



### ÇEKMEKÖY KAMPÜSÜ

- ANASINIFI
- İLKOKUL
- ORTAOKUL
- ANADOLU LİSESİ



### ÜSKÜDAR KAMPÜSÜ

- ANAOKULU
- İLKOKUL
- ORTAOKUL
- ANADOLU LİSESİ

## PRIVATE DERYA ÖNCÜ EDUCATION INSTITUTIONS

### PARENT-STUDENT HANDBOOK

### KINDERGARTEN-PRIMARY SCHOOL



Dear Parents

As Private Derya Öncü Educational Institutions, our raison d'être is to raise "unique personalities" who are the subjects, not the objects, of the age in which they live by removing the obstacles in front of the nature and in the direction of good morals and truth.

Our main goal is to provide a reliable educational environment for our students, to equip them academically, socially and culturally, and to raise them as "happy" individuals in terms of their internal gains and "successful" individuals in terms of their external gains.

The dizzying changes and developments occurring in all systems in the century we live in have also made themselves felt in the education system. In today's conditions, which is called the information age, there has been a great explosion of information, and the information produced in the last thirty to forty years has been more than the total information produced in previous periods of human history. Those who produce knowledge or produce goods and services based on knowledge are among the powerful economies of the world. Today, having knowledge has become more valuable than having rich underground resources or money.

We are renewing and developing for our students who are citizens of the world who have internalized social values with the responsibility of knowing the importance of producing knowledge, accessing the right information at the right time, using knowledge in its place, being virtuous and principled, living and keeping love alive, and being able to empathize.

At Derya Öncü Educational Institutions, we offer options for our students to develop their potential to the fullest, motivate them and aim to provide them with emotional and behavioral foundations. Our aim is to provide our students with a continuously developing and comprehensive program that encourages them to be self-confident, honest and sincere, to respect others and to instill these feelings in order to ensure that they become balanced, responsible and sensitive individuals in terms of social values and to prepare them for life.

It gives me great pleasure to welcome the entire Derya Öncü Family to the 2024-2025 academic year. Dear parents, we expect you to work with us in realizing our goals and to be active participants in our school community. This parent handbook has been prepared to provide you with comprehensive information about our academic programs, assessment processes, daily schedules and, as you will want to know, the workings of the school. We believe that the handbook will be an invaluable tool for you in supporting your child's work in school life. The information we have compiled for you will answer many of your questions and save you a lot of time. We kindly ask you to review and familiarize yourself with this information. Our parent handbook is also available on our website so that you can keep up to date with new information and the latest developments.

By regularly visiting Derya Öncü Educational Institutions' web page, you can get information about upcoming events, student activities, important dates, and information about school life.

I wish you love, peace, health and success in the new academic year.

Derya Öncü Education Institutions  
Founding General Manager

### **Important announcements to our parents for the new semester;**

- ❖ For the efficiency of our educational activities, our parents should not go to the floors and corridors between class hours; they should wait in the section reserved for them on the ground floor.
- ❖ Parents should not talk on the phone or talk loudly inside the school, in waiting areas or in any part of the school where education is taking place.
- ❖ As some students have food allergies, parents should not bring outside food and drink into the classroom for their students without the knowledge of the class teacher.
- ❖ Only gifts and flowers made by the children themselves are acceptable to teachers.
- ❖ Derya Öncü Educational Institutions is a non-smoking school in any area of its campus.
- ❖ Students should not bring their cell phones and smartwatches to school, and students who bring them to school with the written permission of their parents should deliver them to the designated place during school hours.

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## CHAPTER 1 SCHOOL FOUNDATIONS

### 1. Establishment and Structuring

#### • Corporate Structure

Derya Öncü Educational Institutions was formed with the solidarity and partnership of people who believe that the sacrifices made for education are among the sacrifices that should be considered sacred, who think that investment in people is the greatest investment, and who are sensitive to education.

It has a wide social base with its multi-partner structure. Derya Öncü Educational Institutions, which is not affiliated with any congregation or association, was established under the roof of a joint stock company formed by people who are committed to their national and spiritual values.

#### • History of the Institution

Our institution, which started to serve as a 5-year primary school affiliated to Derya Öncü Eğitim Sağlık Yapı ve Ticaret A.Ş. in 1995 in Büyük Çamlıca, İstanbul, has continued to serve with a new and multi-partner partnership structure under Öncü Derya Eğitim Hiz. ve Tic. A.Ş. with a new and multi-partner partnership structure.

Our institution, which serves in our Üsküdar and Çekmeköy campuses, contributes to the training of highly educated people within the framework of the understanding of being a bridge between the past and the future by increasing the quality of service and unique practices.

Our institution, which serves with independent Kindergartens, Primary Schools, Secondary Schools and Anatolian High Schools in both Üsküdar and Çekmeköy campuses, is proud to walk to new goals by increasing the momentum of its successful service since 1995.

#### • Board of Directors

Board members of our institutions can be reached at <https://www.deryaoncu.k12.tr/yonetim-kurulu>

The board of directors of our school consists of the following members:

Chairman of the Board of Directors: İlyas YÜCEDAL

Vice Chairman of the Board of Directors: Şükrü ALKAN

Member Recep ÖZKAN

Member Şükrü ÖZKARA

Member Sedat AYYILDIZ

Member M. Zahid ÖZKARA

Member Celalettin CİNGÖZ

### 2. Reason for Existence of the Organization

#### • Our Mission

"adequate

" in terms of knowledge, technique, experience

"consistent

"

in terms of emotion, thought, behavior

"healthy"

in terms of mind, spirit and body

To raise individuals **who are "at peace"** with themselves and their environment, **"committed" to national and spiritual values, and "respectful"** to universal values.

Thus, to contribute to the endeavor of **"becoming a free human being"** by removing the obstacles in front of nature.

To reveal **"unique"** personalities **who are**

**"subjects, not objects"**

of the age of information and technology.

#### • Our Vision

To be a model educational institution that will establish the "**longed-for society**" by raising all its students as "**happy**" individuals in terms of their inward-oriented achievements and "**successful**" individuals in terms of their outward-oriented achievements.

## • Our Core Principles and Values

### 1. Holistic education approach

- ★ To consistently support the social, emotional, academic and spiritual development of our students from the most basic level to high school.
- ★ To prepare the ground for them to develop and realize themselves in the direction of their nature.
- ★ Providing opportunities and possibilities for healthy self-discovery of self and talents.

### 2. Conscious beliefs, values and cultural life

- ★ Having a coherent belief system based on sound and authentic foundations.
- ★ To have decency in every field, to reach moral maturity and to have the determination to live in accordance with the values they believe in.
- ★ To have a sense of belonging to the culture in which they live, to know their mother tongue and their past well.
- ★ Continuing the training of the heart to be capable of idealistic and transcendental thinking, inspired by our cultural roots in the development of will and morality.

### 3. High academic standards

- ★ To educate the mind in a meaningful way with critical-analytical evaluation and healthy interpretations together with the ability to think conceptually.
- ★ Aiming for the highest standards in obtaining, producing and proactively using knowledge.
- ★ To have a deep knowledge of educational disciplines in order to recognize and solve the problems of the region and the world

### 4. Meaningful, effective and continuous learning

- ★ Learning together and from each other, always keeping the excitement of learning alive.
- ★ To follow developments effectively and adapt them to the living space.
- ★ Participatory and active approach to learning.

### 5. Healthy communication and sensitive approach

- ★ Valuing and respecting people's individual differences.
- ★ Creating a relationship network that is value-centered, not self-centered.
- ★ To be able to balance freedom and responsibility.

### 6. Continuous development, innovative approach and competent use of technology

- ★ Making adequate use of technology without being enslaved by it.
- ★ Knowing yourself and expanding your capacity as much as possible, constantly nurturing your sense of curiosity.
- ★ To have the determination and enthusiasm to work to achieve their goals.

