



**IŞIK SCHOOLS**



# **INCLUSION POLICY**

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## **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) 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.
- b) Raise individuals who are sensitive to the environment and the society, have a sense of responsibility and have decision-making skills.
- c) Raise individuals who are proficient in at least one foreign language and who have adopted the idea that diversity is wealth.
- d) Become versatile world citizens by creating an environment where they respect local and international cultures.
- e) Ensure that our students have digital citizenship skills.
- f) Raise individuals who adopt academic honesty as a principle in their studies.
- g) Assist in putting learned knowledge into practice through experience, and support creativity.
- h) Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
- a. 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.

## **IB (The International Baccalaureate®) 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.

This policy constitutes the principles of inclusion policy of FMV Işık Schools.

## **1.0 FMV Işık Schools Inclusion Philosophy**

Inclusion is an ongoing process that includes the acts of defining, learning, action, reflection, and redefining. Following the primary guiding principle to 'raise good citizens', our school considers it crucial for our students to become people “with ethical values, who are tolerant towards different cultures, and lifelong learners”. In this context, individual differences are supported at our school and students are assisted in becoming the people they would like to become. At our schools, our students’ strengths are revealed and their weaknesses are improved.

Diversity reflects various areas such as sex, age, race, ethnicity, culture, physical and mental skills, socio-economic status, religion, sexual orientation, social adaptation, and language. Our policy has a point of view that aims at destroying all prejudices of the school community members. At our schools, the educational programs are open to all enrolled students, and students cannot be deprived of educational rights due to their differences.

International Baccalaureate programmes (Primary Years Program [PYP], Diploma Programme [DP]) support students in becoming active, passionate and lifelong-learning individuals who believe that others, too, may be right despite their differences. Within the context of the supported educational requirements, FMV Işık Schools philosophy completely overlaps with the IB philosophy. One of the institutional goals announced to the school society and public is “ensuring that our students are lifelong learners who are sensitive towards others’ rights, differences, and requirements, and who internalize basic values such as peace, tolerance, democracy, children’s rights and human rights.” Our institution aims at ensuring that our students adapt these values through their own applications. This policy involves all members of the learning community. In this context, all members of the school community have the right to express their voice and choice and, and they also embrace the learning processes.

As indicated on our High-Quality Education Policy, our school aims to enable students to reach the highest level of knowledge, skills, and conceptual understanding at all development areas in accordance with their ages and potentials, in line with our Assessment Policy, and at our schools’ high-quality education environment. Students are guided during their learning process regarding where they are, where they may reach, and which methods they must use to reach the best. Inclusion aims to include all students in the learning process by determining and removing possible obstacles. At our schools, students’ individual development needs are determined and they are supported in meeting those. Every enrolled student receives meaningful and equal education. Our school places importance on the students’ individual differences and different ways of learning. It ensures that students requiring individual learning assistance are provided with supporting educational services so that they continue their education with their peers. Students are given individual feedback about the results obtained from diagnostic, formative, summative and placement tests, and are directed towards group or individual after-class study sessions to remediate their learning deficiencies.

## **2.0 Purpose of the Inclusion Policy and Its Preparation Process**

FMV Işık Schools Inclusion Policy is an ongoing process that includes the acts of defining, learning, action, reflection, and redefining. The policy was prepared based on the fact that every student has the right to learn and be assessed under equal conditions. Members of the school society – administrators, teachers, parents and students – came together to contribute to the writing process of this document by discussing the local and international changes in education, as well as the experiences and observations in the school environment. The purpose of this document is to explain the education given to and assessments made for all students with different requirements.

During the preparation of the FMV Işık Schools Inclusivity Policy, an executive committee was established first. Representing the shareholders of the school community such as the school administrators and members of the school board of directors, this committee writes, develops, applies and reviews this policy. The policy was written based on a consensus regarding the beliefs and values about inclusive education. For it to be a living document, committee members are in constant contact with the units they represent.

Inclusion Policy must be dynamic and flexible. Current and developing requirements of the school community were taken into consideration as the policy was written. The compatibility of the school's inclusion philosophy with the IB philosophy and Ministry of National Education (MoE) regulations was reviewed, and the feedback received from the school community was examined. In this regard, FMV Işık Schools Inclusion Policy is a living document reflecting the principles of the school, and aiming at meeting our students' requirements.

