



**IŞIK SCHOOLS**



# **IBDP ADMISSION POLICY**

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

### **Our Mission**

Illuminating the past and the future through education.

### **Our Vision**

FMV Işık Schools is an institution whose primary guiding principle is to 'raise good citizens'. It aims to raise citizens who adopt ethical values, have command of their mother tongue, are active in more than one foreign language, are tolerant towards different cultures, have historical awareness, have scientific thinking, have analytical skills, are environmentally conscious and lifelong learners

### **Aims**

In line with the principles of Atatürk, we aim to do the following:

- a) Spread the academic integrity works throughout the school
- b) Teach that academic integrity is a study valid both at school and beyond
- c) Foster appreciation and mindfulness of the differences, rights and needs of others, promote internalization of the democratic values such as peace, tolerance, democracy and human rights.
- d) Raise individuals who are sensitive to the environment and the society, have a sense of responsibility and have decision-making skills.
- e) Raise individuals who are proficient in at least one foreign language and who have adopted the idea that diversity is wealth.
- f) Become versatile world citizens by creating an environment where they respect local and international cultures.
- g) Ensure that our students have digital citizenship skills.
- h) Raise individuals who adopt academic honesty as a principle in their studies.
- i) Assist in putting learned knowledge into practice through experience, and support creativity.
- j) Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
- k) Help develop self-awareness, to enable good decisions and choices for further study and adulthood to prepare them for the next step of their education.

## 1.0 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 across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## 2.0 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 also underline that they enable students 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 action's 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.

### **3.0 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 certain criteria mentioned in the policy, such as their study habits, personal characteristics, and participation in extracurricular activities.

Students considering participation in the IB Diploma Programme are informed accordingly at the beginning of 9th grade and they are constantly informed throughout 10th grade. During this period, students' academic and psychosocial developments are monitored to evaluate their suitability for the program. Students interested in the program are supported by the school.

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. Consequently, our schools do not offer IBDP certificate programmes.

### **4.0 Purpose and Writing Process of the Policy**

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 management came together with their ideas to contribute to the formation of this document by negotiating on the fairest and most realistic registration conditions for students in Preparation classes, as well as those from 9th and 10th grades that might consider 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, development, application and review processes of the policy have been conducted by this committee that represents the school administration, IB Diploma Coordinators, and other stakeholders constituting the school community.

During the writing process of this policy, official processes regarding admissions to our high schools were taken into consideration as well, 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 increasing 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 the IB's 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 applying the Admission Policy within the school.

## **5.0 Roles and Responsibilities**

### **5.1 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 applicants.
- d) Informs the committee and parents in line with Ministry of National Education legislations.

### **5.2 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 applicants and their parents.
- f) Guide students in their course selection, in consideration of the requirements of the IB Diploma Programme, their preferred universities and their career goals
- g) Prepare approval and rejection letters for applicants, and submit them for the principal's approval.

### **5.3 Course Teachers**

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

## 5.4 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 applicants regarding domestic and foreign education opportunities.
- e) Direct students to cooperate with their course teachers on course selection.

## 6.0 Admission to the IB Diploma Programme

### 6.1 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 organized 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, interested 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 January and ends in late April on dates announced at the beginning of each academic year.

### 6.2 Qualification requirements and documents for the Application

Qualification requirements and documents necessary for student applicants are listed below:

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#### 6.2.1 Academic Success:

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

Regarding English classes, the weighted average for the student's 9<sup>th</sup> and 10<sup>th</sup> grade GPA must be at least 80.

#### 6.2.2 Necessary Documents:

- a) Application form,
- b) Transcript of all 9<sup>th</sup> and 10<sup>th</sup> grade classes available up to the date of application,
- c) Letter of intent written by the student on "Why do I want to become an IB Diploma Program student?"
- d) Reference letter written by 10<sup>th</sup> grade course teachers, the vice-principal and/or the counselling unit, (*To be delivered to the IB Diploma Programme coordinator, not given to the student.*)
- e) Document written and approved by the school principal's office, indicating that the student did not receive disciplinary punishment during 9<sup>th</sup> and 10<sup>th</sup> grades and that his/her behavior marks are satisfactory,

- f) Form indicating the activities the student participated in during preparatory class, 9<sup>th</sup> and 10<sup>th</sup> grades,
- g) Portfolio documenting the student's extracurricular activities and achievements during preparatory class, 9<sup>th</sup> and 10<sup>th</sup> grades,
- h) For students seeking admission to the Visual Arts program, a portfolio comprised of at least 7 works completed by the student using different techniques during preparatory class, 9<sup>th</sup> and 10<sup>th</sup> grades.

Other than the documents listed above, the school may demand more information as necessary (a written document, an interview, etc.) from the student and/or his/her legal guardians.

### **6.3 Candidate Student Selection**

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

- a) Advanced levels of reading and writing in Turkish and English,
- b) Regular habit of reading and writing,
- c) Planning and time management skills, self-discipline and responsibility,
- d) Advanced level of digital literacy,
- e) Research, questioning, analyzing and critical thinking skills,
- f) High level of curiosity,
- g) Ability to follow up with both courses and extracurricular activities (art, sports, social services, etc.)
- h) Communication skills,
- i) Presentation skills,
- j) Creativity,
- k) Teamwork and cooperation,
- l) International consciousness,
- m) Commitment to academic integrity,
- n) Desire for lifelong learning.

### **6.4 Programme Admission Procedure**

Applications of IB Diploma Programme candidate students are evaluated and finalized by a commission comprised of the principal, level vice-principal, IB/DP Coordinator, level counsellor and course teachers.

The commission evaluates student information, course selection forms, reference letters, and other documents. Following these assessments, the commission first interviews the candidate students, and secondly their legal guardians. After a meticulous evaluation conducted by the commission, application results are announced in late May.