### 7. Love and altruism for all creation

- ★ Respecting the values of society, self, the rights and opinions of others.

- ★ Knowing and fulfilling our social responsibilities and willingly making sacrifices when needed.
- ★ Embracing the principles of honesty, fairness, brotherhood, solidarity and sharing.

### 3. Kindergarten Teaching Approach

Children have a natural inclination to explore and learn. Learning starts at a very early age and continues throughout life. The kindergarten classroom is not only a great place to prepare for basic education, it is also a place where children interact with each other, learn, feel a sense of trust and have fun.

How much a child can explore, what they can learn and how fast they can learn is closely related to how supportive their environment is and what opportunities are offered to them. Only in supportive environments where children feel valued, loved and safe will they explore and take advantage of the learning opportunities offered.

Derya Öncü Educational Institutions preschool program is designed to help children grow healthily through rich learning experiences; reach the highest level of development in motor, social and emotional, language and cognitive development; acquire self-care skills and be ready for primary school.

In addition to physical activities and an environment that supports learning, we recognize the importance of a consistent and secure relationship between teacher and child.

We are sensitive to the different needs and interests of each child.

We encourage our children to share, wait their turn, observe, learn to learn and problem solve.

As a learning community, we value spiritual development, communication, understanding and love.

We organize in-school and out-of-school festivals and trips to support the social development of our children, and we design "life skills" practices by entertaining them to prepare them for daily life. We try to get one step closer to our goal of raising ideal human beings by preparing the ground for the acquisition of values such as love, respect, responsibility, cleanliness, compassion and many other values.

We know the importance of play and movement in early childhood. We support our activities with different branch lessons and create suitable environments for their physical development.

We do not limit our art activities to the classroom, but give them the opportunity to create new things by combining natural materials with their imagination. In addition, we enrich the learning environment of our children by supporting them to use technology efficiently with smart boards in every classroom.

With the awareness that the family plays a major role in the permanence of learning and desired behaviors, we communicate regularly with our families through phone calls, guidance meetings, parent meetings and daily communication notebooks.

In the preparatory classes of our kindergarten, we work together with our first grade teachers to facilitate preparation and adaptation to primary school.

### 4. Primary School Teaching Approach

Our primary school education system is structured in a way that enables students to acquire communication, literacy, language, logical and mental skills that they can use throughout their lives, to develop themselves individually and socially by using these skills, to learn to communicate effectively, to acquire the habit of reading, writing, criticizing and producing with desire. In addition, the necessary infrastructure and interdisciplinary interaction have been provided to raise students who are self-confident and balanced, strong-willed, equipped with national, spiritual and moral values, who know the purpose of creation, who serve and benefit their family, country and humanity with a sense of worship.

Especially in the first years of primary school, mother tongue education is emphasized. This is because language has a very important role in developing students' mental skills, communicating, expressing their feelings and thoughts, and acquiring information. The development of language and mental skills facilitates students' questioning, multidimensional thinking, evaluation, decision-making and socialization processes.

In addition to language teaching, special attention is paid to activities and activities aimed at developing mental skills such as thinking, understanding, sorting, classifying, questioning, relating, criticizing, predicting, analyzing-synthesizing and evaluating.

Science and mathematics are taught in a way that emphasizes creating opportunities for students to understand that these subjects are part of real life, helping students to reveal their experiences and different ideas, and helping them to create mathematical meanings through concrete experiences.

Especially at the primary school level, students' experiences with science and mathematics are handled in a sequence from simple to difficult and from concrete to abstract. The use of concrete tools and materials, approaching teaching with game-based practices, and meeting the needs of students of different abilities and levels are the most prominent topics that are taken into account in this process.

With workshop courses and club activities defined in the curriculum and given in groups, students are provided with the opportunity to gain life skills through practical work.

We say that we are here for "Pioneering Generations" by combining our education model with values education, which develops the system accordingly by considering that different individuals have different characteristics, stimulates curiosity and the desire to learn, focuses on revealing and developing students' potentials, and manages the development of processes well, not just the results.

## 5. Campus Contact Information

Our institutional information officers will answer all your calls between 08.30-17.30 on weekdays and 09.00-14.30 on weekends to serve you.

Our Web Page: <https://www.deryaoncu.k12.tr/>

Our Institution Managers <https://www.deryaoncu.k12.tr/yonetim-kadromuz>

### **Üsküdar Campus**

- Address: Bulgurlu Mahallesi Bulgurlu Caddesi No: 69 Üsküdar / Istanbul
- Tel: 0 216 335 09 08
- E-mail: [deryaoncu@deryaoncu.k12.tr](mailto:deryaoncu@deryaoncu.k12.tr)

### **Çekmeköy Campus**

- Address: Nişantepe Mahallesi Kümeevler Sokak No:6/A Çekmeköy / Istanbul
- Tel: 0 216 939 25 25
- E-mail: [deryaoncu@deryaoncu.k12.tr](mailto:deryaoncu@deryaoncu.k12.tr)



## CHAPTER 2 ACADEMIC PROGRAM

### 1. Teacher Qualifications

Our teachers in our institution are in harmony with our raison d'être and our basic educational goal in terms of safety, personality and competence. First of all, we expect our teachers to be reliable, exemplary in their personalities and fully equipped guides in their fields, and to show the will to walk with their students. Teachers are companions who can reveal the talents and skills of their students and prepare the ground for their development and teach them to be themselves.

All Teachers Working in the Institution;

- ❖ Knows the vision, mission and values of Derya Öncü Educational Institutions; realizes its activities in line with these principles and principles.
- ❖ Fulfills the duties and responsibilities assigned to him/her within or outside the organization in the best way possible by always taking an active role.
- ❖ They are friendly, tolerant and sharing. Strives to be an exemplary individual with his/her knowledge, culture and behavior in social and professional environments.
- ❖ Always sets an example for students and other employees with his/her behaviors and appearance in accordance with the corporate culture inside and outside the institution.
- ❖ Has a good command of his/her field, constantly renews and improves himself/herself, closely follows the developments and changes in education and training, current events, culture and art activities.
- ❖ He has good morals and is fair. He sets an example by living.
- ❖ Identifies students' individual differences and approaches them accordingly.
- ❖ Can produce alternative solutions to problems.
- ❖ They have well-developed communication skills and a good sense of humor.
- ❖ To have critical and analytical thinking skills and to prepare original course materials by using advanced technology.
- ❖ Determines educational goals according to realistic criteria in the light of the organization's goals and implements them together with his/her classmates.
- ❖ Derya represents his/her organization in the best way at all times and places while working at Öncü Educational Institutions. While protecting her own rights, she also protects the rights of the organization and her colleagues.

### 2. Why Derya Pioneer Educational Institutions

Derya Öncü Educational Institutions has been continuing its educational life since 1995 for a generation that has assimilated our national culture with a love-first, human-centered education approach, aims for universal competence, and has been raised with a superior academic success.

Through activities and experiences, we strive to make the values that come from our beliefs and encompass universal expectations into permanent behaviors in our children.

The most important tool of an educational institution in achieving a high goal is its understanding of education and its staff of educators in accordance with this understanding. Derya Öncü Educational Institutions, which accepts its students as a trust entrusted to them, considers them not only as students but also as Muslims and human beings, and this understanding of education is one of its main differences.

The education staff shaped on the axis of this understanding presents a harmonious, determined and stable integrity in achieving the desired goals.

Derya Öncü Education Institutions;

- ❖ Evaluated, analyzed and developed the education and training in detail
- ❖ The educational approach aims to develop the student in all aspects
- ❖ Fulfills its promises
- ❖ Open to evaluation according to objective criteria
- ❖ Plans the future in the most effective way and takes precautions
- ❖ The curriculum aims for life success through a faith and values approach, a sense of continuous improvement and learning
- ❖ It raises students who produce skills, not excuses.

