School’s Mission
To educate future citizens for the global society.
Our graduates
- Benefit their society, showing leadership for improvement
- Integrate their own identity with their cultural heritage,
- Learn life-long through inquiry, experience, and skilled use of technology,
- Know and demonstrate the importance of learning others’ languages,
- Embrace ethical and culturally appropriate values,
- Nurture a principled, balanced, open-minded, sensitive and reflective self-image,
- Think globally, embracing an internationally-minded world view.
Contact Information
Website: www.obi.bilkent.edu.tr
School principal: Nazan AKIN (0312 2908352)
Preschool Assistant Principal: Nursel UYAR (0312 2908313)
Preschool Secretary: Hande KUNDER KALLELIOGLU (0312 2908333)
Language Teachers Department Room: 0312 2908325
English Teachers Department Room: 0312 2908324
Fax: 0312 2664865

How to contact teachers
Good communication in school is the key to building a common understanding. In consideration of the development of our students and the support of the parents, we would like to share important principles to be adhered to with regard to communication:

We are open to all suggestions for improvement.

When there is a point you would like to discuss, please contact your child’s teacher first. Communicate your worries or ideas, about which topic you would like to be informed, and what your expectations are as clearly as possible. If the issue you want to raise is about the working of the preschool, you can talk to the assistant principal in charge of the preschool by making an appointment with her through the preschool secretary Ms. Hande KUNDER KALLELIOGLU.

You will be in close contact with your child’s teachers throughout the year. Please use e-mail and/or karnem-net electronic communication channels first to communicate any issues of concern.

In case of an emergency (accident, disease, loss of a relative), you can call the school secretary or send a message to the security personnel (İsmail ÇILINGIR – 05362667801). In case of emergencies that arise during non-working hours, the security personnel will inform the relevant people.

Communication through telephone should be the last resort during school hours and during the non-working hours of the teacher.

Announcements
The bulletin published every Friday on the school’s website provides information about the highlights of the previous week and presents photographs from the previous week’s activities. The educational schedule of the coming week and relevant announcements are also posted on the same address.

When the academic year begins, all parents are assigned individual passwords to use for electronic communication through the web. You can use this address to
contact your child’s teacher and communicate with them on any topic related to your child. Your child’s teacher will respond to you in the shortest time possible.

In case of an emergency, you can call the preschool secretary Ms. Hande KUNTER KALLİOĞLU (0312 2908333) and leave a message for your child’s teacher. Teachers cannot communicate with you during teaching hours.

In the case of students with special needs, you need to inform the classroom teachers and the school’s psychological counselor Ms. Filiz ÖZBAKIR (312 2908361) so that the necessary arrangements can be made.

The classroom teachers must be informed about students who will miss classes due to health-related problems.

It is important that you fill in the parent information form accurately. Please remember to inform Ms. Hande KUNTER KALLİOĞLU of any changes in your address and telephone numbers.

**Parent – Teacher Interviews**

The parent interview dates and times of classroom and subject field teachers will be announced in due course.

Parents who would like to talk to their child’s teachers in person can do so by making an appointment with the relevant teachers through Ms. Hande KUNTER KALLİOĞLU.

In case of an emergency or an extraordinary situation, parents may be invited to an individual interview.

**Parent – Teacher Meetings**

Parent – teacher meetings are organized in December and April. The meetings are arranged as individual interviews held on set dates. Information about the meetings is announced in writing, on the website, and through the electronic information system. It is important for parents to participate in these meetings to support the developmental process of their children.
Safety and Health

Our school has a full-time security guard. The security guard is in charge of implementing the measures taken for our young students. Please heed the warnings of the security personnel Mr. İsmail Çilingir.

The preschool hall and garden are surveyed by cameras.

Students are supervised by at least two teachers in all school places.

During the teaching hours, no one from outside the school is allowed to enter the corridors and classes for security reasons, as well as for protecting the integrity of education process.

Our school has a physician working in the school three days a week and a full-time nurse with first aid training.

If you send your child to school when s/he is sick, s/he will be more vulnerable to diseases. Please do not send your child to school when s/he is sick. If you do so, you will be asked to accompany your child back home.

If a child gets sick at school, his/her parents are informed and the child is sent home. The child can return to school after examination by a doctor and full recovery.