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

- a) Course selection form,
- b) Admission form signed by legal guardian,
- c) Letter of intent signed by the student and legal guardian ensuring the student's loyalty to academic integrity.

### **7.0 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 class. Our institution conducts all educational and administrative processes, as well as all duties and services, in accordance with the rules and procedures mentioned in the relevant Ministry legislations.

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 a candidate student transferring from one IB school to another in order to continue his/her 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, s/he is enrolled in his/her desired program. The student's diploma exam results are listed on the transferring school's transcript. The school considers (through internal and external assessment studies) whether it meets the candidate student's diploma requirements before the transfer.

If the candidate student's IB program at his/her previous school are not offered in his/her desired school, the transfer is not possible. The courses the student took at his/her previous school must be equal to the courses offered at our high schools and must coincide with our exam schedule. Candidate students cannot register for exams for IB Diploma Programmes that are not offered at our high schools.

Application of the Ministry of National Education's curriculum is obligatory, so the educational language of IB Diploma Programme Group 1 and 3 courses at our high schools is Turkish. Therefore, all attending students - regardless of their nationality – must be fluent in Turkish. Foreign students with no Turkish literacy cannot be enrolled in the school or in the IB Diploma Programme. That is, foreign transfer students cannot bypass the Ministry of National Education curriculum and receive an IB Diploma.

### **8.0 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 assessment fee at the beginning of the second year for the 6 courses they take. The Extended Essay, the ToK essay and CAS assessments are free of charge. 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 for by students.

Apart from exams, local and intercity tours organized 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.

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

### **9.1 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 they must abide by the Academic Integrity Contract (ANNEX-8) they signed.

### **9.2 Language Policy**

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

### **9.3 Assessment Policy**

IB Diploma Programme candidates do not need to take an exam to be accepted 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 desire to enter into the IB Diploma Programme need to make sure that the courses they took at their previous schools are equal to the courses provided at Işık. Students transferring into the IB Diploma Programme must meet all internal and external assessments Işık High Schools requires until the time of their transfer.

Internal assessment studies prepared by students during the programme and the final exams they will take at the end of the program are applied and evaluated within the framework of IBO assessment principles and practices.

If there are IB Diploma Programme students who require special assessment, the school is responsible for all arrangements regarding the assessment practices of these students.

### **9.4 Inclusion Policy**

Before registering a student requiring special needs to the diploma programme, arrangements suitable for this student during their education and assessment processes are reviewed. The student's course selection process is handled carefully 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 his/her parent.

## **10.0 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 asked for opinions during the review process.

## 11.0 Admission Policy Committee

| NAME                | POSITION - SCHOOL   | 05:<br>FMV<br>Işık<br>High |
|---------------------|---|----------------------------|
| Müge YALIM ALPAN    | FMV Director of Educational Institutions & Founder Representative |                            |
| Hakan KULABER       | School Principal – 05N  |                            |
| Sevilay EROĞLU      | School Principal – 06I  |                            |
| Ergun KARAHASANOĞLU | FMV Process Development Coordinator                               |                            |
| Didem ŞİRANUR       | FMV Educational Projects Manager                                  |                            |
| Songül ERDOĞAN      | FMV Işık Schools International Programmes Coordinator             |                            |
| İsmail Süha HAYAL   | FMV R&D and Education Technologies Coordinator                    |                            |
| Alkım KÖKSAL        | Assistant Principal – 05N   |                            |
| Serhat KURT         | Assistant Principal – 05A   |                            |
| Yağmur Gonca CERAN  | Assistant Principal – 05E   |                            |
| İbrahim DİKBAŞ      | Assistant Principal – 05I   |                            |
| Jenny CHAVUSH       | IB DP Coordinator – 05N   |                            |
| Sinem ÖZGÖZ         | IB DP Coordinator – 05E   |                            |
| Melda CEMAL         | IB DP Coordinator – 05A   |                            |
| Erkan SAĞNAK        | IB DP Coordinator – 05I   |                            |

School– Science High School

A: Ayazağa Campus E: Erenköy Campus

06: FMV Işık Primary and Middle School I: Ispartakule Campus N: Nişantaşı Campus

07: FMV Işık Kindergarten

This policy was reviewed by this policy committee and necessary changes were made in May 2021.

### References:

- *International Baccalaureate Organization. Diploma Programme : From Principles Into Practice, IB Publishing, 2015. Retrieved from: [resources.ibo.org/data/d\\_0\\_dp\\_yyy\\_mon\\_1504\\_1\\_e.pdf](https://resources.ibo.org/data/d_0_dp_yyy_mon_1504_1_e.pdf).*
- *International Baccalaureate Organization. Program Standards and Practices, Retrieved from: [resources.ibo.org/data/programme-standards-and-practices](https://resources.ibo.org/data/programme-standards-and-practices).*
- *International Baccalaureate Organization. Diploma Programme Assessment Procedures, 2021. Ibo.org Retrieved from: [resources.ibo.org/dp](https://resources.ibo.org/dp)*

- *FMV Işık Schools' Assessment Policy, 2021*
- *FMV Işık Schools' Academic Integrity Policy, 2021*
- *FMV Işık Schools' Language Policy, 2021*
- *FMV Işık Schools' Inclusion, 2021*

**Appendices:**

- 1- IB/DP Application Form*
- 2- Candidate Self-evaluation Form I*
- 3- Extra-curricular Activities Form*
- 4- IB/DP Course Selection Form*
- 5- Candidate Acceptance Letter*
- 6- Candidate Refusal Letter*
- 7- Academic Honesty Contract*
- 8- Legal Guardian Recognition Form*