### 3. Principles of Communication with Students

#### • During Training Activities

- ❖ We accept and respect her as an individual so that her confidence grows.
- ❖ We call him by his name so that he feels valued as an individual.
- ❖ We keep our promises to him so that he learns to keep his word; so that he learns to trust and rely on us.
- ❖ We greet him or thank him so that he knows he is valued.
- ❖ We apologize to him when necessary so that he knows he is respected, and so that he learns to respect us, not fear us.
- ❖ We encourage him so that he learns to improve himself.
- ❖ We listen to him when he speaks so that he learns to listen.
- ❖ We respect his rights so that he learns to respect the rights of others.
- ❖ We allow her to ask questions so that she "learns to learn".
- ❖ We evaluate them without comparing them with their friends so that they realize that they are valuable as individuals.
- ❖ We respect him and treat him accordingly so that he learns to respect.

#### • During Teaching Activities

- ❖ We explain the subjects by making connections with life so that they can apply what they have learned.
- ❖ We explain the topics by linking them to each other so that they see the integrity of the information.
- ❖ We check the assignments and tasks we give so that they learn to work in a planned and timely manner.
- ❖ When they receive feedback on their assignments and projects on time, they have time to correct their mistakes and make up for their shortcomings.
- ❖ We involve the student in the measurement and evaluation process so that he/she knows himself/herself and is open to criticism.
- ❖ We point out their mistakes immediately and constructively so that they learn that what they learn is not just about school, but about life.
- ❖ We support and nurture the curiosity of the student so that he/she becomes a good researcher.

#### • Principles of Communication with Parents

- ❖ Healthy communication with our parents will strengthen us in getting to know the student and creating a common language in the student's development process. On-site and timely information about our work will increase the sense of trust of our parents in our institution and our teachers and ensure that our students are surrounded in every aspect.
- ❖ In general, it is essential to provide periodic information about the student's academic, social and emotional development.
- ❖ In case of emergencies such as health emergencies, accidents and injuries, it is a priority to contact the parents immediately and to inform the parents before the student reaches home.
- ❖ In our kindergarten, it is determined who will pick up the student at the beginning of the year. Otherwise, the student is not handed over without the verbal consent of the parent.
- ❖ Class teachers make periodic calls to parents.
- ❖ Subject teachers make calls to parents and communicate effectively depending on the intensity of the classes they teach.
- ❖ The interviews are recorded in the ETS.
- ❖ In case of special circumstances; unusual developmental observations, emotional problems, etc., the relevant teacher makes an emergency call.
- ❖ The class teacher and school counselor share the communication roadmap drawn for the student with the parents.
- ❖ Reminds the parent of the student's school responsibilities and that it is an important responsibility to help the student fulfill them.
- ❖ They share the problems experienced in the classes and solution proposals with the class counselor, guidance service and school administration, and notify the parents when necessary.
- ❖ Shares issues related to the student with the parents at the appropriate time and in the appropriate manner.
- ❖ The importance of strong communication with teachers is emphasized and attendance at meetings should not be neglected.

❖ **Derya Öncü Information via Education Tracking System (ETS)**

ETS is the first choice for written information and communication with parents.

❖ **Notification by corporate e-mail**

First of all, it is essential that the e-mails sent by our parents via ETS are answered in a timely manner and that information about official processes is sent via corporate e-mail.

❖ **Informing by establishing a contact group**

In the mobile application groups established with parents to ensure fast communication, the administrator should be the teacher or our teachers, the sharing should not be a chat group but a broadcast group (mass message group) that includes one-way notification, information should be shared as much as possible during the day and care should be taken not to share information late at night.

Communication with ETS and corporate e-mail is a priority. Although such a communication group is not preferred, if such a group is to be established, the information and approval of the school administration must be obtained.

#### 4. Supporting Student Spiritual Development

At Derya Öncü, we approach the concept of "value" from a holistic perspective. We accept values as an integral part of not only the spiritual development process but also academic processes. We see being a role-model as a principle that encompasses all our employees and stakeholders, starting with our teachers. In this way, we realize a "value education" experience that extends to the entire school climate and culture.

"Moral development" studies constitute the main axis of our organization's educational practices. The basis of our understanding of morality, which is the basis of these studies, is; "The values that make human beings human are engraved in the heart of the individual in accordance with the nature". In our opinion, the "Ideal Human" is a person who can integrate Islamic and human qualities in his/her mind and heart and reflect them in his/her life. In this context, the exemplary human model for us is the Prophet Muhammad and at the core of our educational philosophy is his hadith "I was sent to complete good morals".

We consider religious and moral education as an inseparable whole. Our main goal is that religious practices become meaningful in life and transform into moral behaviors.

Moral and religious education is carried out through social activities and clubs rather than lessons, and teachers are supported in this regard. Students' desire for lifelong learning is an important factor in knowing their religious, cultural and moral values and transferring them to their lives. With the infrastructure that this desire will create, our students' aesthetic and artistic perceptions will develop and they will be able to use information technologies correctly.

We support the personality and faith development of our students through targeted courses embedded in the curriculum, counseling activities, and social responsibility projects in and out of school.

Activities to support spiritual development are based on the principle of creating the grounds for our students to realize the basic values they have acquired in the previous school years. Social Responsibility Projects and other practices implemented for this purpose give students the opportunity to discover the meaning and beauty of being "valuable".

Within the framework of this common goal, but taking into account the pedagogical differences between the levels, the outline of our "moral development" program is as follows:

1. Matching course outcomes with appropriate values to support spiritual development
2. Let our day be an agenda event (holy days and spiritual days)
3. Ramadan events
4. Friday time implementation
5. Tent camping activity (Grade 4)
6. Prayer mobilization
7. Parent-student-teacher seminars
8. Trips to support spiritual development
9. Siyer with plays, fiqh and etiquette rules with dramas
10. Contemplation in nature

#### 5. Religion and Quranic Education

Within the scope of religious education, our students from kindergarten onwards;

- ❖ Having the belief of Ahl al-Sunnah,

- ❖ Performing prayer correctly and with consciousness,
- ❖ Understanding the life and exemplary morality of the leader of the universe, Prophet Muhammad (pbuh),
- ❖ Recognizing and imitating the Companions, scholars and heroes,
- ❖ Reading and understanding the Holy Quran correctly,
- ❖ We try to give the consciousness of living with the ideal of service to humanity.

Within the scope of Quranic education, our students from kindergarten onwards;

With the idea of teaching tajweed and fluent reading in the most beautiful way

- ❖ In our kindergarten, individual studies are carried out based on the personal differences of the students, their learning speed and their readiness to learn. Special attention is paid to each individual student, both in the teaching of prayers and in the teaching of reading the Holy Quran.
- ❖ In primary school, classes are divided into small groups,
- ❖ In middle and high schools, students are divided into small groups according to their level, female students are taught by female teachers and male students by male teachers, and the translations of the surahs are emphasized.

## 6. Art and Music Education

Art education, which is a means of individual feelings, thoughts, dreams, exploratory efforts and self-realization; an important social cultural dynamic with its integrative aspect in integrating societies, is carried out in many different activities in our school.

Art education, which enables the upbringing of people who understand, criticize and respect each other in society, gives the individual the opportunity to think freely. At the same time, it plays an active role in protecting our own culture, keeping it alive and passing it on to future generations.

Art education begins with play and creates an environment for students to discover their own tendencies, skills and predispositions. It aims to give students the power to express their feelings and thoughts through art. The aim of our art education is not to train artists. It is to prepare an environment for self-realization and liberation for our students to be truly happy. As the poet says, "I realized that art is the search for God; this is the skill, the rest is only steel..."

Artistic works are based on an understanding that attaches importance to quality in self-expression, communication through this expression, exploratory thinking, problem solving, text, fiction, information and material selection.