In the case of accidents at school or emergencies, emergency action is taken together with Bilkent University Health Center Emergency Team. If the child has to be taken to hospital immediately, the parents are informed and the child is taken to the hospital as instructed by the parents. If the parents cannot be reached, the child is taken to the closest hospital in the accompaniment of the ambulance team and a teacher.

Records of individual students' health conditions are kept by Ms. Yasemin Patır in the infirmary. Relevant information should be given to the school so that the records can be kept in the student’s file.

If a student catches a contagious disease, all parents are informed without delay through the electronic communication system.

Use of Medication

The parents of the student who is on medication should fill in the medication use form given by the school's nurse and hand it back to the nurse together with the medication the student uses. Due to security reasons, medications cannot be carried in the student's bag; all medications should be handed in and taken back by the parents.

The medications are stored in the school's infirmary. The student shall take his/her medication by going to the infirmary with his/her teacher at the specified time.

Injections are not administered in the infirmary due to the risks that may arise.
Use of Toilets

All students must be toilet-trained. Students are given education and support about the use of toilets in the first month of school. After the first month, students are expected to use the toilets independently.

Support personnel Latife Mete and Demet Tetik support the students in matters of toilet use.

The liquid soap used in hand basins is of bionowaw brand and the paper towel used in the toilets is of Maraton brand. The parents are asked to send wet wipes to class. Each parent gives 8 large packs of wet wipes to the classroom teacher over the year.

Students are trained to wash their hands routinely before and after meals, after using the toilet, and after the activities in the garden.

Each student brings a water cup with a lid from home and uses this cup labeled with his / her name for the whole year. The cups are washed twice a week in the dishwasher found in the refectory. The cups are sent home every Friday. The students bring back their cups every Monday, place them in their individual lockers, and use them throughout the week.

The students should have their nails trimmed on a weekly basis.

The students’ vaccination cards must be handed in to the school nurse. Students with special health conditions (like allergies) are identified at the beginning of the academic year and all the relevant units in the school are informed about these special health conditions.

In the case of minor accidents that may happen in the school, the children are taken to the school nurse by a teacher. Based on the decision to be made by the health personnel, the child may be given first aid and the parents may be informed, if necessary. If a parent is to be called to school, but cannot be reached, the emergency person indicated on the student information form is contacted.

All the teachers working in the pre-school have First Aid training. Newly recruited teachers will receive the same training soon.

Children who have come to school are expected to attend physical education lessons and outdoors games activities. The only exceptions are students who have restricted mobility. These students wait until the end of the concerned activity in the accompaniment of a teacher.
Behaviors Expected from Students at School

The most basic principle of social life and education in the school is to keep noise levels to a minimum in all school places open to all school community.

In class, students must follow the instructions, participate in class work, avoid any behavior that may put their friends’ safety at risk, express their ideas, wait for their turn, tidy up after the activity is finished, and be kind to their teachers and friends.

Students are expected to follow the school rules like making a line, walking and not running, when collectively moving between school places like classrooms, refectory or library, as a class.

Running in the corridors can be dangerous and is not allowed.

What action is taken if behavior expectations are not met?

The students who fail to meet behavior expectations are warned and reminded of the expected behavior.

In case of behaviors that may risk other students’ safety, the behavior is stopped; students who are experiencing the problem are brought together to sort out their problem by talking; the student who displayed the inappropriate behavior is asked to reflect on what s/he has done wrong so that the same behavior will not be repeated; measures are taken to comfort the student who was harmed by the other’s behavior; and the situation is monitored.

The steps taken in the case of students who fail to control their behaviors despite the warnings include giving a timeout, giving training to increase self-control, notification of the school’s PCG unit; notification of parents, and notification of the school administration.

Class Management

Using Pegs as Indicators of Behavior

The aims of this practice are

- To develop and reinforce expected behaviors
- To eliminate unacceptable behaviors and to create opportunities for the students to make the right choices.

How it is used:

All children start the day on the green area which represents the choice “I am ready for learning”. Based on the student behaviors throughout the day, the pegs with student names on them are moved upward and downward.

- The pegs of students who start in the “ready for learning” (dark green) area may stay where they are or move upward depending on the extent to which the students meet expectations of behavior.
- The pegs which moved downward for failure to display the expected behavior may move upward again during the day, if the students make the right decisions and behave accordingly.