The foundation, School Principals, IB Programme Coordinators, Heads of Departments and all Psychological Counselors of the Psychological Counseling and Guidance department, as well as all course teachers and other support units are responsible for the Inclusion Policy to be shared with the school community, and be applied and supported in the school. Inclusion at our schools enables all students to be included in the school community based on an understanding of common work, planning and problem-solving.

### **3.0 Cases Requiring Inclusion Training and Definitions**

Requirements of all students requiring cognitive, emotional, and social support are determined, the types of support to be given are planned, and necessary work is conducted. Students with special needs are also included in this process. Individuals with special needs are defined as "an individual displaying meaningful difference in the expected mental level compared to his or her peers with regards to personal characteristics and educational competence due to various reasons" on the Ministry of National Education (MoN) Special Education Services Regulations. Students requiring supported education may be classified as follows:

#### **3.1 Communication and Interaction Field:**

Language and difficulties in the speaking communication field restrict the student's learning and communication skills. It is observed that the learning process is directly affected by the difficulties experienced by some students in social and emotional interaction.

#### **3.2 Cognitive Learning Field:**

Students who learn differently from their peers may have difficulties in understanding the curriculum, and in using their organization, memory and literacy skills. These difficulties affect the students' social, emotional, and academic development. On the other hand, students who are superior to their peers on the fields mentioned above may require social, emotional, and academic support.

#### **3.3 Social, Emotional, and Mental Health Field:**

If a student displays one or more of the problems below for a long time, his or her learning process is affected.

- a) A learning disability that cannot be explained with intellectual, emotional or health factors,
- b) Inability to establish or maintain satisfactory interpersonal relationships with peers and teachers,
- c) Displaying inappropriate behaviors or emotions under normal circumstances,

- d) A general state of unhappiness or depression,
- e) Tendency to develop physical symptoms or fears regarding personal or school problems.

### **3.4 Physical and Sensual Field:**

Physical differences may affect mobility. Differences of students on the five senses may affect their social, emotional, and academic development.

### **3.5 Students with Special Abilities:**

Students with special abilities require as much support as students requiring special education. While students with special skills are superior to their peers in many fields, they may experience some difficulties.

## **4.0 Inclusion Practices at FMV Işık Schools**

### **4.1 Differentiated Education and Assessment**

Once the students' learning differences are determined, complimentary, supportive, and achievement-focused works are conducted according to their requirements in our schools. These group or individual pieces are conducted during or after school hours. Additional studies for the students support this process. Even though students without a Counseling and Research Center (CRC) report are officially not allowed to take differentiated exams, our students are assessed by means of assessments differentiated according to their learning levels.

### **4.2 Individualized Education Program (IEP)**

This special education program was prepared to meet the goals targeted for students with special education requirements in line with their developmental characteristics, educational requirements and performances and include supportive educational services for these individuals. This program contains the following:

- a) The yearly and short-term goals included in the education plan,
- b) Type, duration, and providers of the supportive educational service,
- c) Methods and techniques to be used during teaching and assessment, as well as the teaching material,
- d) Arrangements regarding the education environment,
- e) Measures towards preventing or reducing the behavioral problems, and the methods and techniques to be applied so as to ensure positive behaviors.

For students requiring special education, an Individualized Education Program (IEP) Development Unit is established under the presidency of the school principal or an assistant principal, together with the psychological counselor, class teacher, course teachers, parent and student. Processes regarding the students' educational assessment and identification are conducted by the special education assessment council operating under the roof of the Counseling and Research Center (CRC). InCRCe planning, the evaluation conducted for students who are detected to require special education is monitored by the psychological counseling and guidance service, which takes the necessary precautions regarding the student's school adaptation and access to education. These students are responsible for the curriculum to which students of the same class are also liable. However, students' success is assessed according to their IEPs that is created based on the school's educational program. After the formal education hours, complementary educational activities are organized for students requiring special education.

