



IŞIK SCHOOLS



INCLUSION POLICY

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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.

IB (International Baccalaureate) Mission

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

To achieve this purpose, the organization collaborates with schools, governments, and international organizations to develop innovative international education programs and rigorous assessment methods.

1.0 FMV Işık Schools Inclusion Philosophy

Inclusive education is defined as a continuous process aiming to provide quality education for everyone by respecting diversity and acknowledging the different needs, abilities, characteristics, and learning expectations of students and communities, thereby eliminating all forms of discrimination.

FMV Işık Schools, in line with the philosophy of inclusive education and considering the principle of "raising good individuals first," emphasizes the importance of students becoming individuals who have "embraced ethical values, are tolerant of different cultures, accept and strive to understand universal human rights, and are lifelong learners." In this context, all developmental areas, including emotional, social, cognitive, and psychomotor, are supported, taking into account the individual diversity of students.

Within the framework of our schools' guiding values, we strive for all forms of prejudice, such as gender, age, race, ethnic origin, culture, physical and mental abilities, socio-economic status, religion and language, and provide high-quality education opportunities for everyone. Our schools' educational programs are open to all enrolled students, and no student can be deprived of their right to education due to differences.

Students enrolled in the International Baccalaureate Primary Years Program (IB PYP) and the International Baccalaureate Diploma Program (IBDP) at our school support becoming individuals who, despite their differences, believe in the validity of others' perspectives, are active, passionate, and lifelong learners. In the context of supported educational needs, the philosophy of FMV Işık Schools aligns well with the IB philosophy. The Inclusion Policy encompasses all members of the learning community, and therefore all members of the school community have the right to voice and choice, taking ownership of the learning processes.

2.0 Purpose and Formation Process of the Inclusion Policy

The Inclusion Policy of FMV Işık Schools is an ongoing process that includes identification, learning, action, reflection, and redefinition actions within our school. It is based on the fact that every student has the right to learn and be assessed under fair and equal conditions. In the preparation phase, members of the school community,

including administrators, teachers, parents, and students, came together to contribute to the creation of this document by discussing local and international changes in education, as well as experiences and observations in the school environment. The purpose of this document is to explain the education and assessment practices provided to students with diverse needs.

In the development of the FMV Işık Schools Inclusion Policy, an executive committee was first formed. This committee, representing stakeholders such as school administrators and school board members, led the writing, development, implementation, and review of this policy. The policy was written in line with common beliefs and values regarding inclusive education. To ensure that the policy remains a living document, committee members maintain continuous communication with the units they represent.

During the drafting of the policy, the existing and evolving needs of the school community were taken into account. The alignment of the school's inclusion philosophy with IB philosophy and the regulations of the Ministry of National Education (MEB) was reviewed, and feedback from the school community was considered. In this context, the FMV Işık Schools Inclusion Policy is a living written document that reflects the school's principles and aims to meet the needs of our students.

The sharing, implementation, and support of the Inclusion Policy with the school community are the responsibilities of the Foundation, School Administration, IB Program Coordinators, Department Heads, all teachers, support units, students, and parents, especially including all psychological counselors in the Psychological Counseling and Guidance Department.

3.0 Areas Requiring Inclusion in Education

The school community plans and implements activities to support students in cognitive, emotional, social and psychomotor aspects by identifying their unique needs, abilities, and desires in these areas.

Areas requiring inclusion in education can be classified as follows:

3.1 Communication and Interaction Area

Language difficulties in speech and communication can impact a student's social, emotional, and academic development.

3.2 Cognitive Learning Area

Students who require support in the learning processes may struggle to understand and follow the curriculum. These difficulties can affect the student's social, emotional, and academic development. Conversely, students who excel in this may still need support socially, emotionally, and academically.

3.3 Social, Emotional, and Mental Health Area

When facing challenges related to social, emotional, and mental health, students may find it difficult to follow the educational program. These challenges could include psychological adjustment, problems in peer relationships, family issues, personal problems, behavior problems, socio-economic problems, traumatic experiences, etc.

