



“Children are in my heart, and the youth is in my mind”.

Prof. Dr. İhsan Doğramacı

*All policies are last updated in January 2018.

Message from School Principal

As the Principal of Özel Bilkent Middle School I would like to welcome you to our school. As a school, we are passionate about that educational journey that we have been continuing since 1994.

With respect to national curriculum, Özel Bilkent Middle School integrates IB Middle Years Program within the structure of a genuine middle school. To educate future citizens for the global society, respecting the principles of Mustafa Kemal Atatürk, we provide our middle school students inquiry-driven curriculum that aims to develop international-minded individuals.

We have an aspiration for professional development and through diverse professional development opportunities (e.g., IB official workshops, online training, national & international projects and conferences, in-school workshops) we aim to prepare our students to as life-long learners who can think globally, embracing an internationally-minded world view.

To achieve this goal, we provide our middle school students with activities and experiences typical of middle schools around the world. At the same time, our students participate in the IB Middle Years Program, which spans from 5th Grade to 10th Grade. During their study across IB Middle Years Program we aim to ensure that our students acquire the cognitive, emotional, physical, and social skills that are needed for optimal success in life.

For us, each and every student is unique and it's our ambition to cater for individual needs. Within this respect we have constructed common grounding about the principles and practices that will guide us through this journey. This booklet is a collection of our school policies in which you can find how our principles are reflected in our actions.

E. Oya Kerman

MISSION

The mission and vision of all Bilkent schools is succinctly stated using the name BILKENT as an acrostic.

To educate future citizens for the global society, respecting the principles of Mustafa Kemal Atatürk, our graduates ...

B enefit their society, showing leadership for improvement;

I ntegrate their own identity with their cultural heritage;

L earn life-long through inquiry, experience, and skilled use of technology;

K now and demonstrate the importance of learning others' languages;

E mbrace ethical and culturally appropriate values;

N uture a principled, balanced, open-minded, sensitive and reflective self-image;

T hink globally, embracing an internationally-minded world view.

VISION

Our vision is to be a school community which can think freely and originally, can learn how to learn, and shape the future without unlimited imagination.

AIM

İhsan Doğramacı Foundation Özel Bilkent Primary School, founded in 1994, has been operating as two schools, namely primary school and middle school, since the 2013-2014 academic year, pursuant to the resolution of the Ministry of National Education (MoNE), which has enforced an education system of 4+4+4 years. Our main aim as the Middle School is to prepare the students to high school, that is, secondary education, through high-quality academic studies, as indicated in the rules and regulations of the MoNE. Accordingly, we strive to educate inquiring individuals who are life-long learners, and thus interpret and internalize the information they acquire to use it in their life, in line with the Middle Years Program of the International Baccalaureate Organization, which we implement as of Grade 5.

EDUCATION SYSTEM

The Middle School includes Grades 5, 6, 7 and 8. There are 18 to 24 students in each class. Besides following the curriculum of the Ministry of National Education, the school offers English instruction to students for 17 hours per week in year 5 and 10 hours per week in Years 6, 7, and 8. Our goal is to enable all students to possess high-level reading, writing, speaking and listening skills in English. As required by the new education system, the school offers its students an elective course starting in Year 5. Accordingly, students choose 3 out of 21 elective courses based on their interests and developmental needs. Students, who wish to do so, can choose one of the German/French/Spanish language electives and learn a second foreign language for four years. Additionally, students choose electives from among the Drama, Sports, Visual Arts, Music, Intelligence Games, Applied Mathematics and Applied Sciences lessons, and engage in studies that not only improve their daily life skills, but also enable them to enjoy learning.

LEARNER PROFILE AT ÖZEL BİLKENT SCHOOLS

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world. IB learners continually strive to be:

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 their lives.

Knowledgeable: 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.

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

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.

Principled: 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 own actions and their consequences.

Open-minded: 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 are willing to grow from the experience.

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

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.

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

Reflective: They thoughtfully consider the world and their own ideas and experience. They work to understand their strengths and weaknesses in order to support their learning and personal development.

OUR POLICIES

ACADEMIC HONESTY POLICY

Development Process of the Academic Honesty Policy

The Academic Honesty Policy of İDF Özel Bilkent Middle School has been developed by a committee consisting of the School Principal, MYP Coordinator, Librarian, a Turkish language teacher, a Communications and Design teacher and an English language teacher. The committee convened an hour a week in the presence of the MYP Coordinator. The School's Policy was structured over the 2015-2016 academic year.