Other than the Individualized Education Program, students are provided with the necessary

support during all their learning and assessment processes employing exam arrangements on duration, environment, methods, tools, and materials in accordance with their type of disability, developmental characteristics, and educational performances. These cases may be as follows:

- a) Temporary medical conditions generally requiring a medical report,
- b) Long-term medical problems or permanent disabilities. (In such cases, a detailed medical report explaining the problem's effect on learning is required.)
- c) Following are the arrangements regarding inclusion and individual assessment applications:
- d) An alternative exam room (better lighting, echo, computer, etc.),
- e) More appropriate seating order,
- f) Special personal assistance (writer, reader, communicator, prompter), \*
- g) Use of necessary material,
- h) Reading colors (for color blindness),
- i) Additional time,
- j) Adapting the exam and homework pages in line with student requirements,
- k) Supporting auditory and visual works with a text,
- l) Extending the deadline when necessary,
- m) Receiving support for applied works,
- n) Exemption from assessment.

\* Those providing assistance cannot be another student or the student's relative or friend.

### **4.3 Enriched Education Programme (EEP)**

An individual with a unique ability is someone who learns faster than their peers, is pioneer in the capacity of creativity, art, and leadership, has a special academic skill, likes to move independently on his or her fields of interest, and displays a high performance. In educating individuals with special abilities, it is essential to acquire high-level skills regarding their field of education.

Accelerated and/or differentiated courses are given to students with special abilities at the supportive education centre. These programs are planned and conducted to ensure integrity with the education program applied at the formal education institutions attended by students. An enriched individual education program is prepared for individuals with extraordinary abilities who were diagnosed by CRC. IEP unit works in the formation and assessment of this program.

## **5.0 Roles and Responsibilities**

### **5.1 School Administration:**

School administration ensures that duties and responsibilities are fulfilled by forming the necessary units for the programs, including all students and per the students' different requirements, to be conducted. If students require special education, school administration ensures that all teachers cooperate and coordinate within the scope of special education services by taking necessary precautions regarding providing special education services to students and their families. It also reviews the development of students receiving special education.

### **5.2 IB Programme Coordinators:**

International programmes and accreditation coordinators cooperate with the students, teachers, parents, and the psychological counseling and guidance service so as to determine students' requirements. They take the necessary precautions for students requiring special assessment, and create action plans. They are aware of IB's support to students and share this process with the school administration, teachers, students, and parents. They inform the IB about the necessary special assessment issues. They ensure that the inclusion policy is updated, and is

compatible with IB's relevant standards and applications.

### **5.3 Psychological Counseling and Guidance Service:**

Familiarizing with the student is a process that begins with the psychological counselor/guide teacher meeting at kindergarten and primary school, and with the educational process at high school. In this process, a psychological counselor receives the student and parent information forms, conducts individual meetings. Whether the student requires special education is understood during these meetings. Moreover, psychological counselors direct students by the feedback received during the council of branch teachers' conference.

Psychological counselors guide students requiring special education regarding arranging the appropriate education environment, and teachers taking part in the application process with regards to monitoring the students' development and family education. They notify the parents, teachers, and school administration regarding the development processes of students with special conditions. Student is directed to the Counseling and Research Center (CRC). Psychological counselors then cooperate with the IEP development unit, teachers, parents, and relevant staff in the preparation of forms to assess the individual development of students requiring special education, and prepare the individual development reports in line with IEP goals.

Psychological Counseling and Guidance Service plans and conducts family training services for families, and cooperates with relevant persons, institutions and organizations if necessary. Moreover, it guides students during their transfer to IB DP.

### **5.4 Individualized Education Program Development Unit:**

The IEP development unit comprises the assistant principal, psychological counselor, special education teacher –if any-, class teachers, branch teachers, parents, and students. This unit ensures coordination on the preparation, application, monitoring, and assessment of the program for students with special requirements and special abilities, and conducts the changes and arrangements in line with the students' characteristics on every development area, and their educational requirements. It advises the school administration and teachers about the organization of educational environments, as well as material development and procurement. It cooperates with other units and institutions at the school. It informs families on how to support the students' cognitive development, and shares with them a detailed suggestion list.

It applies an enriched or individualized education program to students, who were determined as a result of works conducted in and out of the school, so as to support their skill development.

The school components monitor this support program.

Children with special abilities in various fields are directed to the Science and Art Education Center (BİLSEM). The effect of special abilities on other processes is observed.

### **5.5 Teachers:**

Teachers notify the psychological counseling and guidance service regarding their observations following the student familiarization work. They benefit from differentiated education applications during classes based on students' requirements, monitor the development of students with special abilities in cooperation with other teachers, collaborate with the IEP development unit, take necessary precautions regarding the use of personal tools and devices by students with special requirements, inform the parents regarding the support given to the student and the student's development by taking part in the family training works conducted at the school, record the student's course-based development to use as base in curriculum planning. Teachers are guided by the IB PYP and DP coordinators, heads of departments, and



psychological counseling and guidance service with regards to the differentiation and enrichment works.