3.4 Physical and Sensory Area

Physical differences can affect mobility. Diversity in a student's five sensory areas can impact their social, emotional, and academic development.

3.5 Gifted and Talented Students

Gifted and talented students may have distinct strengths in cognitive, visual, or musical areas compared to their peers but may still require support in other areas.

4.0 Inclusion Practices at FMV Işık Schools

4.1 Differentiated Education

Differentiated instruction refers to providing students with different paths and options based on their prior knowledge levels, interests, or learning profiles to ensure effective learning for all. With differentiated instruction, students in the same communities are supported with suitable methods based on different challenges and success levels.

FMV Işık Schools acknowledge that students differ in readiness, interests, and learning styles. In this context, teachers embrace differentiated instruction as a perspective on and differentiate content, process, product, and assessment as four fundamental dimensions, when necessary, in their classes. The planning of differentiated instruction involves analyzing the four dimensions and preparing this instruction to include high expectations:

1. **Content Differentiation:** Content refers to the targeted knowledge, skills, and understanding that students are expected to acquire through a specific material or study. Differentiating content based on students' interests, needs, desires, and readiness levels enhances the impact of the learning process.
2. **Process Differentiation:** Process encompasses the learning experiences designed to enable students to apply targeted knowledge, skills, and practices to real-life situations. In process differentiation, activities are tailored to students' interests, levels, and learning profiles.
3. **Product Differentiation:** Product is the tool through which students demonstrate the knowledge, skills, and understanding they have acquired. When product differentiation is implemented, tasks for creating products are prepared based on

students' characteristics, providing them with the opportunity to generate different outcomes.

4. Learning Environment: The learning environment, where learning is planned to take place, accepts individual diversity and supports students in working at their own pace, maximizing their potential. Accepting and embracing the diverse needs and learning styles of students in the learning environment is crucial for creating an inclusive and effective educational setting.

4.2 Individualized Education Program (IEP)

An Individualized Education Program (IEP) is an education program designed for students with special educational needs, targeting goals based on their developmental characteristics, educational needs, and qualifications. At FMV Işık Schools, the education process continues within the framework of the Ministry of National Education (MEB) regulations following the direction from the Resource and Support Unit (RAM), either initiated by the family or identified by the school.

A meeting is planned with the participation of the family to evaluate the student's specific situation. Based on decisions made in this meeting, the student's educational process is supported with various methods and tools.

In addition to the Individualized Education Program, adjustments are made in terms of duration, environment, methods, and tools based on the students' developmental characteristics and educational qualifications (such as the use of hearing aids, visual impairments, various medical conditions) to provide necessary support.

4.3 Enriched Education Program (EEP)

A special talent refers to an individual who learns faster than peers, excels in creativity, art, and leadership, possesses a hidden power in special academic abilities, enjoys acting independently in areas of interest, and demonstrates a high level of proficiency. In the education of gifted individuals, enrichment activities that enhance high-level skills in their respective fields are included.

Children in grades 1, 2, and 3 with special talents in different areas are directed to the Science and Art Centers (BİLSEM). An enriched individual education program is prepared for gifted individuals identified by BİLSEM and the Guidance Research Center (RAM). The EEP unit takes on the responsibility of creating and evaluating this program.

Additionally, for students without an EEP report, but show the potential for talent development, additional activities are provided to carry out enrichment and differentiation efforts.

5.0 Roles and Responsibilities

5.1 Fevziye Schools Foundation Board of Directors

The Foundation Board of Directors aims to create an inclusive learning, working, and social interaction environment for the entire school community. In this context, it provides the necessary resources for shaping and implementing policy. To meet the requirements of inclusive education, the Board arranges in-service training for the acquisition of knowledge, skills, and experiences needed by the school community.

