



**IŞIK SCHOOLS**



# **IBDP ADMISSION POLICY**

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## **1.0 FMV Işık Schools' Mission and Vision Statements**

### **Our Mission**

The primary guiding principle of FMV IŞIK Schools is to “raise good citizens”.

To this end, it aims to educate its students as individuals who are adaptable thinkers, lifelong learners, able to apply new ideas and methods, with ethical and cultural values, critical thinking skills and with respect for diversity. It also aims to raise students who contribute to social well-being and universal development with productivity in accordance with their own interests and abilities, and who are environmentally aware of a sustainable world, harnessing the transformative power of reason and science through innovative programmes.

### **Our Vision**

In light of our values from the past, we enlighten the future through education.

### **Aims**

The foundation of the educational philosophy of FMV IŞIK Schools is to achieve the following goals in line with the principles set by Atatürk:

- a) To ensure that our students acquire the knowledge and values related to the rights of all living beings, especially the rights of the child, within the framework of respect, peace and tolerance required by the culture of living in unity.
- b) To support our students in becoming inquiring individuals through their thoughts and actions, self-awareness, entrepreneurial outlook, innovation in creativity and productivity, and balanced in their social relations and developed in their thinking skills.
- c) To raise individuals who understand different cultures, have the skills to communicate effectively in a global context and understand the richness of diversity.
- d) To raise individuals who use their language skills at the highest level, especially their mother tongue, who are competent in English, who have developed communication skills in a second foreign language, and who play an active role in international events.
- e) To support our students' perception of national and universal knowledge and the values they have acquired through an active learning approach with a transformative perspective.
- f) To create learning environments where students can use innovative digital skills effectively, while respecting ethical values.
- g) To educate individuals who embrace universal ethics and academic integrity as a principle in all their endeavors.
- h) To ensure that our students become individuals with a developed sense of responsibility, autonomy, versatility and sustainable life skills.
- i) To enable our students to engage in national and international experiences with their scientific, social, artistic and sports skills through high quality education.
- j) To equip our students for higher education by helping them develop self-awareness and set goals aligned with their interests and strengths.

## 2.0 IB (The International Baccalaureate®) Programme Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

## 3.0 IB Learner Profile

The IB Learner Profile puts the learner at the centre of the IB education. IB believes that the following ten attributes reflect the holistic nature of education. These qualities emphasize the importance of attributes such as curiosity and compassion as well as developing knowledge and skills. IB programs are concerned with the social, emotional and physical development of students and underline their ability to respect themselves, others and the world around them. IB educators help students develop these qualities throughout their IB education and prove them in increasingly stronger and evolving ways. The development of these qualities forms the basis for raising internationally-minded students who will create a better world.

**IB learners aim to have the following attributes:**

As **Inquirers**, they nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

As **Knowledgeable** learners, they develop and use conceptual understanding, exploring knowledge across a range of disciplines. They engage with issues and ideas that have local and global significance.

As **Thinkers**, they use critical and creative thinking skills to analyze and take responsible action on complex problems. They exercise initiative in making reasoned, ethical decisions.

As **Communicators**, they express themselves confidently and creatively in more than one language and in many ways. They collaborate effectively, listening carefully to the perspectives of other individuals and groups.

As **Principled** learners, they act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. They take responsibility for their actions and their consequences.

As **Open-minded** learners, they critically appreciate their own cultures and personal histories as well as the values and traditions of others. They seek and evaluate a range of points of view, and they are willing to grow from their experiences.

As **Caring** learners, they show empathy, compassion and respect. They have a commitment to service, and act to make a positive difference in the lives of others and in the world around them.

As **Risk-takers**, they approach uncertainty with forethought and determination; they work independently and cooperatively to explore new ideas and innovative strategies. They are resourceful and resilient in the face of challenges and change.

As **Balanced** learners, they understand the importance of balancing different aspects of their lives - intellectual, physical, and emotional - to achieve well-being for themselves and others. They recognize their interdependence with other people and with the world in which they live.

As **Reflective** learners, they thoughtfully consider the world and their own ideas and experiences. They work to understand their strengths and weaknesses in order to support their learning and personal development.

#### **4.0 FMV Işık High Schools IB Diploma Programme Admission Philosophy**

Students are accepted to the IB Diploma Programme based on an assessment of their academic proficiency as well as the evaluation by the relevant grade teachers.