<table>
<thead>
<tr>
<th>Color</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purple</td>
<td>Exemplary behavior. (The student is given choices from among the things s/he likes; a “thank you” note may be sent to the student’s parents, the student may be rewarded; at teacher’s discretion.)</td>
</tr>
<tr>
<td>Blue</td>
<td>Continue trying. (The teacher gives the message that s/he recognizes the effort to maintain a good attitude.)</td>
</tr>
<tr>
<td>Pink</td>
<td>Nice try. Good decision. (Verbal, positive feedback)</td>
</tr>
<tr>
<td>Dark green</td>
<td>I am ready for learning (I am ready to display the behavior expected from me.)</td>
</tr>
<tr>
<td>Light green</td>
<td>I must reflect … what did I do wrong? How can I correct my behavior? (oral warning)</td>
</tr>
<tr>
<td>Yellow</td>
<td>The teacher decides on the consequence (withdrawal of a privilege, reduction of play time, isolation from peers, timeout, etc.)</td>
</tr>
<tr>
<td>Red</td>
<td>Notification of parents (The parent is informed; the school administration may be informed depending on the behavior, the help of the PCG is sought to try different methods to solve the problem)</td>
</tr>
</tbody>
</table>

Student behaviors are evaluated at certain times of the day and particularly at the end of the school day. Efforts are spent to enable the students to be aware of their behaviors and make and implement the right choices.

The problem solution cycle is used in the classroom to develop children’s problem-solving skills. The solution steps in the cycle include shaking hands, counting up to 10 to calm down, distancing oneself from the situation, asking for support from an adult, respectively.

The class hero procedure allows children who have carefully followed the rules for the whole week to host the classroom hero in their home for the weekend.
Photographs of the weekend activities involving the child and the class hero are taken and put on a board to be displayed in the school for one week.

Each classroom makes 4-5 happiness decisions at the beginning of the year. The rules are expressed in drawings which are then displayed in the classroom throughout the year. The posters prepared by students serve as visual reminders of the rules.

**Rewards**

The most commonly used rewarding methods include praising the positive behavior, sending a note to the parents, announcing the child as the student of the day, giving the child an opportunity to make a presentation to a younger or older grade level, issuing certificates of achievement, giving stickers, expressing trust by designating the child as a teacher assistant.

Four principled students who are selected by drawing lots on a daily basis are assigned the duties of “line leader”, “refectory leader”, “library leader”, and “teacher assistant”.
CURRICULUM

The school delivers a curriculum based on the Primary Years Program of the International Baccalaureate Organization. The curriculum which integrates the expectations of Turkish Ministry of Education’s national curriculum with the international curriculum framework aims to educate students to become inquiring, thinking, communicating, risk-taking, principled, caring, open-minded, balanced and reflective individuals.

What do we want our students to learn?

The topics to be covered at each age level are arranged under the general themes of who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet.

Unit plans are intended to be relevant to the children’s lives, build on their previous knowledge and skills, and have universal significance. Education or the students’ learning experiences are built on what the children can already do. All subject fields effectively participate in the planning process and each unit is covered in consideration of all the specific objectives of each and every subject field.

What do we want our students to be able to do?

One of the most fundamental goals of education is to enable children to practice what they have learnt. Children acquire and use thinking, communication, self-management, research and social skills that are appropriate to their age.

How do we want our students to feel?

In the educational process, it is important to model the attitudes we expect our students to take towards their environment, the people around them, and learning. The attitudes of appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance are cultivated in students in line with the topics covered in the thematic units.

The knowledge, skills and attitudes that the children have acquired lead them to take actions that will bring about a positive change in themselves, others, and their environment and this is the sort of change we want to see in our children.

Pre-school 1

<table>
<thead>
<tr>
<th></th>
<th>11 weeks</th>
<th>6 weeks</th>
<th>6 weeks</th>
<th>6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation program</td>
<td>Unit 1: Routines</td>
<td>Unit 2: My World is Getting Bigger</td>
<td>Unit 3: The Games We Play</td>
<td>Unit 4: Life on Farms</td>
</tr>
</tbody>
</table>

Pre-school 2

<table>
<thead>
<tr>
<th></th>
<th>6 weeks</th>
<th>6 weeks</th>
<th>6 weeks</th>
<th>6 weeks</th>
<th>6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1:</td>
<td>Unit 2:</td>
<td>Unit 3:</td>
<td>Unit 4:</td>
<td>Unit 5:</td>
<td>Unit 6:</td>
</tr>
</tbody>
</table>
Mother tongue education: Language is the central subject of all lessons other than English. Students practice the skills of listening, speaking, analyzing and talking about pictures, recognizing writing, writing, and reading. Reading, reflecting on, retelling, and interpreting stories hold a central place in the children’s learning experiences. Each classroom uses the library once a week for reading activities.