The Fevziye Schools Foundation offers varying levels of scholarship support according to the inclusive policy for students whose financial status is insufficient and have passed the registration acceptance process. Additionally, scholarships are awarded to students based on their achievements in science, art, culture, sports, and similar areas. The scholarship status of students is kept confidential.

5.2 School Administration

The school administration ensures the establishment of units necessary for the implementation of programs planned according to the different needs of students in a way that includes all students. In the case of students requiring special education, the administration takes necessary measures to provide special education services to students and their families, fostering collaboration and coordination among teachers for special education services. The progress of students receiving special education is regularly reviewed.

5.3 International Baccalaureate (IB) Program Coordinators

Coordinators for international programs and accreditations collaborate with teachers, students, parents, and the counseling and guidance service to determine the needs of students. They take necessary measures and create action plans for students with special assessment needs. The coordinators are knowledgeable about the support provided by the program to students and share this process with the school management, teachers, students, and parents. They report necessary special assessment cases to the International Baccalaureate Organization (IBO) and ensure that the Inclusion Policy is in line with the relevant standards and practices of the program.

5.4 Guidance and Counseling Service

The student induction process begins with a counseling/parent-teacher meeting in kindergarten and primary school. In high school, it begins with the start of their first year. For students transferring from other schools after ninth grade, a counseling meeting is held before registration. During this process, the counselor collects student

and parent information forms and conducts individual meetings. In these meetings, the counselor evaluates the student's social, emotional, and cognitive development processes. The counselor shares their observations about the student's developmental processes with the management. The counselor monitors and shares the social, emotional, and cognitive developments of registered students with teachers. For students who are considered to need special education support during the follow-up process, the counselor guides the necessary directions, supports in arranging an appropriate educational environment, and guides teachers involved in monitoring student development and family education. The counselor informs parents, teachers, and school management in the developmental processes of students with special conditions. Students identified as needing support are referred to the Guidance and Research Center (RAM). The unit collaborates with teachers, parents, and relevant staff to prepare forms for evaluating the individual development of students requiring special education, providing support in preparing individual development reports in line with IEP goals.

5.5 Individualized Education Program (IEP) Development Unit

The IEP development unit consists of a deputy director, counselor, if available, special education teacher, class teacher, subject teachers, student's parents, and the student. This unit ensures coordination in activities related to the preparation, implementation, monitoring, and evaluation of the program for students with special needs and talents, making changes and adjustments in line with the student's characteristics and educational needs in all development areas. It provides recommendations to the school management on organizing educational environments, developing tools and equipment, and making purchases. The unit collaborates with other units and organizations within the school. It informs parents about how to support the student's cognitive development at home and makes recommendations.

5.6 Teachers

After getting to know the students, teachers inform the counseling and guidance service about observed situations. They implement differentiated teaching practices in their classes based on the students' needs. They collaborate with other teachers to monitor the development of especially talented students. They collaborate with the IEP development unit. They take precautions regarding the use of personal tools for students with special needs. They participate in family education activities at school and provide parents with information about the support their students receive and their development. They keep records of students' development on a lesson-by-lesson basis, using it as a basis for curriculum planning. IBPYP and IBDP coordinators, department heads, and the counseling and guidance service guide teachers on differentiation and enrichment efforts.

5.7 Students

FMV Işık Schools' students develop an understanding of acceptance, empathy, cooperation, democracy, and morality towards their peers, accepting and embracing diversity. They also use reflective thinking skills to recognize areas that need improvement and make an effort to develop them. They collaborate with teachers, counselors, and parents. In the guidance of the IB learner profile characteristics and learning approaches, students actively participate in lessons and meetings to achieve their goals, working in collaboration with their teachers.

5.8 Parents

Parents of FMV Işık Schools support the school's inclusive practices for students by collaborating with school management, counseling and guidance service, IB program coordinators, teachers, and other school staff, reporting incidents and situations that affect the policy to the school. They share information with the school management, teachers, and the counseling and guidance service about the student's needs during the developmental process.