#### **5.6 Students:**

Students of FMV Işık Schools demonstrate acceptance, empathy, tolerance, assistance, democracy and morality understanding towards their peers, consider individual differences naturally, and respect them. Moreover, they discover their weaknesses by using their alternate thinking skill, and try to improve them. They cooperate with teachers, psychological counselors, and parents. Students actively participate in courses and interviews under the guidance/in light of the IB learner profile features and learning approaches, and coordinate with their teachers.

#### **5.7 Parents:**

Parents of students of FMV Işık Schools cooperate with the school administration, psychological counseling and guidance service, IB program coordinators, teachers, and other school staff in supporting the inclusivity applications to be conducted at the school for the student, and notifies the school regarding the incidents that may affect learning. They communicate with the school administration, teachers, and the psychological counseling and guidance service regarding the student requirements during the development process.

#### **5.8 Other Members of the School Community:**

Other members of the school community (healthcare professionals, administrative officers, librarians, dining hall staff, security personnel, cleaning staff, etc.) are informed about our school's Inclusion Policy, and they act in line with the principles of the policy while performing their duties.

### **6.0 Inclusion Practices in the IB Programmes**

IB programmes support all students in becoming active and caring individuals who understand that other people can also believe in their own truth with their differences, and believe in lifelong learning.

IB helps schools raise self-confident and well-rounded students who approach difficulties with optimism and open-mindedness, make ethical decisions, value common humanitarian characteristics, are international-minded and ready to take action under difficult conditions in the real world.

IB Approaches to Learning (ATL) are efficiently used by the teachers and students. ATL strategies support the IB learner profile attributes, aim at developing the students' skills, and prepare them not only for exams, but also for life. Possible learning differences among students are tried to be eliminated by means of the efficient use of the differentiated education method ("Differentiated" to meet the needs of all learners), which is one of the ATL skills.

All supportive education and assessment applications to be used for IB students are based on the principles determined by International Baccalaureate. By looking at these principles and applications, our schools value students' personal characteristics and respect their individual learning differences. In this context, inclusive learning and teaching are designed in a way to comprise all IB students and be open to their access.

Before allowing the enrollment of a student requiring learning support to the diploma programme, all appropriate arrangements that may be conducted for this student during the education and assessment processes are reviewed. All teachers and the psychological counseling and guidance service are consulted during the student's course selection process. Any decision made in this context is supported by the school principal, and approved by both the student and parents.

In the Diploma Programme, the two-year course outlines are designed to attract and integrate the students. Courses include activities that encourage all students to participate in the discussions by means of alternate thinking and questioning. Activities differentiated according to each student's requirements and process assessment components are included in the unit plans. In the IB Diploma Programme, students are presented with different course options based on their interests, abilities, and higher education goals. Students have the right to choose three of the 6 courses at standard and 3 at high levels.

The school is responsible for all arrangements regarding the special assessment application at the diploma programme. Before the exam, students inform the school administration regarding their requirements. IB is notified about this issue by the school via appropriate forms – D1 form if the student is a senior in the diploma programme, and D2 form along with the medical report in case the problem occurs during a written exam. If the student's issue is previously known, assessments and arrangements are automatically made during the course of the diploma programme. IBO is informed about the special assessment applications, and the support or material to be used. The school ensures that the material to be used is in operation, and there is a person authorized to use the equipment.

## **7.0 Linking the Inclusion Policy with Other Policies**

### **7.1 Admission Policy:**

Based on the familiarization work, the students' development areas are assessed, and their strengths and weaknesses are determined, if any. Parents are given feedback and advice, if necessary, regarding the work during a meeting.

Our school has high academic standards, and some courses are taught in English. Students desiring to enroll in our high schools must meet the academic and behavioral standards intended for students who were raised by our institution and desire to transfer from other institutions.

Students who enroll in the IB Diploma Programme are carefully selected. If the candidate requires supported education despite meeting the desired academic criteria, other documents may be demanded from the students and/or parents.

A candidate student assessment commission is established afterwards to assess each candidate. States of candidates requiring learning support are reviewed, and it is decided whether they are able to handle the program's requirements, and if they are, the type of support to be given to these candidates during the course of the program is determined.