English education: There are 16 hours of English instruction at each grade level: 8 hours of English lessons are delivered by two English language teachers and 8 hours by one English and one mother tongue teacher. Besides the work undertaken within the structured curricular framework, teaching English in a natural environment is one of the goals of English instruction. In the 5- and 6-year-old classrooms, English lessons are integrated with physical education, music, drama, literacy, computer and art lessons. Each classroom uses the library at least once a week for English lessons.

Mathematics education: Children gain experience in numbers, measurement, patterns and function, geometric shapes and data recording at an age-appropriate level.

Science education: Children are provided opportunities to engage in activities to learn about human activities on Earth, rules of social life, recognizing oneself, changes from the past to the present and future, and the like.

Music: Students are engaged in activities involving listening to harmonies, listening, singing, recognizing and playing musical instruments, recognizing that the notes constitute the musical language, learning about musical notes, classifying sounds, and composing songs.

Physical education and dance: Children gain experiences in becoming more aware of their body, balance, coordination, stretching, endurance, trusting in their physical strength, discovering sports areas, moving together, etc.

Visual arts: Students are offered opportunities to engage in creative coloring, ceramic design, book design, costume design, paper ornamentation, printing, making masks, creating texts with pictures, collage, architectural design, shooting a film, etc.

Computer: Children use computers in all classes, depending on the specific objectives of lessons, either in the classroom or in the computer lab. The children are engaged in activities such as matching, memory, attention and concentration, drawing, noticing connections between pages, rapid thinking, examining pictures, reading stories, typing, etc.
Drama: Children gain experiences in movement, role-playing, improvisation, dramatization, pantomime, puppets, sketches, musical movement, and the like.

Chess: Chess lessons aim to develop analytical thinking and strategy building skills.

Library: The preschool library houses 1500 books in Turkish and 500 books in English. The library has subscriptions to two journals. Students spend two class hours in the library. Library lessons are scheduled on the same day and at the same class hour every week. All students borrow one book in the library lesson, read the book at home with their families over the week, and return it to the library the next week. The parents are responsible for the careful use of the book, reading the book out loud to the child, and returning it to the library on due date. There is a library teacher working in the library.

School trips: About one educational trip is planned for each 6-week unit. The trip is announced through a note sent to parents on Friday and on the web. Depending on the nature of the trip, a fee may be collected, if necessary.

**How do we know that students have learnt?**

The progress of our students along the education continuum is observed, evaluated and recorded. Students express their learning to their peers, produce work in groups by using what they have learnt, and record their learning during the previous week in their learning journals every Friday. They can record their learning in pictures or can describe their learning to their teacher, who then records it in the student’s journal.

At the beginning of each unit, children are asked what they want to learn. The children draw pictures of what they want to learn and teachers write students’ comments under the pictures to keep records. These pictures remain on the “I wonder” board throughout the unit. Children are occasionally asked whether they have learnt the things they were curious about. The answers students have found are also recorded in drawing.

At the end of the unit, children discuss and evaluate to what extent their questions were answered and how these questions deepened their inquiries. Evaluation of the educational goals that the students were expected to attain are announced to parents through the academic evaluation link which the parents can access using the individual passwords assigned to them. Evaluation tables are prepared in areas which need to be improved. These areas include participation, listening, putting on clothes, tying shoelaces, completing homework, finding sources and bringing them to school, among others.

At certain points in the learning process, students are involved in self- and peer-evaluation. Team and pair work are emphasized. Standard development evaluation tests are employed. All the work produced by students throughout the year is kept in portfolios. Targeted development areas are recorded in the summative assessment form twice a year and stored digitally.
Homework
The children in the pre-school 2 (6-year-olds) are assigned homework once a week on Fridays

- To help them reinforce what they have learnt
- To enable them to prepare for the upcoming topics
- To strengthen their sense of responsibility and
- To assist them in improving their literacy skills and building mathematical connections.

The homework is completed over the weekend and handed in on Monday. The teachers check the homework on Mondays and keep them in student portfolios.

Our students bring books and toys to school on every other day. This practice is considered the first step of cultivating responsibility. The children in the pre-school 1 group are asked to bring books, CDs, or other material related to the unit to school.

Portfolio and Presentation
A portfolio is a file in which the student keeps his/her in-class work and work that he or she enjoyed doing.