5.9 Health Unit

The school doctor and nurses in the health unit play a role in evaluating the health status of students and monitoring their physical development. They evaluate Student Health Notification Forms and report students with special conditions to the school management. They provide special attention to students with health problems that will affect their educational experiences, ensuring that these students continue their school experiences without interruption. In necessary cases, they provide health education to students and parents.

5.10 Library and Information Services Unit

The Library and Information Services Unit of our school aims to assist students in both academic and practical development throughout the education process. It prioritizes preparing students for life based on the principle of "being a good person first" and emphasizes the acquisition of necessary knowledge, skills, and behaviors.

In the context of the inclusivity policy, the Library and Information Services Unit carries out informational service presentations to cultivate the joy of reading, learning, and gaining knowledge in children, adolescents, and adults. It provides opportunities, especially academically, for students to access information, understand, interpret, use information through imagination and be creative.

The fundamental principles of the Library and Information Services Unit in terms of inclusivity policy are as follows:

Ensure the step-by-step development and implementation of information literacy for everyone throughout the education and training period.

Enable the use of information resources by students with different educational levels.

Assist all student groups in the access of information and experiences, without restrictions, in line with values our school follows and ethical principles.

The Library and Information Services Unit, under the umbrella of the inclusivity policy, is not only responsible for providing equal opportunities for access to information for all members, but also for enriching their freedom of thought and expression.

5.11 Other Members of the School Community

Other members of the school community, such as personal care staff, officers, cafeteria staff, security personnel, cleaning staff, etc., are informed about our school's Inclusivity Policy and act in accordance with the principles of the policy while performing their duties.

6.0 Legal Requirements

At FMV Işık Schools, counselors, faculty, pedagogical leaders, and members of the leadership team are not authorized to diagnose students or issue reports regarding special educational needs. Nevertheless, they play a crucial role in informing families, offering guidance, making recommendations, coordinating with relevant institutions, and organizing appropriate educational practices for students with Individualized Education Plans (IEP) or Individualized Education Programs (EEP) based on official reports issued by the Guidance Research Center (RAM) or fully accredited hospitals.

All students enrolled at FMV Işık Schools are closely monitored in terms of their academic, social, emotional, and physical development. The well-being of each student is prioritized. Necessary accommodations are implemented in accordance with the Child Protection Policy, ensuring a process that involves and is accepted by all stakeholders. When data collected from teacher observations, student assessments, event participation, health screenings, parent interviews, and various forms of feedback indicate atypical development compared to peers, a structured response process is initiated to better understand and address the student's needs.

The Psychological Guidance and Counseling Department conducts a formal meeting with the student's parents to share observations. With parental consent, special education counselors conduct a preliminary assessment using diverse tools to evaluate the student's cognitive functions. Parents retain the right to pursue this assessment externally if they prefer. In cases requiring further evaluation or a clinical diagnosis, the student is referred to an external specialist. Upon completion, the specialist provides a diagnostic report. If

the report confirms the presence of special needs, the parents are informed about available inclusion practices, the IEP/EEP process, and the student's legal entitlements.

Should the family consent to engage in the IEP/EEP process, the student is referred to both a full-service hospital for medical evaluation and to the Guidance Research Center (RAM) for educational assessment. In collaboration with the school, the family submits the medical diagnosis (Health Board Report) and the completed Educational Evaluation Form to RAM. Upon RAM's evaluation, a Full-Time Inclusion Report may be issued, allowing the student to benefit from integrative education practices.

An IEP/EEP committee is then convened to begin implementing support strategies tailored to the student's specific needs. If a family declines to cooperate following referral, the case is reported to RAM as per the Child Protection Policy to ensure the student's needs are addressed. Depending on the student's requirements, referrals may be made using the "Educational Evaluation Request Form" or the "Psychological Support Request Form." Should the family not follow up with RAM, documentation is maintained, including a signed declaration from the parents. If possible, the school provides interim accommodations or escalates the case to the Child Protection Team.