## 7. Foreign Language Education

English language education at Derya Öncü Schools is carried out in line with Derya Öncü's unique English curriculum based on the Common European Framework of Reference for Languages (CEFR-Common European Framework).

Our main goal is to enable students to use their language skills in line with CEFR standards throughout their lives; to gain intercultural communicative skills; to gain research, synthesis, analysis and presentation skills; and to raise individuals with a critical perspective and language self-confidence.

While the curriculum aims to provide students with knowledge on various subjects through the target language, language acquisition is aimed as in the mother tongue learning model. Our English curriculum is carried out by giving equal weight to the 4 basic language skills 'Listening', 'Speaking', 'Reading' and 'Writing'.

The program, which has been prepared in a way that will allow our students to learn English with love and self-confidence, aims to help students acquire 21st century skills and improve their English skills at an age-appropriate level.

In order for students to integrate communication skills in the target language into their lives, learning

experiences are designed in line with the 'Communicative Approach' method and 'Differentiated Instruction' principles.

In-class and out-of-class activities are important at Derya Öncü Schools. Through a wide range of in-class and out-of-class activities organized throughout the year, our students have the opportunity to develop their thinking skills, develop themselves with skills such as solidarity, innovation, creativity and problem solving, reinforce the language they have learned and exhibit their work.

In our English curriculum, our assessment and evaluation principles are applied to encourage learning (Assessment for Learning). In addition to the tools we apply in this regard, our students' language development is also evaluated through process-oriented studies through internationally recognized and accredited exams.

At the beginning of the academic year, our 3rd graders take the Starters exam and our 4th graders take the Movers exam. With the 2nd exam in May, their development and progress are measured and a process evaluation is made. The results of the exams are reported in detail and shared with our parents with result certificates.

According to the results of these internationally recognized and accredited placement exams administered at the beginning of the academic year, extra studies are organized throughout the year with our students who need to be supported according to the target level and those who are above the target level.

A student-oriented approach is taken as a basis in language teaching, and learning environments are provided where our students can work in cooperation and take responsibility together. The foreign language is used as a means of communication in games and activities based on visual, auditory and learning-by-doing designed according to this method. In this direction, our students develop their self-confidence and public speaking skills by sharing all the work they have prepared throughout the year with their families through the Portfolio show at the end of the year.

German as a 2nd foreign language is offered to our students in addition to English language education in 4th grade within the scope of a holistic education program in which the four basic language skills complement each other.

Our main goal in German language teaching is to create the basis of written and oral communication skills that our students can use the target language they have learned throughout their lives, and to raise awareness in their language learning adventure that will continue throughout their future education life.

While our students gain the ability to express themselves in two different languages, they have the opportunity to get to know and internalize different cultures, stay in the natural flow of the language and make their learning process permanent by experiencing drama, songs, games and various competitions.

#### 8. Guidance and counseling approaches

Our Guidance and Psychological Counseling Unit has a special and important place in the realization of our educational goals. The main purpose of our guidance activities is to help students' mental, emotional, social and moral development by removing the obstacles in front of education and training goals.

Guidance is not only aimed at students' intellectual development, but also their physical, social and spiritual development. The basis of our guidance and psychological counseling work is to ensure that our students grow by developing their talents and skills and gain emotional and social maturity during these periods. We strongly support the personal, academic and social development of our students. Based on our national and spiritual values, it helps our students to shape their character and fully reveal their potential.

We work with school stakeholders to provide a safe environment for our students to discover their individual characteristics and express themselves comfortably. It equips our students with values such as honesty, love,

respect, responsibility, tolerance and diligence, and supports their development by making them question themselves, their feelings and behaviors.

In the education and guidance process, students are guided towards academic success while at the same time developing their social skills. Social skills such as good communication, cooperation and empathy are supported through activities.

The Guidance and Psychological Counseling Unit makes an action plan to ensure the necessary change and development by using as much data as possible in all processes and implements it in cooperation and harmony with all relevant parties.

The guidance unit carries out its activities such as individual interviews, family counseling, group work for students, group work for parents, in-class guidance practices, orientation activities, newsletters and seminars in cooperation with all relevant teachers, administrators and units.

First of all, one-to-one meetings are held to get to know and help our new students who join the Derya Öncü Family in every aspect.

#### Individual guidance activities

- ❖ Problems related to effective studying/learning
- ❖ Peer bullying and social adaptation skills
- ❖ Mother, father, child communication
- ❖ Developing positive behaviors
- ❖ Anger management and conflict resolution skills
- ❖ Conscious awareness raising
- ❖ Guidance conversations at parent teas

Students are dealt with individually and general aptitude, interest tests and projective tests are applied. Teachers, parents and school administration are informed about the results obtained and necessary measures are taken in cooperation. In this way, it is aimed both to discover themselves and to make their school life more qualified. Inventories applied for this purpose:

- Problem Screening Test
- Who is this?
- D2 Attention Test
- Beier Sentence Completion Test
- School Readiness Test
- Work Behavior Scale
- Learning Styles Inventory
  - Draw a Family Picture
  - Draw a Man
- Metropolitan School Readiness Test
- In our kindergarten, developmental screening tests, visual perception and school readiness tests are administered.

Then, the following activities are carried out with all our students in certain periods.

- ❖ Group Discussions
- ❖ Motivational Interviews

#### Group guidance activities

- ❖ Social skills development
- ❖ Efficient working methods
- ❖ Effective communication
- ❖ Gaining motivation

## CHAPTER 3 STUDENTS' ACADEMIC and SOCIAL LIFE

### 1. Academic Work Calendar

An academic calendar is created under the leadership of our school administrators, taking into account the work calendars from the Ministry of National Education. This calendar is uploaded to ETS. The information that our parents and students need is announced both at school, on the web page and on ETS.

## 2. Social Events Calendar

A social activity calendar is created under the leadership of our school administrators. This calendar is uploaded to ETS. The information that our parents and students need is announced both at school, on the web page and on ETS.

## 3. Student Orientation and First Day/Week of School

- ❖ One or two weeks before the school year starts, students who are transferred to intermediate classes in primary school are invited for interviews in coordination with the class teacher and school counselors. Students and parents are interviewed.
- ❖ The special situation of the student, expectations of the family, etc. are discussed with the parents.
- ❖ They are also given general information about the school operation (timetable, sale of books, clothes, transportation, etc.).
- ❖ Depending on the need, general information is provided with the participation of the school vice principal. The placement of transfer students in classes (taking into account the principle of balanced and peaceful classes) is planned in cooperation with the school counselor and the school administration.
- ❖ In kindergarten, the school counselor is interviewed and the interview information is shared with the class teacher.
- ❖ On the first day of school, the first two classes are taught by the class teachers of each class.
- ❖ Topics such as introductions, integration of new and old students, sharing of the syllabus, formation of the class seating plan, allocation of class lockers, etc. are arranged on the first day during the first lesson.

In our kindergarten, orientation begins one week before school starts and students are invited to the school one by one and introduced to their teachers. After establishing a secure bond, the student gradually gets used to his/her friends in a small group and then to his/her class.

1st Grade Orientation: These are activities planned for our students to make a healthy start to their primary school life and to ensure school adaptation. Students are invited in groups during the week before the school opens. In enjoyable, activity-oriented lessons, students get to know the school units and mingle with their friends. In this process, students are observed by a commission formed by school and class counselors and branch teachers, and healthy classes are formed by taking into account certain criteria. Social, emotional, physical, cognitive development, number of boys and girls, date of birth, etc. are taken into consideration to create equal classes.

In addition, during the first weeks of school, the following topics are emphasized in all grades at primary school level.

