MEF INTERNATIONAL SCHOOL

ADMISSIONS POLICY

Statement of Aim

At MEF International School, we foster a diverse, inclusive, and nurturing community by welcoming students from various ethnic backgrounds, beliefs, and nationalities. Our admissions policy provides a comprehensive framework to ensure that we admit students who will thrive within our academic and extracurricular programs. We focus on holistic development, ensuring our students benefit from our resources and support for their emotional, social, physical, and cognitive growth. This reflects our mission of *"inspiring, nurturing, and challenging learners to realize their unique potential."*

Rationale

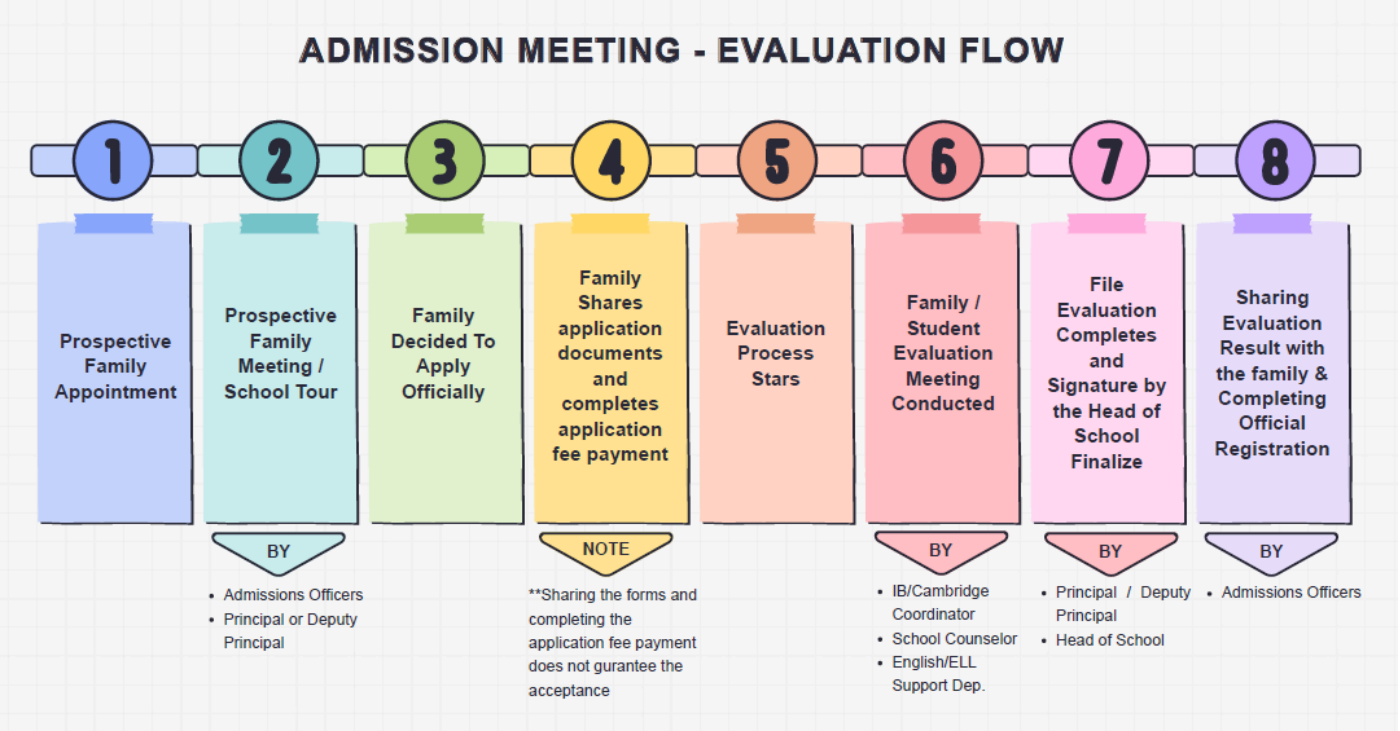
In alignment with our **mission** and **vision**, parents seeking admission for their children must share the school's commitment to academic excellence, social development, and emotional well-being. Admission decisions are based on the applicant's best interests, the needs of the overall student body, Ministry of Education regulations, and MEF IS admission procedures. The School Principal, in consultation with the Head of School, ratifies final decisions, particularly for non-standard cases, ensuring that each student can thrive within our educational framework.