Students considering participation in the IB Diploma Programme are informed at the beginning of 9th grade and are continuously informed throughout 10th grade. 9th and 10th grade students in all Işık High Schools are encouraged to participate in the International Baccalaureate Diploma Programme. Throughout this process, students' academic and psychosocial development is monitored, and their candidacy for the program is assessed with feedback provided. Students and parents interested in the program are supported by the school throughout the entire process.

At FMV Işık High Schools, we believe in the holistic approach to education. Therefore, candidate students are encouraged to apply for the programme rather than seek to obtain certificates by attending one or more courses.

#### **5.0 Purpose and Writing Process of the Policy Statements**

The FMV Işık High Schools Admission Policy was prepared based on the mission and vision of the International Baccalaureate Organization and FMV Işık Schools.

At the preparation stage, members of school leadership and school pedagogical leadership teams came together with their ideas to contribute to the formation of this document by negotiating on the fairest and most realistic admission criteria for students in Preparation classes and those from 9th and 10th grades considering participating in the Diploma Programme. The purpose of this document is to provide prospective International Diploma Programme students and their parents with detailed information on the requirements and admission conditions of the Programme.

During the preparation of the FMV Işık High Schools Admission Policy, an executive committee of principals, vice-principals, and diploma program coordinators was formed. The writing and editing, implementation and review processes of the policy have been conducted by this committee, representing the school administration, IB Diploma Coordinators, and other stakeholders constituting the school community.

During the writing process of this policy, National Ministry of Education requirements regarding admissions to our high schools were taken into consideration, and all stakeholders reached a consensus regarding the admission conditions of the Diploma Programme.

Aside from the official regulations of the Ministry of National Education, the FMV Işık Schools Admission Policy has a dynamic and flexible structure. The current and vibrant needs of school society were taken into consideration during the formation of the policy. The compatibility of the school's admission philosophy and all applications within this context with the IB DP philosophy was reviewed. In this regard, the FMV Işık High Schools Admission Policy is a living document that reflects the school's principles and IB philosophy, and is open for development and change. In order to comply with this philosophy, the committee members should be in constant communication with the units they represent.

School principals, vice-principals, IB Diploma Programme Coordinators, Psychological Counselling and Guidance Departments, all course teachers and other support units are responsible for sharing, supporting, and implementing the Admission Policy within the school.

## **6.0 Roles and Responsibilities**

### **6.1 School Administration**

- a) Determines and updates admission conditions.
- b) Ensures the functionality of the admissions committee.
- c) Presents data to the committee regarding the academic performance of Diploma Programme candidates.
- d) Informs the committee and parents in line with Ministry of National Education legislation.

### **6.2 Diploma Program Coordinators**

- a) Introduce the Diploma Programme to candidate students and parents.
- b) Participate in Diploma Programme application and admission processes.
- c) Evaluate the reference letters of applicants.
- d) Present the admissions committee with the application files of applicants.
- e) Conduct interviews with candidates and their parents.
- f) Guide candidates in their subject selection, considering the requirements of the IB Diploma Programme, their preferred universities, and their career goals.
- g) Prepare approval and rejection letters for candidates, and submit them for the principal's approval.

### **6.3 Subject Teachers**

- a) Participate in the introduction of the Diploma Programme to candidate students and parents.
- b) Inform candidates requesting information on the Diploma Programme about their own courses.
- c) Guide students in making their subject choices.
- d) Act as members of the admissions committee.
- e) Write reference letters for candidate students, and forward them to the Diploma Programme Coordinator.

## **6.4 Guidance Counsellors / Overseas College Counsellors**

- a) Participate in the introduction of the Diploma Programme to candidate students and parents.
- b) Guide each student during the programme application stage.
- c) Participate on the admissions committee.
- d) Inform Diploma Programme candidates regarding local and overseas university opportunities.
- e) Direct students to cooperate with their subject teacher on subject choice.

## **7.0 Admission to the IB Diploma Programme**

### **7.1 Information and Application Process**

At FMV Işık High Schools, the IB Diploma Programme is implemented in 11<sup>th</sup> and 12<sup>th</sup> grades. Programme information meetings are organised for 9<sup>th</sup> and 10<sup>th</sup> grade students and their parents every fall semester. Following the meeting for 10<sup>th</sup> grade students and their parents, candidate 10<sup>th</sup> grade students pre-apply to the Diploma Programme.