- ❖ Student Integration Activities
- ❖ The way of teaching, how students will be prepared, how resources will be used
- ❖ Garden, corridor, playground, workshop, etc. classrooms, use of washbasins  
Grades use different gardens. Recesses are taken in accordance with the time schedule. The common agreement text, which includes the rules to be followed in the garden, playground and corridors, is shared with the student.(Annex 4-Garden-Corridor Use Common Agreement Text)

- Lunch, afternoon breakfast, descent to the dining hall and the food line

In primary school, each class has a scheduled time to go to the cafeteria. The areas used by classes in the cafeteria are fixed. Students eat their meals under the supervision of their teachers. The common agreement text, which includes the rules to be followed in the cafeteria, is shared with the students at the beginning of the year.(Annex 5-Cafeteria Use Common Agreement Text) In the afternoon snack, snacks such as fruit, cake, etc. are served.

In our kindergarten, breakfast, lunch and afternoon breakfast are served in our school cafeteria. Our monthly meal programs are shared with our parents.

- **Frequent use of courtesy phrases:**

Our teachers communicate with each other, with students and parents by paying attention to style and procedure, using positive expressions, with the sensitivity that we are a big family in a common living space and that expressions of kindness and positive words will strengthen this family and contribute significantly to the upbringing of our students.

- **Conference and seminar hall usage, listening to the speaker**

We make sure that all our students perform and listen to the program in a healthy way by having the teachers on duty in the hall, with the subject teachers at the head of their classes.

#### 4. **Expectations from homework and assignments**

Homework is work that gives parents the opportunity to be involved in their children's school life, helps students to take responsibility, to gain the habit of researching, examining and drawing conclusions on a targeted subject, and to reinforce what they have learned in class.

In our kindergarten, specially prepared homework assignments are given every weekend in rotation with the English and classroom teachers. The aim is not to see whether the student has done the homework correctly or not, but to ensure that the student gains a sense of responsibility and makes sufficient effort to complete the task.

Homework has many effects such as checking whether the teaching objectives of the course have been achieved, helping students identify areas where they need help, informing parents about what their children have learned, encouraging students to develop academically outside the classroom, and providing learning opportunities.

At the general information meeting at the beginning of the year, the homework day and homework tracking approach are shared with parents. Homework assignments and homework control are entered into ETS. At the first lesson at the beginning of the year, each teacher informs students about homework follow-up and expectations in a concrete way. Parents of students who do not do their homework consecutively are called and informed. In this information, the teacher shares concrete practices about how to follow up the process at school in order to develop the student's homework-responsibility awareness within the school, and expresses the expectations of our parents about what they can do at home.

#### **Our expectations from our students about homework;**

- ❖ First of all, realizing that homework is not a goal but a tool for repetition
- ❖ After some relaxation at home and some free time/hobby time, start homework
- ❖ Planning after-school time with the family
- ❖ Doing and submitting assignments within a certain time frame
- ❖ Viewing homework as a repetition and reinforcement exercise rather than a success criterion
- ❖ To adopt homework as a basic task and to do it himself/herself,
- ❖ Indicating the sources used in their research assignments
- ❖ Since all course topics are related to daily life, knowing that activities such as reading magazines/newspapers, listening to news, watching documentaries, following current events will improve their general culture and contribute greatly to their homework

#### 5. **Meetings and Discussions**

- **Parent Meetings**

Parent-teacher meetings are held at the beginning of the year for general information, at the end of the first semester for individual information and at the end of the second semester for individual information, either on weekday evenings or on weekends according to the planning made by the school administration.

At the general parent meeting held every year in the first month following the opening of the school year, the teachers make detailed presentations about their general goals, teaching methods, expectations and activity content. During the presentations made by our educators and administrators, our parents find answers to all their questions.



In individual informative meetings, our parents get information about the student's academic, spiritual and social development/changes and achievement targets in the lessons through face-to-face meetings with the teachers.

Interviews are kept as short and efficient in terms of time as possible, and if there is a situation that requires a private interview, the parent is invited by appointment.

Regular phone calls are made to our parents by class and branch teachers, as well as administrators, within the framework of a specific program.

- **Branch Parent Meetings (Parent Teas)**

They are planned and conducted by class teachers once a semester and twice a year. The school counselor and other teachers are also present at the branch parent-teacher meetings. The implementation and planning framework is under the responsibility of the school administration and can be planned as collective, small group or individual meetings.

- **Teacher-Parent Interviews**

Our parents who wish to meet with the education staff on any subject can contact the teachers and administrators of their choice by making an appointment with the school counselors or by using our Education Tracking System, as it is not possible for our teachers to answer incoming calls during class hours. Teacher meeting days are announced on our website at the beginning of each year.

Our specialists in the public relations departments at our schools will also be available to assist with appointment requests, suggestions, requests and feedback from parents.

The teacher plays an extremely important role in communication by acting as a bridge between the institution and the parents and, when necessary, between students and parents. It is extremely important for the institution and expected of teachers to exhibit attitudes and behaviors that set an example for the school community, and to always act respectfully and virtuously.

Teacher-parent interviews are conducted face-to-face or by phone. Face-to-face meetings are held in the appropriate place allocated for the meeting at the school. If the meeting area is not available, suitable places such as libraries are used with prior notice. Interview results are recorded by the teacher in the relevant section of the ETS.

- **Informing Parents about Student Performance**

Our parents are informed during phone or face-to-face meetings. The results of the branch-specific assessment and evaluation are shared concretely. Considering the individual situation of the student, the teacher clearly states what will be done next to improve the current situation.

- Fulfillment of responsibilities and homework
- English proficiency test results
- Social and psychological status, friendships
- Participation in values education and social activities
- Feedback is given on the results of observation and evaluation in different areas.

- **Parent Meetings by Appointment**

Our parents who wish to meet with the education staff on any subject can contact the teachers and administrators of their choice by making an appointment with the school counselors or by using our Education Tracking System, as it is not possible for our teachers to answer incoming calls during class hours.

Teacher meeting days are planned by the school management according to the free classes and announced at the beginning of each year on ETS and our website.

## **6. Rights and Responsibilities of Students and Parents**

School-parent cooperation is one of the important factors that increase student success. Parent participation plays a major role in ensuring a safe and organized school environment. The primary purpose of parent participation is to support the school staff who direct the educational activities of the school, to ensure their

contribution to the work at different levels in line with their professions and competencies, and to contribute to the educational process of the student by establishing close ties between school and home.

- **Student Rights**

- ❖ A safe and healthy school and classroom environment
- ❖ Express their thoughts freely
- ❖ Respect for individual differences
- ❖ To learn the results of his/her own evaluation in a timely manner and to express his/her opinions on the results to those concerned
- ❖ Ensuring the confidentiality of his/her private information
- ❖ Being informed about the functioning of the school, rules and decisions taken
- ❖ Treating all students equally in the implementation of school rules
- ❖ To be able to recognize themselves and other students, to make decisions and to receive adequate guidance on similar issues they need
- ❖ Participating in extracurricular activities to support academic and personal development
- ❖ Representing and being represented in school management
- ❖ The school supports and rewards their success in academic and social performances,
- ❖ Rewarding and supporting students who are successful in national and international academic, art, value and sports competitions, projects, etc. in province, district and Turkey