The aim of the portfolio is to enable students to see their learning process and their progress over the year.

The students make 20-minute individual portfolio presentations in June at a specified date and time to their parents and present the knowledge and skills they have developed through the work they produced.

Each unit covers a period of 5 to 12 weeks for each age group. Students choose the works that they like from the class work they produced every two weeks to put in their portfolio.

The portfolios with student names are kept on an open shelf in the classroom for easy access by students.
Parent Participation Program

In order to offer the parents opportunities to see their children’s life at school and to share their observations about their children, the school organizes an annual “School Centered Parent Participation Program”. In the context of the program, one parent spends one class hour with his/her child in the classroom as a student. The parents are provided detailed information about the program in writing.
Transportation and Service Buses

The transportation services for students from Pre-K 1 to grade level 8 are run by Mesnevi Turizm transportation company.

In order to ensure students’ safety, students get on and off the service bus under the supervision of an adult.

In case of questions or concerns regarding transportation services, parents can contact Mesnevi Turizm school representative Mutlu BİÇER (530 4690977). If you think your questions or concerns are not responded to, you can contact Hande Kallioğlu. Your concerns will be addressed in the shortest time possible.

Transportation services during school trips are also provided by Mesnevi Turizm.

All students must conform to the service rules for safety. Students must avoid actions that may put their or others’ life at risk, must not use inappropriate language, and must refrain from distracting or disturbing their friends, the bus assistant, and the driver on service busses. It is strictly forbidden to eat and drink on the busses.

In the case of failure to observe the service bus rules, the PCG Unit and the relevant assistant principal will take the necessary measures.

The bus assistants are responsible for

- Helping the students get off the bus and go to their classrooms where classroom teachers take them in the morning,

- Taking the students from the teachers, helping them get on the bus, fastening their seat belt and keeping the order on the bus in the afternoon,

- Before the bus leaves the school, attendance is taken to make sure that all students are on the bus. On the first days of school, students wear tags showing the number of the bus they will take and their names.

Information about the bus driver, bus assistant, or the bus can be obtained from the Mesnevi Turizm representative in school or the main office of the company.

In order for the student to be at school on time and to avoid keeping other students waiting, the student must be ready 5 minutes before the bus arrives. If the student will not take the service bus in the morning or the afternoon for any reason, the bus driver and the transportation company’s main office should be informed at least half an hour before the bus departure time.

In case of emergencies that may prevent transportation services (such as heavy snow), parents are informed by phone or through short messages. Please make sure that your cell phones are on, especially when there is an extraordinary situation like heavy snow.

The parents are informed of any change in the bus personnel.
**Arriving at and Leaving School**

The classes start at 08:40 and end at 15:50. Students who participate in after-school programs attend activities between 16:00 and 17:15.

Students who come early gather in the play classroom and wait there under the supervision of a teacher until their classroom teacher comes and takes them to their classes. The only venue for students to wait for the class time is the play classroom.

It is important for students to come to school on time to facilitate their transition to learning and to accelerate the process of starting the day. The parents of students who arrive at school after 8:40 and those who have to leave the school early due to an extraordinary situation should obtain an excuse slip from Hande Kunter Kallioğlu. One copy of the slip must be handed in to the classroom teacher and the other copy to the security personnel İsmail Çilingir.

You must inform the classroom teacher about your child’s transportation to and from school.

Please inform Hande Kunter Kallioğlu of any change in how you will take your child from school, especially if an adult other than you will take him/her by 14:30. The identity of the person whom you authorized to collect your child from school will be checked.
## Arrival and Departure Schedules

<table>
<thead>
<tr>
<th>Arrival</th>
<th>Departure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students who use transportation services</strong></td>
<td>The students are brought to the teacher in charge through the Y door by bus assistants</td>
</tr>
<tr>
<td><strong>Students who are brought to and taken from school by their parents</strong></td>
<td>Families leave their child with the teacher in charge through the Y door at 7:50 the earliest</td>
</tr>
<tr>
<td><strong>Students who participate in after-school program</strong></td>
<td>Students who come to school before 8:40 wait in the play classroom by being engaged in free time activities under the supervision of their teacher Nezire Durmuş until their classroom teacher takes them.</td>
</tr>
</tbody>
</table>
Educational Materials

All educational materials and tools, with the exception of books and bags, are provided to students free of charge by the school.