10<sup>th</sup> grade students who wish to participate in the programme fill in the IB Diploma Programme application form. The official application process for 10<sup>th</sup> grade students begins in the first term of the academic year and ends at the end of the second term of the academic year. The dates of the process are announced at the beginning of each academic year.

### **7.2 Qualification requirements and documents for the Application**

Qualification requirements and documents necessary for the candidates are listed below:

#### **7.2.1 Academic Success:**

40% of the weighted 9<sup>th</sup> grade GPA and 60% of the weighted 10<sup>th</sup> grade GPA are calculated. The resulting weighted average grades for 9<sup>th</sup> and 10<sup>th</sup> grade must be at least 75 over 100.

For English, the weighted average of the student's 9<sup>th</sup> and 10<sup>th</sup> grade GPA must be at least 80 out of 100.

#### **7.2.2 Necessary Documents:**

- a) Completion of the application form
- b) Submission of the transcript for 9<sup>th</sup> and 10<sup>th</sup> grades, available up to the date of application.
- c) A Letter of intent written by the student, explaining their motivation for joining the IB Diploma Program.
- d) Reference letter written by 10<sup>th</sup> grade subject teachers, the vice-principal and/or the counselling unit (*To be delivered directly to the IB Diploma Programme Coordinator, not given to the student*).
- e) A document issued and approved by the school principal's office confirming that the student has not received any warnings and/or disciplinary actions in 9<sup>th</sup> and 10<sup>th</sup> grades,

that their behaviour grade has not declined, and that they have not engaged in any behaviour violating the principles of academic integrity.

- f) A Portfolio showcasing the student's extracurricular activities and achievements from preparatory class, 9<sup>th</sup> and 10<sup>th</sup> grade.
- g) For students applying to the Visual Arts programme, the portfolio must comprise of at least 7 works created by the student using various techniques during the preparatory class, 9<sup>th</sup> and 10<sup>th</sup> grade.

In addition to the documents listed above, the school reserves the right to request further information, such as written documents and interviews, from the student and/or their legal guardians as deemed necessary.

### **7.3 Candidate Student Selection**

The qualifications expected of students seeking to participate in the IB Diploma Programme include:

- a) Advanced proficiency in reading and writing in both Turkish and English.
- b) Demonstrated commitment to regular reading and writing habits.
- c) Strong planning, time management, self-discipline and high level of responsibility.
- d) Advanced digital literacy skills.
- e) Proficiency in research, questioning, analysis and critical thinking skills.
- f) High level of curiosity and intellectual engagement.
- g) Ability to balance academic coursework with extracurricular activities such as art, sports and social services.
- h) Effective communication skills.
- i) Effective presentation skills.
- j) Visual Art portfolio samples for the ones who want to study Visual Art
- k) Capacity for teamwork and cooperation.
- l) Letter of Intent on why they want to be an IBDP student
- m) Commitment to academic integrity.
- n) Desire for lifelong learner & taking their own learning responsibilities

### **7.4 Programme Admission Procedure**

The admissions procedure for the IB Diploma Programme involves the evaluation and finalization of candidate student applications by a commission consisting of the principal, level vice-principal, IB DP Coordinator, level counsellor and course teachers.

The commission evaluates student information, subject choice forms, reference letters, and other documents. Following these assessments, the commission conducts with the candidate students, and subsequently with their legal guardians. After meticulous evaluation, conducted by the commission, application results are announced in late May.



#### **7.4.1 Documents Required by Accepted Students:**

- a) Subject choice form,
- b) Admission form signed by the legal guardian,
- c) Letter of intent signed by both the student and legal guardian, ensuring the student's commitment to academic integrity.

### **8.0 Student Transfer and Transition**

FMV Işık High School is affiliated with the Ministry of National Education and has the status of a "Private Anatolian High School" with preparatory classes. Our institution conducts all educational and administrative processes, as well as all duties and services, in accordance with the rules and procedures outlined in the relevant Ministry legislation.

According to the article on transfers (ARTICLE-2) of FMV Işık High Schools Institutional Regulations, transfer students from other schools are accepted via the "Intermediary Acceptance Exam."