Admissions Process

1. **Initial Inquiry and School Visit**
   Families should contact the Admissions Officer to verify eligibility, schedule a visit to explore the school's facilities, and discuss the school's **mission, vision, and guiding principles**. This ensures that prospective families understand the school's values and approach to education.
2. **Application Submission**
   During the application process, families must provide official academic records, a confidential reference form, and other relevant documents from previous schools. Parents must disclose any special learning needs, English language proficiency, and health or learning disabilities during registration to ensure appropriate support. Failure to provide complete information may result in forfeited enrollment.
3. **Academic and Behavioral Requirements**
   Students must demonstrate satisfactory academic performance in their previous schools. For admission to Secondary School (Grades 6-12), a minimum GPA equivalent of 60% is required. Enrollment implies understanding and acceptance of all MEF IS policies by both students and parents.
4. **Financial Requirements**
   A non-refundable application fee is required for each application. Placement and tuition fees should

be paid after admission confirmation. If admission is not approved, payment will be refunded, minus bank service charges.

5. **Inclusivity and Equity**
   In line with our **guiding principles** of **diversity** and **internationalism**, no single enrollment should negatively impact other students, ensuring an equitable learning environment for all.
6. **Transition**
   At transition points between grades 5-6, grades 8-9, or grades 10-11, a child's admission status will be reviewed to determine whether or not a child may continue at MEF IS for the next grade level.



Students with Special Learning Needs

MEF IS admits students for whom it has the necessary resources, expertise, and facilities to ensure meaningful progress in their cognitive, physical, social, and emotional development. We accommodate a range of learning needs but do not automatically register students with identified learning disabilities requiring specialist support.

- **Support Systems**: Students with mild learning difficulties may be supported in standard classrooms with assistance from the **Student Support Team (SST)**, which offers **English Language Learners (ELL)** support, learning support, and counseling.
- **Disclosures**: Parents must provide all relevant medical, psychological, and educational reports during the application process to ensure that we can fully meet each student's needs. Failure to provide relevant documents during the admission process may result in disenrollment.

Students with Health Needs

MEF IS evaluates applications for students with health needs on a case-by-case basis. Admissions decisions for these students are made in consultation with the **MEF IS medical unit** to ensure the school has the appropriate resources to maintain a safe and supportive environment. Admitted students with health needs will undergo regular monitoring and review.

English Language Learner (ELL) Integration

Our school is committed to helping students whose primary language is not English succeed in both academic and social settings. We conduct an initial **WIDA test** for English proficiency within the first two weeks of enrollment, which determines the appropriate level of ELL support. This includes intensive language instruction for students requiring additional help, ensuring smooth integration into the full curriculum as soon as they are ready.

- **Support Structure**: Students receiving ELL support may attend additional ELL classes instead of **Modern Foreign Language** classes until their English proficiency improves. This tailored approach ensures that each student is adequately supported to achieve academic success.

Class Sizes

To provide personalized attention and support, MEF IS maintains optimal class sizes:

- **Early Childhood Centre (ECC)**:
    - Preschool: maximum of 16 students
    - Pre-Kindergarten: maximum of 18 students
    - Kindergarten: maximum of 18 students
- **Primary School (Grades 1-5)**: maximum of 22 students per class
- **Secondary School (Grades 6-12)**: maximum of 24 students per class

These class sizes align with our mission to **nurture and challenge** each student, ensuring that every child receives the support necessary for academic and social development.

Early Childhood Centre Enrollments

Students enrolling in Preschool or Pre-Kindergarten may attend on a half-day or full-day basis, with adjusted tuition fees subject to approval by the Principal and Head of School. Parents can request changes to their child's schedule through the Admissions Officers, subject to the Principal's approval.