Environmental and Physical Accommodations

The educational environment is adapted in accordance with IEP/EEP team decisions. These adaptations may include:

- Seating arrangements based on visibility, accessibility, and environmental needs.
- Consideration of physical characteristics (e.g., wheelchair usage, mobility aids).
- Support for visual or hearing impairments, such as appropriate audio-visual materials and classroom design that facilitates lip-reading.

FMV Işık Schools are committed to maintaining an inclusive learning environment by:

- Informing faculty about assistive devices.
- Ensuring wheelchair accessibility throughout the school premises.
- Facilitating student access to common areas (e.g., cafeteria, library, infirmary).
- Assigning support staff during non-classroom times.
- Providing appropriately designed furniture and transport support.
- Offering suitable educational materials (e.g., braille or audio books).
- Ensuring that emergency preparedness includes provisions for students with disabilities.

Support for Students with IEP/EEP Reports

Students identified through the IEP/EEP process receive tailored support across academic, behavioral, social, and personal domains. Specific practices include:

- Modification of curriculum outcomes and teaching methods.
- Assignment of a shadow teacher when appropriate.
- Implementation of developmental guidance programs.
- Career and academic counseling to facilitate successful transitions to higher education.

Assessment and Evaluation Practices

Internal Assessments:

Based on the IEP/EEP committee's recommendations, assessment accommodations may include reduced content scope, altered question formats, extended time, alternate locations, and use of assistive personnel or tools.

Standardized Examinations:

For national and international standardized tests (e.g., university entrance exams, IB assessments), adjustments are requested from the relevant bodies, supported by official documentation and parental consent. For IB Diploma Programme exams, accommodations are arranged following the **IB Diploma Programme Assessment Procedures**.

7.0 IB Programs Inclusivity Practices

The International Baccalaureate (IB) programs support the understanding of diversity among all students, enabling them to develop their own truths, become active and sensitive individuals, believe in lifelong learning, and emphasize the importance of making ethical decisions.

IB assists schools in cultivating confident, ethically-minded individuals who value universal human rights and are ready to take action in the real world, even in challenging situations. In IB programs, the Approaches to Learning (ATL) not only play a crucial role in effective use by teachers and students, but are also integral to the philosophy of inclusivity. ATL strategies help students develop a wide range of skills, supporting the IB learner profile characteristics and preparing them not only for exams but for life itself. In particular, the differentiated education methods within ATL are designed to meet the individual needs of all students, ensuring steps are taken to encompass learning differences.

Differentiated education recognizes students' diversity and unique learning needs. This approach allows teachers to plan and implement lessons, taking into account students'

different abilities, interests, and learning styles. In the context of IB's inclusivity philosophy, ATL skills are used to create a student-centered learning environment that supports students' social, emotional, and academic development. This not only helps students achieve academic success but also develops life skills such as empathy, ethical thinking, and global citizenship.

In conclusion, ATL and differentiated education methods are fundamental to the IB programs' inclusivity policy. These strategies contribute to the holistic development of students, allowing them to learn at their own pace and style, and preparing them for both academic and personal success.

All supportive education and assessment practices for IB students are based on the principles determined by the International Baccalaureate. In this context, our schools value the personal characteristics of students and acknowledge their individual learning diversities. Inclusive learning and teaching are designed to encompass all students enrolled in IB programs and are open to their access.

Before enrolling a student requiring learning support in the diploma program, appropriate arrangements that can be made in the education and assessment processes for this student are reviewed. The same care is taken in terms of course selection for the student by consulting all teachers and the guiding and counseling service. Decisions in this context are supported by the school principal and presented to the student and parent for approval.

The two-year course plans in the Diploma Program are designed to interest the student and align them with the teaching plan of the course. Lessons include activities that foster discussion through critical thinking and questioning to support the participation of each student. Unit plans include differentiated activities and process evaluation components that address the needs of each student. In the IB Diploma Program, students are offered different course options based on interest, talent, and higher education goals. Students have the right to choose three from six offered courses at standard level and three at higher level, allowing each student to personalize their academic journey.