For the IB Diploma Programme, a "transfer" student is one who transfers from one IB World School to another to continue their classes during the diploma programme process and enter diploma exams. If the candidate student is pre-registered for the exams, the IB Organization is notified.

The school decides whether to accept the transfer student to the IB DP. If the school accepts the student, they are enrolled in their desired program. The student's diploma exam results are listed on the transferring school's transcript. Before the transfer, the school evaluates whether it meets the candidate student's diploma requirements through internal and external assessments.

The courses listed on the transcript from the previous school attended by the candidate student are examined. The situation is evaluated with the student's best interests in mind, and discussions are held with the student and their parent/guardian to reach a decision. It is important that the student's exams align with our school's exam period (May).

### **9.0 The IB Diploma Programme Fees**

Annual school fees for students participating in the IB Diploma Programme are different from standard school fees. Moreover, candidate students pay for an exam and assessment fee at the beginning of the second year for the 6 courses they take. The official registration process for May exams starts in September of the second year of the programme. Exam fees are determined annually by the IB Organization, and parents are informed in writing. Delivery cargo fees for exam packages sent to IB are paid by students.

Apart from exams, international, local and intercity tours organised as part of core studies and other activities are paid for by students. At the beginning of the first year, students buy all course materials for the entirety of the IB Diploma Programme.

### **10.0 Linking the IB DP Admission Policy with Other Policies**

#### **10.1 Academic Integrity Policy**

Students accepted to the IB Diploma Programme must be aware of their responsibility to meet the FMV Işık Schools Academic Integrity Policy requirements and must abide by the Academic Integrity Contract (ANNEX-8) they have signed.

## **10.2 Language Policy**

Students accepted into the IB Diploma Programme must have an advanced level of literacy in both Turkish and English, and meet all the requirements outlined in the FMV Işık Schools Language Policy.

## **10.3 Assessment Policy**

IB Diploma Programme candidates do not need to take an exam for acceptance into the programme.

Candidate students only need to meet the school's IB/DP admission criteria. Transfer students who meet the school's enrollment criteria and wish to join the IB Diploma Programme must ensure that the courses they took at their previous schools are equivalent to those offered at Işık Schools. They must also meet all internal and external assessment requirements of Işık High Schools up to the time of their transfer.

Internal assessments prepared by students during the programme and final exams taken at the end are conducted and evaluated according to IBO assessment principles and practices.

If IB Diploma Programme students require special assessment arrangements, the school is responsible for making all necessary accommodations.

## **10.4 Inclusion Policy**

Before registering a student requiring special needs into the diploma programme, suitable arrangements for the students education and assessment processes are reviewed. The student's subject choices are carefully managed in consultation with the level vice-principal, the IB coordinator, all course teachers and the counselling unit. Any decisions made in this context are approved by the principal, and written approval is obtained from the student and their parents.

## **11.0 Reviewing the Admission Policy**

This policy is reviewed and updated at the end of every academic year by the FMV Işık Schools Admission Policy Commission. All school stakeholders are given a voice during the review process. This policy was reviewed by the policy committee in March 2024.

## 12.0 Admission Policy Committee

| NAME              | POSITION – SCHOOL   |
|-------------------|---|
| Müge YALIM ALPAN  | FMV Director of Educational Institutions & Founder Representative           |
| İbrahim DİKBAŞ    | School Principal – 05F  |
| Alkim KÖKSAL ÖZER | FMV Academic Coordinator  |
| Songül ERDOĞAN    | FMV Işık Schools International Programmes Coordinator                       |
| Sinem ÖZGÖZ       | FMV Işık Schools International Programmes Coordinator                       |
| Jenny CHAVUSH     | FMV Işık High School IBDP Coordinator                                       |
| İsmail AYLAZ      | FMV Erenköy Işık High School IBDP Coordinator                               |
| Mehriban KILIÇ    | FMV Ayazağa Işık High School IBDP Coordinator                               |
| Asutay Eroğlu     | FMV Ispartakule Işık High School IBDP Coordinator                           |
| Mustafa YALVAÇ    | FMV Florya Işık High School Vice Principal / IBDP Coordinator               |
| Can KONYA         | FMV Erenköy Işık High School IBDP Student                                   |
| Nihal SARPER      | FMV Ayazağa Işık High School The president of the school parent association |

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