Additional materials are used in Turkish and English lessons to support the literacy studies and the inquiry process.

When the activity books used in lessons are completed, they will be sent to you. You can contribute to our education context by sending relevant books, photographs, CDs, journals to school when a new unit of inquiry is launched.
Catering

The catering services at school have been provided by Bilintur Group affiliated with Bilkent Holding since 1993.

Environment-friendly products are used in the production and serving practices and non-governmental organizations working for the environment are supported for a healthier future. As an institution that is sensitive to the protection of the environment and human health, the Group transfers waste oil to a company licensed by the Ministry of Environment and Forestry to contribute to the recycling of waste oil as biodiesel.

The meals are prepared under the supervision of experienced cooks, food engineers, and dieticians in accordance with health standards; portions in gastronorm containers are transported to service points in thermoport food containers which keep the hot-cold chain intact for up to 5 hours and prevent the growth of bacteria.

Replicate samples are collected from all products and stored for 72 hours. Fresh fruits and vegetables are chlorinated. The dishes are cooked in the combi-steamers of the latest technology.

Food engineers measure the inner heat of the meals every morning and the tasting teams check the dishes.

The recipe for each dish is recorded in accordance with the company policy.

Samples are collected from food products and drinking water and analyzed in an accredited laboratory.

Samples are collected to test for the microbial load of surfaces using a SWAB stick and analyzed in an accredited laboratory.

In accordance with the principles of serving cold foods, cold foods are served in the salad bar the temperature of which is kept at +4°C. When the service finishes, all the leftovers are discarded.

Disinfectant chemicals used have quality certificates, are environment friendly, and do not pose any harm to human health.

The vegetables like tomatoes, cucumbers, and carrots are subjected to the following sequence of cleaning procedures: carefully washing with running water, preliminary separation of damaged and bruised produce, disinfecting, rinsing, and chopping/grating.

When cleaning leafy vegetables like lettuce, pepper weed, and dill, the vegetables should be chopped before being disinfected to ensure that the disinfectant contacts the surface of the vegetable. The cleaning procedures are as follows: cutting away damaged and bruised parts, preliminary washing, chopping, careful washing with running water, disinfecting in a different container, and rinsing.

These procedures are recorded in separation, washing and disinfecting forms.
Students eat three meals a day in the refectory.

The menu is prepared by the dieticians of the Bilkent University Cafeterias Management and Bilintur.

The monthly menu is posted on the school’s website.

The tables are cleaned using sumaquik disinfectants.

All meals are cooked in Bilintur cafeteria on East Campus and transferred to the school.

Six different kinds of cold food out of a variety of alternatives are served to students at lunch.

The students are encouraged by their teachers to take responsibility for their own eating. Our educational aim is to ensure that children eat independently. Children must eat up at least one dish in each meal.
School Uniforms and Other Materials

The materials to be used in the school include the following:

- School uniform (to be bought from the school)
- Hat (to be bought from the school)
- Painting apron (to be bought from the school)
- Training suits for winter and summer (to be bought from the school)
- Bag (to be bought from the school). The students can have the information notes sent from school and backup clothes in their bags. Please do not put water bottles in the bags.
- Backup clothes bag (to be bought from the school)
- File bag (to be bought from school)
- Sneakers (the student must be able to get them on and off independently; the same pair of sneakers can be worn both in class and physical education lesson)
- Backup clothes (underwear, training suit, socks, a small towel)
- Water thermos (please make sure that it is shatter-proof and not too big)
- Eight large packs of wet tissue
- Comb (please put the comb in a box for hygiene)
- Hair pin for girls.

Please tag all personal belongings of students, as similar materials easily get mixed. Please use a CD pen when writing your child’s name on a personal item. Tags are available in the uniform office.
### A Day in the Pre-School