All arrangements for special assessment practices in the diploma program are the responsibility of the school. Before the exam, the student informs the school administration of the requirement. This situation is communicated to the IBO through appropriate forms; if the condition arises during a written exam, the D2 form is used along with a doctor's report. If the student's condition is known in advance, assessments and arrangements are automatically made during the diploma program process. The IBO is informed about special assessment practices, support to be used, or equipment. The school ensures that the equipment to be used is in working order and that an authorized person to use this equipment is present.

8.0 Integration with Other Policies

8.1 Admission Policy

The school makes sure the IB DP programme is accessible to all of the students. Our school's inclusivity philosophy is centered around recognizing and supporting each student's unique needs and potential. Therefore, our admission policy has been carefully designed to reflect and implement this philosophy. Our policy aims to embrace students with different cultural, socio-economic, and learning needs equally.

Through the recognition process, the student's developmental areas are assessed, identifying strengths and areas that may require support. Feedback related to this assessment is provided to parents during meetings, along with suggestions if needed.

Students wishing to enroll at the high school level are required to meet academic and behavioral standards for students who are educated within the institution or who wish to come from different institutions.

The admissions policy is implemented in a fair and impartial manner, and the criteria for students' admission to the school are determined clearly and transparently. A student-centered approach is adopted and the individual needs and goals of each student are taken into account.

The selection of students for the IB Diploma Program is done meticulously. Even if a candidate meets the required academic qualifications, additional documents may be requested if they require supported education. Subsequently, an admission evaluation committee is formed, and each candidate is interviewed individually. Candidates requiring learning support are identified based on the program's requirements and are supported in the areas they need throughout the program.

Regularly reviewing and updating the admission policy ensures alignment with evolving societal, cultural, and educational practices. This practice supports better responses to diverse student needs and the establishment of a more inclusive learning environment.

8.2 Assessment Policy

The FMV Işık Schools' Assessment and Evaluation Policy defines the rules and practices used in the planning, review, and restructuring of all educational activities. Our schools utilize the assessment practices outlined in this policy when evaluating how all educational objectives are applied in evaluation of the students considering the individual students' needs specifically stated in this Access and Inclusion Policy.

The policy emphasizes supporting the diversity of students and their learning needs in the assessment and evaluation process: "Teachers use various methods and techniques in assessment practices, ensuring that they take students' different needs and diversities into account." Diagnostic, formative and summative assessments are conducted to gather information about students' interests, readiness, needs, and potentials.

Classroom practices are shaped based on this information, and advanced feedback is provided to students at the end of these activities.

At FMV Işık Schools, when evaluating a student's academic development throughout the process, their strengths and areas that need reinforcement are identified, and support is provided according to their needs. Lessons and extracurricular activities are carefully prepared, bearing in mind that exceptionally successful students also have the right to reach a higher level in accordance with the differentiation for all the students. Teachers support students by recognizing that different choices (methods, techniques, etc.) will accelerate students' learning processes.

The Assessment and Evaluation Policy aims to maximize students' potential through teacher planning, focusing on achieving higher performance for exceptionally successful students. For students with special educational needs, the policy emphasizes support within the group without segregation, ensuring their inclusion in teaching and evaluation processes alongside other students. Differentiated processes and outcome assessments are implemented for students with Individualized Education Program (IEP) reports, in accordance with the regulations of the Ministry of National Education (MEB).

8.3 Language Policy

FMV Işık Schools' Language Policy aims to equip students to become global citizens with language skills that allow them to keep up with constantly changing and evolving knowledge and technology, communicate effectively, and preserve their own culture. Differentiated and enriched practices in language education are tailored to students' readiness, interests, the need for language support for any reason, and learning profiles. Teachers are informed about the diversity of students in their classrooms, and they organize their practices according to these needs. The goal, through these individually planned activities, is to create foreign language awareness as much as possible in every aspect of life and make them use the language in their daily lives. Our aim is to ensure that our students become independent learners with the highest latent powers alongside reaching the level they should be.