- **Student Responsibilities**

- ❖ Respect the rights and personal differences of all people in the school
- ❖ Being at school 10 minutes before the bell rings in the morning, not being late for intermediate classes
- ❖ Being ready for class with the necessary course materials as soon as the entrance bell rings, obeying the classroom order before the teacher arrives to class
- ❖ Complying with the rules established in the classroom during the lessons. Avoiding behaviors that disrupt the flow of the lesson and distract the attention of friends and the teacher
- ❖ Never leaving the classroom during the lesson without the teacher's permission
- ❖ Not requesting leave other than infirmary leave, leave for guidance service, activity leave, leave outside the school, and knowing that leave outside the school will be with the family
- ❖ Not engaging in behaviors that hurt the feelings of the other person, upset and disturb them (such as mocking, gossiping, disturbing them by e-mail and phone)
- ❖ Participating in extracurricular activities and making the best use of these activities
- ❖ Not to damage the belongings of their friends and the school; to compensate for any damage
- ❖ Following the rules set at school and the rules to be determined by the class
- ❖ Contributing to school management (with ideas, criticism, suggestions and studies)
- ❖ In no way resorting to brute force and coercion
- ❖ Protecting the tools and equipment in the interior and exterior of the school, warning those who damage them and reporting them to the relevant authorities
- ❖ Contributing to the school's science and art boards with writings and photographs, not damaging the writings, pictures, etc. on the boards
- ❖ Not leaving school without written permission from the parents and permission from the school administration
- ❖ Not to be absent from classes unless there is a significant reason acceptable to the administration
- ❖ Delivering the information, evaluation and meeting call letters given by the school administration to the parents on time
- ❖ Representing our school in the best way in their behavior outside the school
- ❖ Doing homework, projects, etc. on time and regularly and submitting them on time
- ❖ Complying with the general and dress code of the school
- ❖ Utilizing the academic and social opportunities offered to the fullest
- ❖ Complying with the rules specified in group work and/or pair work
- ❖ Never lie in any situation
- ❖ Not chewing gum inside the school and in the gardens, not eating or drinking in classrooms, libraries and laboratories, not talking loudly indoors
- ❖ Not using other people's belongings without permission

- ❖ Not keeping more than enough money to meet daily needs
- ❖ Do not make hand jokes, push, hit, kick, trip, throw any object at someone, in other words, do not engage in any behavior that may endanger the safety of others or cause injury or disability.
- ❖ Complying with the dress code at school and in service vehicles, which is announced by the school administration at the beginning of each academic year
- ❖ Acting in accordance with service rules in service vehicles
- ❖ Bringing the tools and materials for the lesson in full, not bringing materials other than the materials required for the lesson to school
- ❖ Paying attention to environmental cleanliness, not damaging green areas, not engaging in sports activities outside the sports fields for their own safety
- ❖ Taking responsibility for their own belongings
- ❖ Following the rules on school trips
- ❖ Keeping their lockers neat and clean, not storing anything other than school supplies
- ❖ Knowing that smartwatches or cell phones are not allowed at school, but turning off cell phones brought to school with the knowledge of their parents and for different reasons, etc. as soon as they enter the campus and handing them over to the designated officer
- ❖ Knowing that if they do not comply with the above-mentioned rules, they will face the measures that the school administration will deem appropriate

#### • Parental Rights

- ❖ To be informed about all issues related to the education and training of the student
- ❖ To be treated with fairness and respect
- ❖ Knowing that their students will be provided with quality resources, education and opportunities in the school environment
- ❖ To be informed about the functioning of the school at regular intervals
- ❖ Participating in environments where he/she can offer suggestions on school functioning
- ❖ To be informed at regular intervals about their student's progress at school.
- ❖ Benefiting from the school's parent education seminars

#### • Parental Responsibilities

- ❖ Helping students to go to school every day on time, ready to learn and in accordance with the school's dress code
- ❖ Taking part in extracurricular activities organized by the school for students within the framework of opportunities (school library, club activities, year-end shows, etc.)
- ❖ Following school announcements and publications
- ❖ Completing and returning all questionnaires and forms sent for the purpose of obtaining and collecting information on time
- ❖ Participation in PTA elections and parent-teacher meetings
- ❖ Monitoring and controlling students' study, sleep, nutrition, leisure time (reading, computer, TV, cell phone, social activities, etc.)
- ❖ Supporting your child to spend more time reading and researching
- ❖ Participate in training activities organized by the school.
- ❖ Giving age-appropriate responsibilities to students
- ❖ Taking the necessary precautions for students to comply with school rules
- ❖ Informing the school in a timely manner about changes in the mental and physical condition of the student
- ❖ Not allowing physical and psychological violence in the family environment
- ❖ To follow the development of the child in cooperation with the school guidance service and the class teacher and to comply with the calls to be made
- ❖ Supporting the student's participation in social and cultural activities appropriate to his/her level in the city to provide information and enrich his/her life
- ❖ Preventing students from accessing sites with harmful content on the internet
- ❖ Supporting students to work voluntarily in level-appropriate activities in social service organizations

### 7. Measurement and Evaluation General Policies

Measurement and evaluation in the education and training process aims to determine the achievements, knowledge and skills that students are expected to acquire at their grade level, to monitor their development, to

identify the points that require improvement, to decide whether the determined educational goals have been achieved and to guide students correctly.

In this context, the level at which our students acquire the targeted learning values in our schools is determined using valid, reliable and objective measurement tools. The results are interpreted in a way to evaluate the process and necessary studies are carried out. In the evaluation process, we help students reach their learning goals by making them aware of their strengths and weaknesses.

Process assessment is as effective as summative assessment. Assessment and evaluation tools are designed to appeal to different learning styles. Measurement tools appropriate to the targeted student outcome are used.

#### 8. Detailed Monitoring and Solutions for Student Academic Development

The individual development of the students is monitored by the subject teachers and all kinds of support and additional study needs are met. Classroom teachers, guidance counselors and relevant branch teachers are responsible for monitoring students' academic, social, sportive and artistic development processes and taking measures.

The teacher enters the student whom he/she deems appropriate to participate in the study hall into the ETS and informs the parents. The needs of the student are identified and, if possible, other branch teachers and the class teacher are contacted to address the deficiencies through individual or small group work.

#### 9. End of Year Performances and Events

Our students organize year-end shows near the end of the year and commemoration and celebration activities on specific dates. In this way, they showcase their communication and presentation skills on stage and give their family and friends a good time. These performances include communication, presentation and stage skills as well as values education. Special programs and stage performances are also organized for foreign languages.

End of year programs and celebrations at the kindergarten level are restricted by the Ministry of National Education and are not held in our kindergarten as a rule. However, a study on values and spiritual education in which our students can present what they have learned during the year is shared with our parents. English portfolio studies prepared in small groups are also realized with the participation of our parents.

#### 10. Use of Digital Platforms in Education

Our students are supported with digital learning platforms in order for learning to take place more effectively or to continue at times and places independent of school. Selected publications have digital applications. In addition, our students have digital platform memberships for the digital education platform supporting basic courses in all grades at primary school level, informatics course, foreign language course, mind games workshop course and science workshop course.

#### 11. Timetable-School Hours

Students who do not use the school bus must be at school 10 minutes before the first class starts. Our school buses will be at school 10 minutes before the first lesson according to the planning.

Our classes are held between 08.50 - 16.00. Students may not leave school during school time unless there is an emergency and without the written/verbal permission of their parents.

Flag ceremonies are held at the beginning of school on Mondays and at the end of school on Fridays. All students and teachers are required to attend the flag ceremonies.

Students may participate in after-school activities with the permission of their parents and may not go out without their parents' permission. For the healthy functioning of the school, students cannot bring guests during and after school. Students may not use another shuttle service without prior written permission and may not leave the school with other people other than family members without the written permission of their parents.

#### 12. Giving Private Lessons, Accepting Gifts

No teacher working at Derya Öncü Educational Institutions can give private lessons to the students of the institution during the education period and/or during the holidays as long as his/her contract continues.

Cannot accept gifts (other than flowers and chocolates) of material value from students and/or parents.

### 13. Public Holidays and Institutional Holidays

The academic year is divided by the Ministry of National Education (MoNE) with intermediate vacations in order to increase the efficiency and efficiency of students and teachers. During official holidays (national and religious holidays, etc.) no one is present in the institution except for security.

### 14. Rules for Class Breaks (Recess) and Rest Times

All teachers make sure that the students on their floors behave according to the school rules in the corridors during break times, class teachers and/or teachers on duty ventilate their classrooms, respond to students' needs or questions and provide necessary guidance, and make final checks that they are fully prepared for their next lesson.