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:40-09:20</td>
<td><strong>Lesson 1</strong> Welcoming and planning the day &amp; play stations</td>
</tr>
<tr>
<td>09:20-09:30</td>
<td>Break (Tidying up, toilet, cleaning)</td>
</tr>
<tr>
<td>09:30-10:00</td>
<td><strong>Lesson 2</strong></td>
</tr>
<tr>
<td>10:00-10:20</td>
<td>Break (Tidying up, toilet, cleaning)</td>
</tr>
<tr>
<td>10:20-11:00</td>
<td><strong>Lesson 3</strong></td>
</tr>
<tr>
<td>11:00-11:10</td>
<td>Break (Tidying up, toilet, cleaning)</td>
</tr>
<tr>
<td>11:10-11:50</td>
<td><strong>Lesson 4</strong></td>
</tr>
<tr>
<td>11:50-12:00</td>
<td>Break (Tidying up, toilet, cleaning)</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch (Tidying up, toilet and cleaning)</td>
</tr>
<tr>
<td>12:30-13:10</td>
<td><strong>Lesson 5</strong></td>
</tr>
<tr>
<td>13:10-13:20</td>
<td>Break (Tidying up, toilet, cleaning)</td>
</tr>
<tr>
<td>13:20-14:00</td>
<td><strong>Lesson 6</strong></td>
</tr>
<tr>
<td>14:00-14:20</td>
<td>Break (Tidying up, toilet, cleaning)</td>
</tr>
<tr>
<td>14:20-15:00</td>
<td><strong>Lesson 7</strong></td>
</tr>
<tr>
<td>15:00-15:10</td>
<td>Break (Tidying up, toilet, cleaning)</td>
</tr>
<tr>
<td>15:10-15:40</td>
<td><strong>Lesson 8</strong>: reviewing the day</td>
</tr>
<tr>
<td>15:40-15:50</td>
<td>Preparations: leaving for home</td>
</tr>
<tr>
<td>16:00-17:15</td>
<td>After-school (optional, charged)</td>
</tr>
<tr>
<td>17:15-17:30</td>
<td>Students are accompanied to service buses or collected by their parents</td>
</tr>
</tbody>
</table>
Report Cards

Classroom and subject field teachers prepare development reports six times a year to evaluate the knowledge, concepts, skills and attitudes that are aimed to be cultivated in students. The reports are shared with the parents on the web through the karnem-net address.

Development reports are issued at the end of each semester to report the social, affective, cognitive, and psycho-motor development of students vis-à-vis the Ministry of Education outcomes.
Students with Special Education Needs

Students who display a performance different than their peers due to their individual characteristics and/or academic competence are offered special counseling services by the PCG unit. These services include preventive mental health practices such as supporting special abilities, raising emotional awareness and fostering self-esteem, as well as play therapy methods promoting healthy identity development and adaptation, and exercises designed to encourage academic development.

Regular group observations, group therapies, informative parent seminars, and parent-specialist-teacher interactions are among the services provided to SEN students by the PCG Unit. Play therapy methods and group work are preferred especially in the areas of communication and adaptation issues, attention deficit and hyperactivity, anxiety, and learning difficulty.
Physical Environment

There are 6 classrooms in the pre-school for pre-school 1 and 2 groups. Each classroom is 58 m² in size.

There are 20 students in each class.

All the materials used in class are appropriate for use by children. The floors of the classrooms are covered with tile and of the corridors with vinyl used in hospitals.

The classrooms are heated from the floor.

There are three outdoor spaces for student use. One is the balcony, which each classroom has. The second one is the grass area next to the parking lot and the third is the educational area between buildings to support learning by doing. All three areas are used for educational activities.

There are two student water closets reserved only for pre-school 1 and 2 groups. The water closets are separately planned for boys and girls.

The classrooms have large windows to make utmost use of daylight.

Each classroom is equipped with a computer, projector, white board, and music system.

The school hosts a rich library with various age-appropriate materials.

The building is single-storey for safe mobility.

The classrooms and the corridors are decorated with materials that are related to each unit for 6-week periods. The same educational materials are not used more than once in an academic year. The materials used are thematic in accordance with the curricular objectives.
Frequently Asked Questions

Are there weekend courses?
Weekend courses are offered for Pre-school 2 students in drama, chess, yoga, and ballet branches depending on demand.

Who is eligible for a music scholarship?
Successful students as of 6 years of age are eligible for a music scholarship. The aptitude exam is administered by instructors from the Faculty of Music and Performing Arts. Applications are taken and exams are held in May every year. The students who pass the exam attend weekly instrument training sessions for the following year.

Are birthdays celebrated at school?
Birthday celebrations are not allowed at school in order not to interrupt the teaching process.

Can I learn how much my child has eaten at school on a daily basis?
Students are verbally encouraged to eat, but are not given physical support. Our aim is to ensure that the student assumes personal responsibility. The teacher reminds the student that s/he must finish at least one dish.

Can I accompany my child to his/her classroom in the morning?
We expect parents to leave their children at the entrance to the hall so that students can learn to take responsibility and the school can be kept clean.