Whether a student requiring learning support can be enrolled in the Diploma Program is decided within the framework of the school facilities.

### **7.2 Assessment Policy:**

Our school's Assessment Policy states that "Teachers use various methods and techniques on assessment application to assess students' requirements and differences", and emphasizes that the students' differences are to be supported during the assessment process as well. Pre-assessment, process and result assessment stages allow for information to be obtained regarding students' interest, readiness, requirements, and desires. In-class applications are shaped under this information.

It is fundamental for students requiring special education not to be dissociated within the group and supported during the teaching and assessment processes and be equally treated along with other students. According to MoE regulations, differentiated summative assessment is applied for students with CRC reports.

### **7.3 Language Policy:**

Differentiated and enriched applications in language education are conducted according to students' readiness, interests, and learning profiles. Our teachers are aware of the differences of their students, they arrange and diversify the applications based on these differences. Our goal after these works, which are planned in accordance with individual differences, is our students to become independent learners at their highest potential, not at their required level.

### **7.4 High-Quality Education Policy:**

Our school's High-quality Education Policy complies with the Inclusivity Policy, and states that "student requirements and individual learning types were determined – an education policy created based on these needs and learning types is a guide to individual learning experience."

## **8.0 Policy Review Process**

FMV Işık Schools Inclusion Policy is reviewed at the end of every academic year, its compatibility with other policies are examined, and necessary changes are made on it by the relevant committee in order for it to be an up-to-date and living document. The duty of this committee is to ensure that this policy is applied and assessed, and newcomers to the school society are informed in this regard. All changes made on this policy are shared with the school society at the beginning of every academic year.

## **9.0 Conclusion**

Our institution attentively conducts work with all students requiring social, emotional, and academic support. In case students with special requirements and abilities are enrolled, our school has the determinacy and budget to take the necessary steps.

In-service training is planned in order to support our teachers during the processes in which requirements regarding special education are correctly determined, and works to be conducted are planned and applied.

Through of ALIS (Student monitoring system from kindergarten to high school) and the Academic Coaching System, learning processes of students with individual learning differences are monitored, and these students are enabled to develop. Our school is an institution that teaches students to learn, provides them with professional support regarding the areas in which they have difficulties, empowers students so that they can be responsible for their own education, and works to ensure that all students reveal their potential.

Our inclusion policy is reviewed at the end of every academic year by the Inclusion Policy Executive Committee, under the presidency of school principals. Necessary updates are done for this to be a live policy. It is shared with the school society via the website and the introductory meetings that are organized at the beginning of each academic year.

## 10.0 Inclusion Policy Committee

NAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Presentative
Özgür ALPER	School Principal – 05A
Noyan BİNGÖL	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
Fatma BUĞDAYPINARI	Chief Assistant Principal – 05N
Tolga YILMAZ	Assistant Principal – 05E
Jenny CHAVUSH	IB DP Coordinator – 05N
Sinem ÖZGÖZ	IB DP Coordinator – 05E
Hanzade ÖZSU	Coordinator of Counselors – 05N
Ömer KARABACAK	IB PYP Coordinator – 06N
Özlem MİZRAHİ	IB PYP Coordinator – 06A
Merve ÜNAL	IB PYP Coordinator – 06E
Gizem DOLU	IB PYP Coordinator – 06I
Arsine ÖZCAMCI	IB PYP Assistant Coordinator – 07N
Yelda BABA	Head of Social Sciences Department – 06A
Gizem YILMAZ	Coordinator of Counselors – 05A
Aslıhan DİKÇE	Coordinator of Counselors – 06A
Evşen KAYA TABAK	Coordinator of Counselors – 06I
Reyzan ŞAHİN	Counselor – 06N
Derya ATICI	Counselor – 06A
Cengiz Han KAŞIKÇI	Counselor – 05E
Muzaffer GÖKÇE	Counselor – 05I
Elif KUNTER	Counselor – 07A
Mert Can DEMİRCAN	Learning Support Specialist – 06A
Onur SİVRİKAYA	SEN Teacher – 06I
Onur MUTLU	Homeroom Teacher – 06N

05: High School  
06: Primary & Middle School  
07: Kindergarten

A: Ayazaga Campus  
I: Ispartakule Campus

E: Erenkoy Campus  
N: Nisantasi Campus

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

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