8.9 Academic Integrity Policy

Not only students but all members of the school community are aware of the importance of being principled and exhibiting virtuous and honest behavior. In this context, students in particular can better understand the benefits of conducting ethical research in all types of assignments and work; they know the meaning of terms such as originality, intellectual property, and creative expression.

The Academic Integrity Policy ensures that the academic processes at FMV Işık Schools are transparent, fair, and continuous. Within the scope of the Academic Integrity Policy, the rights and responsibilities of all members of the school community are clearly defined, and everyone has the opportunity to understand what constitutes ethical

academic practices. It is important to note that within the framework of FMV Işık Schools' Academic Integrity Policy, the Inclusion Policy is positively addressed and accepted as an integral part of academic life.

9. Review Process of the Policy

Our Inclusion policy is evaluated by the Inclusion Policy Execution Committee, led by school directors, at the end of each academic year. Necessary updates are made to keep this policy a living document, and it is shared with the school community through the school's website and introductory meetings held at the beginning of each academic year.

10. Conclusion

Our institution conducts supportive activities with sensitivity to the needs and desires of students in the areas of communication, interaction, cognitive, social-emotional, physical, and sensory areas that require inclusivity in education. The commitment and budget are in place to take necessary steps for the inclusion of students with special needs or special talents.

There is a plan for in-service training to support our teachers in accurately identifying special education needs in and planning and implementing necessary interventions.

Through the Student Monitoring System (ALİS) and the Student Coaching System implemented at our school, the learning processes of students with individual learning differences are monitored, allowing for their development. Our school is committed to teaching students how to learn, providing professional support in challenging areas, empowering them to take responsibility for their education, and working towards supporting students in reaching their full potential.

11. Inclusion Policy Committee Members

Name	Role - School
Müge YALIM ALPAN	FMV Işık Schools Education Institutions Director and Founder Representative
Özgür ALPER	School Principal - 05A
Ülkü UZUN	School Principal - 07I
Alkım KÖKSAL	FMV Process Development Coordinator
Didem ŞİRANUR	FMV Education Projects Coordinator
İsmail Süha HAYAL	FMV R&D and Education Technologies Coordinator
Songül ERDOĞAN	FMV Işık Schools International Programs Coordinator
Barış AVCI	School Vice Principal - 05A
Duygu TOPAÇ	School Vice Principal - 06F
İrem Didem SAYGAN	School Vice Principal - 05E
Semen TUNÇARSLAN	School Vice Principal - 06I
Mehriban KILIÇ	IBDP Coordinator/Mathematics Teacher - 05A
Funda AKBULUT DEMİREL	IB DP CAS Coordinator/Mathematics Teacher - 05E
Hakan UZUN	IT and Education Technologies Coordinator - 05A
Asutay EROL	Head of Science Department - 05I
Burcu ULUTAN	Guidance and Psychological Counseling Department Head - 06E
Derya KILIÇ	Head of Kindergarten Department - 07I
Sezin ŞAHİN	Head of Science and Mathematics Department - 06I
Beril EROĞLU	English Teacher - 05A
Cenk CEYLAN	Guidance Counselor/Psychological Counselor - 05N
Elif KUNTER	Guidance Counselor/Psychological Counselor - 07A
İlkay KARADAVUT	English Teacher - 05A
Yeliz ADANÇ	Classroom Teacher - 06N
Nazlı GÖKÇE	Measurement and Evaluation Specialist - 06A
Yalçın YALÇINKAYA	Library Specialist - 05A

School Codes

- 05: FMV Işık High School - Science High School A: Ayazağa Campus E: Erenköy Campus
- 06: FMV Işık Primary School I: Ispartakule Campus N: Nişantaşı Campus
- 07: FMV Işık Kindergarten

This policy was reviewed and necessary changes were made by the policy committee in February of 2024.

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