### 15. Cell Phone/Smart Watch

It is essential that our students do not bring cell phones or smart watches to school. However, smartwatches, etc. brought with the knowledge of their parents and for different reasons are turned off the moment the student enters the campus and handed over to the vice principal. Students can meet their communication needs from all phones in the school.

### 16. Canteen Use Rules

At the primary school level, a canteen day is organized once a week under the supervision of a teacher to raise awareness about healthy eating, healthy consumption and shopping. In general, shopping is not done with money, but with a canteen card. With this card, the content of the shopping and the amount of expenditure can be tracked.

### 17. Lunch Break and Meal Time

Our kindergarten teachers eat at the same table with their students and support them in developing positive eating behaviors. We are sensitive to the fact that each student eats to their fullest and on their own.

Meal service is provided by our school's permanent cafeteria staff. The content of the meals prepared in the school kitchen is selected in accordance with the developmental level of the students and the monthly meal list is announced on the website. Students go out to eat under the supervision of their teachers. 1st graders' lunch tray is presented ready on their desks. Our students benefit from the lunches served at the school at all times when the school is open.

### 18. Dress Code and Rules

The school uniform helps students develop discipline and a sense of community, team spirit and a sense of belonging.

School uniform prevents casual dress that can send the wrong message. Students who wear school uniforms want to show their talents and willingness to explore in different ways and develop themselves.

All of our students are expected to be respectful and attentive to both themselves and their school with the way they dress. We care that our students do not forget that they represent Private Derya Öncü Educational Institutions in activities outside the school and that they dress according to school rules unless otherwise stated.

All students wear the school uniform. One day a week is free dress day for our kindergarten students. The appropriate day is determined by the class teacher at the beginning of the year according to the curriculum.

### 19. Health Service and Infirmary Use Rules

- ❖ Our school infirmary serves all our students with a full-time nurse during working hours and a school doctor who comes at certain times.
- ❖ At the beginning of each academic year, student health information files are updated and transferred to the relevant program.

- ❖ Students' height and weight are measured and recorded every year.
- ❖ In case of student illness, parents are notified when deemed necessary. In case of need, sick students are allowed to rest in the infirmary for as long as deemed necessary.
- ❖ Students who need to rest at home are picked up by their parents.
- ❖ In case of injuries and emergencies that occur within the school, the first intervention is made by our infirmary nurses. Our parents are informed, their consent is obtained and the student is transferred to the health institution with the accompaniment of a nurse.
- ❖ Our health unit, school administration, guidance service, teachers and staff work in cooperation to ensure that our students have a healthy and happy learning life.
- ❖ No medication, prescription or non-prescription, may be given to students in our schools.

#### 20. Security

All security rules in our schools have been put in place to ensure that students, employees and visitors to the institution are in a safe environment. All teachers and staff are expected to comply with these rules and to assist the security staff.

Our school has day and night security guards. In addition, the school and its surroundings are recorded by cameras.

The duties of the security unit include monitoring school entrances and exits, controlling the school environment, recording the guests coming to the school and referring them to the relevant unit. Students may leave the school during school hours with the knowledge of the school administration and under the supervision of their parents.

Our students are delivered only to their parents or to the persons notified by their parents to the school administration, and security guards ask anyone other than their parents to show their ID card.

#### 21. Receiving Visitors from Outside the School and Hosting Guests

Guests arriving at the school are welcomed at security by presenting their ID cards and are informed by the staff member to the counselor and hosted in the lobby. The person with whom they have made an appointment is contacted and an appointment is made.

Visitors are expected to make an appointment and come to the campus with the information of the person they want to meet.

#### 22. Rules to be Followed in Emergency Situations

There is an "Evacuation Plan" prepared for each campus. The Evacuation Plan for emergencies that may occur during the day (fire, earthquake, etc.) is distributed to all employees at the beginning of the academic year. All employees are obliged to know this plan, the necessary rules and how and where to gather in case of emergency.

#### 23. Drills

Fire and earthquake drills are conducted several times a year with or without notice. All concerned parties are informed about the drills verbally and in writing by the school administration during the first week of school. In case of emergency, this plan is followed.

#### 24. Domestic and International School Trips

The school administration and the heads of departments plan the domestic and international trips to be organized throughout the year in the meeting held before the academic year and place them on the social-activity calendar. The relevant departments make plans for the upcoming activities, the necessary permissions are obtained and the trips are realized. Information about the trips is given at the beginning of the year at the parent information meeting. A trip consent document is obtained from our parents.

All teachers and students participating in excursions represent the school wherever they are. During excursions, teachers and students are obliged to abide by school rules, to conform to the standards of behavior

and appearance deemed appropriate by the institution, and to avoid behaviors that may disturb the peace of the environment and people. Teachers guide their students in this direction.

#### 25. Lost and Found

Items that are not found in the units of the school are transferred by school officials to the lost and found room, which is kept locked by the school administration. Students whose belongings are lost receive their belongings from the lost and found room with the permission of the vice principal and accompanied by the school staff. Our students' personal belongings/clothes must have their names written on them.

#### 26. Library

Books in the school library are registered. Students can read in the library outside of class if they wish. Students can also borrow books from the library and return them within a certain period of time. At scheduled times, under the guidance of teachers, students make use of the library for reading activities. Students who use the library most frequently and appropriately are rewarded at the end of the semester as an incentive.

#### 27. Education Tracking System (ETS)

Students' academic and social development is monitored by students, parents and administration via ETS. All teachers actively use the ETS. In particular, attendance, parent communication, homework assignments, checking homework assignments and providing feedback to parents about homework assignments, entering planned study hours into the system, exams and their analysis are done through ETS.

## CHAPTER 4

### SOCIAL RESPONSIBILITY-ACTIVITY AND CLUB PROGRAMS

#### 1. Social Responsibility Activities

Social responsibility activities in primary school are planned in line with the values we want our students to acquire. Compassion, solidarity, altruism, loyalty, love, respect, national spiritual values, patriotism, friendship, fraternity, etc. are among the values that are aimed to be gained. These activities are organized with the aim of enabling students to learn by doing and experiencing.

- ❖ Aid Campaigns: Aid activities carried out by taking into account the needs and agenda (Creating a sister school library, providing clothing or stationery needs)
- ❖ Organizing food aid for families in need during Ramadan or other designated periods and delivering it through non-governmental organizations
- ❖ Charity bazaar events
- ❖ "Every Class Has an Orphan Brother" project
- ❖ Sapling Planting Event
- ❖ Delivery of leftover food to street animals
- ❖ Support activities for people with disabilities (Blue cap collection activity etc.)

#### 2. Social Activities

During the in-service period at the beginning of the year, all activities to be held during the year are planned and recorded in the social activity calendar. Interdisciplinary cooperation is prioritized, and the departments make plans together when necessary.

#### 3. Student Clubs

Club hours are organized once a week by our school teachers. At the beginning of the year, teachers determine the club they can guide according to their interests and abilities. Club activities are updated every year according to the changing and developing conditions; art, science, sports, life skills and social skills, mother tongue activities, foreign language, etc. are planned to underline the main titles. The introduction file is submitted to the vice principal through the head of the class. The club is introduced to the students in the conference hall. Students are placed in clubs by taking into account the order of preference and the capacity of the club. At the end of the year, they work on product presentations such as exhibitions etc.

#### 4. Camping and Nature Activities

20 weeks of "Forest School" activities in kindergarten. Periodic trips are made to the Küçük Çamlıca grove. In primary school, nature workshops are held periodically within the scope of workshops. In these activities, we work with our students on nature awareness, seasonal cycle, productivity and contemplation.

With the participation of 4th graders, a tent camp is organized in nature. With the camping activity organized, it is aimed to improve our students' relations with each other and with nature and their spiritual development. The activity is carried out under the supervision of their teachers. This relationship is continued with activities such as nature walks and picnics during the year.