The Academic Honesty Policy is intended to bridge the gap between the PYP and DP. In the process of developing the MYP Academic Honesty Policy, *From Principals into Practice Guide*, *Reflection Guide*, and the processes of developing an academic honesty policy in PYP and DP were examined. After the policy was formulated, the opinions and suggestions of all the teachers and administrators in the school were sought, and required additions and revisions were made and are continuing to be made to the policy in the light of these suggestions.

Description of the Academic Honesty Policy

Academic honesty should be seen as the collection of good practices in education, teaching and assessment, as well as the values and skills that promote individual honesty. It is shaped by a myriad of factors, among which are peer pressure, culture, parent expectations, role-modeling and taught skills.¹

Purpose of the Academic Honesty Policy

By adopting this Academic Honesty Policy, İDF Özel Bilkent Middle School aims to enable students to internalize the concepts of intellectual property, originality and creativity and to guide them towards scientific research. The objective of the activities designed to promote the implementation of academic

honesty is to make sure that students use information correctly by using scientific methods and ethical principles.

Consequently, students are prevented from

- a) Using a quotation without crediting the source,
- b) Presenting a piece of information or an idea as if it were his/her own,
- c) Submitting an assignment prepared by someone else as if it were his/her own,
- d) Having someone else do his/her homework for him/her.

The School Principal, MYP Coordinator, all teachers, librarian, administrative personnel, other staff members, students and parents are responsible for the dissemination of the Academic Honesty Policy across all units and its implementation and promotion throughout the school. The Policy is accessible to the entire school community on the School's website and documents.

Academic Honesty Policy is regularly reviewed and updated. Plans are made at the end of each academic year for the next one.

PRINCIPLES AND RESPONSIBILITIES IN THE ACADEMIC HONESTY POLICY

Student Responsibilities

Students at İDF Özel Bilkent Middle School:

1. Know that cheating in the examinations and assignments means stealing another person's property. As **caring** individuals, they do not cheat and allow others to cheat from them.
2. Act as **principled** individuals; avoid doing any acts that may disrupt the order in the exam and follow the invigilating teacher's instructions.
3. Complete the tasks assigned to them successfully and do not let someone else do their task for them. They can **take risks**, when necessary, with respect to tasks.

4. Do their own part in group work. They are **caring** and **balanced** in their interactions with other group members; express their ideas **open-mindedly** and **respect** others' ideas. ²
5. Conduct research objectively; are willing to **reflect**, ask questions and **inquire**.
6. Use critical and creative **thinking** skills while doing assignments, projects and research, and make rational decisions.
7. **Respect** others' works and knowledge, and do not use the information found in sources as if it were their own in assignments and projects.
8. As **principled** individuals, credit the sources of information, which can be other people, the Internet or books, following the MLA (Modern Language Association) referencing system in a reference list. The referencing guide in the classrooms and on the walls helps students in this respect.
9. Fulfill their responsibilities when they are producing original pieces of work and take **care** to credit sources.
10. **Respect** copy rights and do not use pirate copies.
11. Are knowledgeable when using technology. They know how to avoid plagiarism.
12. Act as **caring** and **principled** individuals when using the local network or the Internet at home or in the school and know that it is unethical to send and share messages, visuals or videos that insult people or institutions.

Teacher Responsibilities

Teachers at IDF Özel Bilkent Middle School:

1. Adopt and support the Academic Honesty Policy.
2. Explain the Policy to the students and encourage them to use it by modelling.
3. Assess student work and products without any biases and keeping an equal distance from each student.
4. Arrange the classroom setting in consideration of academic honesty and exam policy of the school (Annex 1- Exam Policy)
5. Follow the MLA (Modern Language Association) referencing system in the academic documents s/he shares with students.
6. When they have suspicions that a student may not be acting in accordance with the Academic Honesty Policy, they know that they have to have concrete evidence to prove their suspicions and do not refrain from initiating the required procedures.
7. Do not use pirate copies and do not let others do so.

Parent Responsibilities

Parents at IDF Özel Bilkent Middle School:

1. Adopt and support the Academic Honesty Policy implemented by the School.
2. Encourage their children to act in accordance with the School's Academic Honesty Policy by modelling.
3. Know the procedures that the School will follow if the student acts in breach of the Policy and work in **cooperation** with the School.
4. Consider effort and progress when evaluating the student's academic success. They know that grades are not the sole criterion in academic achievement.
5. Recognize the fact that it is the student's responsibility to complete assignments and do not take on this responsibility.
6. Do not use pirate copies and do not let others do so.

Responsibilities of the School Administration and Academic Honesty Committee

Administration and Academic Honesty Committee of Özel Bilkent Middle School:

1. Ensure the implementation of the Academic Honesty Policy across the School as expected by IB.
2. Commission in-school activities for the adoption of the Academic Honesty Policy and ensure the participation of all members of the school community in them.
3. Have the students sign the Academic Honesty Contract prepared according to the Academic Honesty Policy in the enrolment process and inform the students of the consequences of violating the contract.
4. Follow the required procedure and implement the consequences in the case of violation of the contract.
5. Do not use pirate copies and do not let others do so.

ACADEMIC HONESTY CONTRACT

Students at Özel Bilkent Middle School honor this contract as “Inquirers” and “Principled” individuals.

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 their lives.

Principled: 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 own actions and their consequences.

As a student of İDF Özel Bilkent Middle School,

1. I know that cheating in the examinations and assignments means stealing another person’s property, and as a **caring** individual, I will not cheat and allow others to cheat from me.

2. As a **principled** individual, I will avoid doing any acts that may disrupt the order in the exam and will follow the invigilating teacher's instructions.
 3. I will try to complete the tasks assigned to me successfully, and I will not let someone else do the task for me. I will **take risks**, when necessary, with respect to tasks.
 4. I will do my own part in group work. I will be **caring** and **balanced** in my interactions with other group members. I will express my ideas **open-mindedly**, when necessary, and I will **respect** others' ideas.³
 5. I will conduct research objectively; I will **reflect**, ask questions and **inquire**.
 6. I will use critical and creative **thinking** skills while doing assignments, projects and research, and make rational decisions.
 7. I will **respect** others' works and knowledge, and I will not use the information I find in sources as if it were my own in assignments and projects.
 8. If I receive any assistance from my family, friends or teachers in my assignments, projects or research, I will notify my teachers.
 9. I will complete assignments, projects and other work to the highest standard and before the deadline.
 10. I will act as a **principled** individual and credit the sources of information, which can be other people, the Internet or books, following the MLA (Modern Language Association) referencing system in a reference list.
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11. When I use technology and books in my research, I will respect copyrights and I will not use pirate copies. I will avoid plagiarism and falsification.

12. I will act as a **caring** and **principled** individual when using the local network and/or the Internet at home or in the school and I will not share messages, visuals or videos that insult people or institutions.

13. I will be **caring** when using the Internet and technological devices in the School and abide by the rules laid down in the Internet contract (Annex 1 – Internet Policy).

I read and understood the Academic Honesty Contract of İDF Özel Bilkent Middle School. I hereby promise, by signing this contract, to act in accordance with academic honesty in and outside the school.

Student Name and Last Name

Signature

Date:

I read and understood the Academic Honesty Contract of İDF Özel Bilkent Middle School. I promise, by signing this contract, that my child will adhere to principles of academic honesty in and outside the school.

Parent's Name and Last Name

Signature

Date:

ARTICULATION OF THE ACADEMIC HONESTY POLICY WITH OTHER POLICIES OF THE SCHOOL

Academic Honesty Policy affects, directly or indirectly, other policies of the School (Student Admission Regulations, Special Educational Needs Policy, Assessment Policy and Language Policy) and there is an interaction between these policies and the MYP Academic Honesty Policy.

Student Admission Policy

As part of the School's "MYP Academic Honesty Policy", both students who will be new enrollments and continuing students, as well as their parents sign the Academic Honesty Contract. Thus, the students and parents are made aware of their responsibilities and prevented from acting in violation of the principles of academic honesty over the year.

Special Educational Needs Policy (SEN)

Adopting the principle "Everyone can learn", academic honesty practices like referencing are used with students who have special educational needs in our school in a simplified form.

Assessment Policy

All teachers at Özel Bilkent Middle School encourage the students to act with academic integrity. Thus, irrespective of the subject field, students are expected to provide references in all student work, including tasks, assignments, projects, etc. and assessment of student work involves an evaluation of the extent to which students follow the rules of academic honesty.

Language Policy

All students know that using another person's text or sentence in his/her mother tongue or in a foreign language without obtaining that person's permission and without crediting the source is "plagiarism". It is the teachers' responsibility to guide the student when preparing an original piece of work.

ANNEXES

Instructions for Invigilating Teachers

The Internet Policy

Referencing Table

Works Cited

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ASSESSMENT POLICY

Introduction

IB philosophy is an integral part of the teaching, learning, and assessment process across Özel Bilkent Middle School. Subject group members collaboratively create tasks and task specific clarifications based on the subject criteria that are defined in IB MYP Subject Guides (2014/2015). Assessment at Özel Bilkent Middle School systematically measures a student's learning by using a variety of *valid, reliable, authentic, and appropriate* tools and tasks based on standardized criteria. All tasks and criteria are introduced and discussed with students before they start working on the assigned task.

There are eight subject groups (See Table 1) that are defined by the IB Middle Years Programme. Each subject group has specific learning objectives that align with subject specific criteria for MYP Years 1-5.

Table 1.
MYP Subject Groups

Language and literature
Language acquisition
Sciences
Mathematics
Individuals and societies
Arts
Physical and health education
Design

In Turkey, Middle School consists of four-years of education upon completion of Primary School. Bilkent Primary School has been offering IB PYP and Bilkent High School has been offering IB DP as authorized IB World Schools. In order to align all three programmes (PYP, MYP, DP) with the Turkish National Education system, the Middle Years Programme is offering the traditional five-

year Middle Years Programme as a six-year programme. Upon graduating from PYP in Grade 4 all students start the MYP in Grade 5. Although Grade 5 is seen as a transition from PYP to MYP, all requirements of MYP are met starting from this point.

Development of assessment policy

The assessment policy was developed with a steering committee that consists of representatives from each subject group, Curriculum Coordinator and the MYP Coordinator. Before the committee started developing the assessment policy, the committee:

- a. Analyzed the related IB documents to find out the expectations for schools' assessment policy
- b. Analyzed PYP and DP assessment policies to better create a link between the two IB programmes
- c. Had regular meetings to conduct a feasibility study in order to find out what needs of the school in terms of assessment

After creating the Draft version of Assessment Policy (April 2017), the committee was able to modify the policy based on the feedback from the school's MYP consultant. The steering committee will continue to meet on a regular basis and revise the policy. The policy is communicated to the school community through school's website and meetings are arranged with parents to communicate the policy.

Assessment Criteria and Achievement Levels

In order to ensure the alignment of assessment with IB MYP requirements, all teachers at Bilkent Middle School are responsible for: Using the MYP subject group assessment rubrics that are provided in the most recent Subject Guides.

- Developing and implementing assessment tasks collaboratively with reference to both relevant MYP guides and subject group overviews.
- Assessing all strands of all **four** criteria at least **two times** in an academic year Making assessment criteria available to students and parents.
- Writing assessment tasks and rubrics using student-friendly language.

- Being knowledgeable about the command terms of MYP (2014/2015) and using them in the rubrics.
- Holding standardization sessions to set the expectations for achievement, compare grading practices and agree on a common level for each summative task.

Assessment strategies

Özel Bilkent Middle School's assessment philosophy and policy align with our values and policies, and with the philosophy of the International Baccalaureate. We believe that the student should be central in all kinds of assessment. Assessment at Bilkent Middle School is constructivist in its approach and requires students to use high order thinking skills such as application, analysis, synthesis and evaluation rather than only demonstrating knowledge through multiple choice/short answer questions.

Differentiation is also an assessment strategy, which we believe in at Özel Bilkent Middle School. Through differentiation students are given an opportunity to participate in determining what they learn, how they learn, and how they show what they have learnt.

Each unit includes a variety of ATL skills that are evaluated informally (not graded) throughout the unit. Students are given ongoing feedback about the development of their ATL skills. Each unit also includes a formal assessment (graded) of content, subject-based skills and attitudes through formative and summative assessments.

Pre-assessment: The purpose of pre-assessment is to determine students' prior knowledge to explore what students want to learn and to identify what they need to know. During this stage of assessment, teachers can use a variety of techniques to encourage students to retrieve and use their prior knowledge. These strategies may include brainstorming, mind maps, anecdotes, concept maps, writing inquiry questions, wonder walls, etc.. