning in the event that the student disobeys the shuttle rules.
- For students who will not use the shuttle to arrive at school on a particular morning, the bus monitor should be notified about the situation before pick-up time.
- For a student who would like to board a different shuttle than their own at school dismissal or would require a different pick-up/drop-off spot, the parents discuss the seat availability with the driver and on the condition that there are available seats on that particular shuttle, the permission is granted. The final situation on the matter should be communicated to the relevant vice principal over the phone or email by 14.30 at the latest.

### **9.11. Security**

A special card is issued by the school administration for persons (a private driver, a parent, a relative, a caretaker, etc.) who will collect a student from school on a regular basis with the photos of the student and the person to collect them. The security guard inspects the card of the person there to collect the student and grants permission. The parents should write a petition to the school administration to inform them and send a photocopy of the identity card and a photo of the person to collect the student. If the person to collect the student varies on a single occasion or regularly, the parents must definitely inform the school administration over K12.

- Security services at the school are carried out by the school, and security guards work around the clock. Security patrolling is performed every hour for 24 hours. Security controls are recorded by digital security systems. Inside the school building and in the school yard, the necessary monitoring work is performed by cameras.

- School shuttles enter the school yard and boarding and unboarding operations are performed accompanied by the security guards.
- Visits by parents, even with an appointment, absolutely must get confirmation, after which security hands them a visitor card. The card must be carried in a visible manner during stay in the school.
- There are lists with the names of all students and parents written in the security booth. In suspicious instances, security guards compare the parent's identification with the information related to the student before proceeding.

## **10. SCHOOL PARENT COMMUNICATION**

### **10.1. School Parent Association (SPA)**

School Parent Association, of which school administrators, teachers, and parents are natural members, consists of General Assembly, Board of Directors, and Supervisory Board. General Assembly, comprising all parents, convenes each year by the end of October at the latest and elects the members from the parents who volunteer to Board of Directors and Supervisory Board. School Parent Association works to establish communication and collaboration between the parents and the school, to support activities for improving education-instruction, and to assist the school in organizing certain events outside school.

### **10.2. School Parent Communication**

Apart from letters written by the school administration for the purpose of information, school-parent communication transpires in ways stated below.

- **e-mail**

In the days when printed communication has diminished and electronic correspondence has become widespread, communication with parents is mostly conducted via **e-mail**. All parents are expected to declare their e-mail address to the school and provide an update when there is a change.

- **K12**



K12 is a student-parent communication network that we use to share homework, announcements, lesson schedules, attendance and non-attendance, exam results, and education materials. This sharing network can be accessed with the username and password assigned to each student and parent.

- **Phone**

In situations when urgent contact is needed, the parents are contacted directly over the phone. Thus, it is paramount that parents keep their phone information registered at school updated.

- **SMS**

In situations when parents need to be informed quickly, short text messages are sent to their phones. Keeping phone information updated helps in this case as well for this communication channel to work properly.

- **Website**

Parents can reach general information and announcements about the school and over our website.