### 5. Differentiated Education Studies

Students' interests and different learning styles are supported through an enriched curriculum, workshops, various club activities that appeal to different areas of talent, and STEM studies that ensure interdisciplinary interaction.

In primary school, four different workshops are held regularly each month. The planning of the workshops is prepared at the beginning of the year. Nature, Philosophy for Children, Mathematics, and Craftsmanship Table workshops are integrated into the curriculum and their contents are planned in groups under the supervision of classroom teachers.

Courses such as mind games, drama, folk dances, games and physical activities, gymnastics, science, traditional handicrafts (marbling), ceramics and robotics-coding, which are defined in the weekly curriculum, are taught by specialized teachers in the entire primary school or at certain levels in the relevant teaching space.

## CHAPTER 5 OTHER UNITS

### 1. Accounting Unit

The accounting department is responsible for the financial and fiscal operations of the institution and is responsible for the salary payment of all employees and the coordination of all kinds of purchases and budgets related to the institution. This department also carries out financial transactions such as student registration process, service payment, clothing and book sales, employee benefits, invoicing and bank transactions.

### 2. Information Technologies (IT) Unit

In line with the strategic goals and plans of Derya Öncü Educational Institutions, the IT Unit carries out activities to determine the information technology standards of the institution, to establish systems and to ensure that these information systems are used efficiently by employees in order to support the quality of education offered. It works to increase work efficiency by supporting educational activities with the necessary devices, services and software, as well as the administrative processes of the school with the necessary hardware.

In addition to the academic and administrative staff of our school, the IT Unit also directly or indirectly serves our students and parents. Teachers can get support from IT specialists for any questions and problems related to the technical infrastructure, software or hardware usage and applications offered to them within the institution, as well as any system-related support they need.

### 3. Corporate Communication Unit

#### • Registration Acceptance Studies

Prospective parents are welcomed and informed by the Public Relations Unit. Prospective parents are informed about the level they come from, and are given information about the general structure of the institution, its physical structure, classroom environments, workshop courses, course contents, art and sports fields through question and answer method on introductory slides. The information received from the prospective parent is entered into the system. The student candidate is directed to the relevant units. The parents of the student whose enrollment is deemed appropriate by the administration are directed to accounting and clerical services.

After the necessary information is provided to the prospective parents, the list price and valid discount items are shared. According to the process, an appointment is made for the student and the guidance unit to meet. According to the result from the guidance unit, they are directed to the accounting unit to complete the registration process.



- **Parent Communication Activities**

The Public Relations Unit plans various seminars and events for parents throughout the year. It takes part in welcoming and guiding parents at parent meetings and organizations held in our institution. It receives the opinions and suggestions of our parents on seminars, trips, meetings, etc. or informs them about the necessary issues.

- **End of Year and Graduation Programs**

In primary school, end-of-term or end-of-year programs are held with parent participation under the title determined for each grade level. A grade transition program is organized for students who will transfer to secondary school. After the transition program held at the school, a meal is served at the school.

#### 4. Security

The Security Unit ensures the safety of life and property of our teachers and students in the areas within the boundaries of the institution. It prevents any danger that may occur around the school at school entrances and exits. Security guards take all kinds of measures against elements that may pose a threat inside and outside the institution. In the institution, which is under 24/7 camera surveillance, private security teams are constantly present.

Teachers are on duty at 8:30 a.m. to monitor and control the students. The security unit ensures that the bus service and parents enter the garden in a controlled manner.

After 09.15, the entrance gate is closed to vehicle traffic (except in emergencies). No guest vehicles are allowed inside the school during school hours and for the first half hour after school dismissal.

During recess hours, the designated teacher on duty ensures that students enter and exit the gardens and floors.

Identity information of guests and visitors arriving during the day is recorded in the registry. Then, the person to be interviewed is informed and they are escorted and interviewed. Support is received from the counseling unit in communication.

If there is a student who needs to be dismissed or picked up before the dismissal time during the day, the approval of the school administration is obtained first and then the approval of the parent. After the students' exits are recorded, they are handed over to their parents or allowed to leave.

If the class teacher receives a request for the student to be picked up early, he/she informs the counseling unit.

School buses take their places in the school yard 30 minutes before the departure time.

#### 5. Health Unit (Infirmary)

- ❖ Our school infirmary serves all our students, teachers and staff with a full-time nurse during working hours and a school doctor who comes at certain times.
- ❖ At the beginning of each academic year, student health information files are updated and transferred to the relevant program.
- ❖ Students' height and weight are measured and recorded every year.
- ❖ Training seminars are given on various topics.
- ❖ It is ensured that periodic vaccination practices are announced to our parents, and that the vaccination is carried out and recorded by the Ministry of Health officials with the consent of the parents.
- ❖ In case of student illness, parents are notified when deemed necessary. In case of need, sick students are allowed to rest in the infirmary for as long as deemed necessary.
- ❖ Students who need to rest at home are picked up by their parents.
- ❖ In case of injuries and emergencies that occur within the school, the first intervention is made by our infirmary nurses. Our parents are informed, their consent is obtained and the student is transferred to the health institution with the accompaniment of a nurse.
- ❖ Our health unit, school administration, guidance service, teachers and staff work in cooperation to ensure that our students have a healthy and happy learning life.

## CHAPTER 6 COMPLAINT AND SUBMISSION OF OPINION

### 1. Application Methods and Stages

Ensuring that problems and suggestions encountered at school are effectively communicated to those concerned, managing complaints and contributing to solutions will ensure that the school climate is a peaceful, thriving and shared place.

Our school has mechanisms through which students, teachers and parents can easily convey their opinions, complaints and suggestions. Incoming suggestions and complaints will be finalized with a comprehensive evaluation.

#### Application Methods

- ❖ Face-to-Face: Complaints or opinions can be submitted directly by making an appointment with the school directorate.
- ❖ Written Application: A written application can be made through one of the following communication channels:
  - School e-mail address, Education Tracking System Mobile Application
  - Application to the school office with an official petition
  - Telephone interview with parent communication specialist or school secretariat

#### Stages

1. Our school has student affairs and parent communication offices. As part of their duties, these offices help to communicate concerns and complaints from parents or students to the relevant persons and provide support in the process of reaching a solution.
2. A requested appointment can be communicated by e-mail, telephone (by calling the school), text message via ETS, written petition or in person. A response can also be requested through the same channels.
3. If there is an urgent problem, a direct meeting with the relevant manager can be arranged.
4. If our students have complaints, the class teacher will deal with their problems or refer them to the deputy principal for administrative solutions.
5. In general, a complaint lodged more than one month after the alleged incident cannot be taken into account.

#### Process Tracking

1. The school principal is expected to find solutions to the problems in order to alleviate concerns, solve problems and ensure a healthier and higher quality education-communication-collaboration process. In order to find solutions to the problems, a comprehensive investigation of the situation will be planned. Within five days of the school receiving your complaint (request), you will be informed in writing or verbally about the planning or the outcome.
2. If the concerns and complaints are not addressed in the first instance or if you are not satisfied with the outcome, you can write a formal email and send it to the school management to ensure an appropriate process is followed. Or you can call our school and request a meeting with the relevant administrator.
3. School management can be asked to review the procedures and follow-up used. Parents, staff or if the student is dissatisfied with how the process has been handled, to readdress the complaint in writing or verbally to the School Directorate within 5 school days of learning of the decision should submit its request with a statement summarizing the procedural violations.
4. Names, dates and times of incidents, relevant documents, and any other information that may help in the assessment should be attached to your email and shared in the event of a face-to-face interview.
5. After reviewing the process (planning-evaluation-results-information), the school management (vice principal or school principal) makes a telephone or face-to-face appointment with the person concerned.



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