- **Toilet Training Requirements**: Students must be fully potty trained, able to use the restroom independently, and able to communicate their restroom needs. We recognize that a child who is fully toilet trained may experience a temporary setback when entering a new environment or when they are feeling unwell due to illness. For this reason, the **first three weeks of school are viewed as an adjustment period** for children to demonstrate their toilet training readiness in our different learning spaces.
- **Toileting Accidents**: If a child has more than 1 toilet training accident each week or if difficulties continue **beyond the three-week adjustment period** and begin to affect classroom routines, lessons, or play time, the school will communicate with the family to determine appropriate next steps. Next steps may include a temporary suspension of attendance while the child revisits toilet training at home.
- **Personal Care Following a Toileting Accident**: Following a toileting accident, personal care support will be provided by Homeroom Teachers or Teaching Assistant(s), who are designated and authorised by the school to provide intimate/personal care, in accordance with the school's safeguarding and child protection procedures.
    - Children will be encouraged to manage toileting, cleaning, and changing as independently as developmentally appropriate.
    - Where direct assistance is required, the child's dignity, privacy, safety, and comfort must be maintained at all times, together with appropriate professional boundaries.
    - Staff members who are not the child's homeroom teacher or teaching assistant are not expected to undertake cleaning, changing, or other intimate care.

    - Any staff member who becomes aware that a child has had a toileting accident is responsible for responding promptly by informing the child's Homeroom Teacher or Teaching Assistant, so that the child's care is not unnecessarily delayed.
- **Indicators That a Child May Need to Revisit Toilet Training Away From School:**
    - the child experiences three or more bowel accidents within the first 3 weeks of school;
    - the child experiences two or more toileting accidents within the same school day;
    - the frequency of toileting accidents is increasing rather than decreasing;
    - the child shows limited awareness of the need to use the toilet; or
    - toileting accidents are significantly affecting the child's well-being, hygiene, participation, or ability to access classroom routines or engage in play time
- **Social Readiness**: Students should be capable of adapting to group activities, sharing attention, and demonstrating independence in dressing and toileting.

Grade Placement

At MEF IS, we prioritize student well-being when determining grade placements. Students are placed in grades that align with their **age, social-emotional development, and academic performance**, ensuring a smooth transition into our learning environment. The final placement decision is made by the Principal in consultation with the family.

Placement is determined based on the child's **age, academic history, and an assessment by the Principal**. Admission to Grades 10-12 is evaluated on a case-by-case basis.

For **Early Childhood Centre (ECC) and Grade 1**, students are placed according to their birth year:

Grade Level	**Age by 31 December of the current academic year**
PreSchool	3 years old
Pre Kindergarten	4 years old
Kingergarten	5 years old
Grade 1	6 years old

For **Grades 2-9**, new student placements are determined based on **age, previous educational records, and an assessment by the School Principal**. Placement into **Grades 10-12** is considered individually, factoring in academic history, course availability, and overall suitability.

All placements are **initial and subject to reassessment**. The school reserves the right to adjust a student's placement if further observation or additional testing indicates a more appropriate grade level.

Important Notes

- **Academic Year**: The school year runs from late August/early September to June, lasting 10 months.
- **Mid-Year Admissions**: Students joining mid-year must provide current progress reports for placement in the same grade level.
- **Southern Hemisphere Transfers**: Students transferring from Southern Hemisphere schools in the second half of the year will remain in their current grade level until the new academic year.

- **Gaps In Schooling:** Families from Southern Hemisphere countries or with gaps in schooling who wish for their child to enter the next grade level will be subject to a 3-week trial in the next grade level. After that time, the Principal will gather teacher feedback and share the best grade level for the student.

Conclusion

MEF International School's admissions policy reflects our guiding statements and values, ensuring that every student has access to a **high-quality learning environment** that nurtures their personal and academic growth. Our commitment to **diversity, inclusivity, and academic excellence** is embedded in every stage of the admissions process, ensuring that each student's journey aligns with the school's mission to inspire, nurture, and challenge.

Document History		
Date	Details	Responsible
February 2015	Policy created	Figen Sönmez
April 2023	Policy updated	Brett Warfield, Nicole Roman-Incel, Seda Pheby, Kylee Noland, George Aryeetey, Gokce Cimen
March 2024	Integrated guiding statements	School Principals
April 2025	Policy Updated	Head of School, Principals,
February 2026	Policy Updated	Head of School, Principals, Admission Officers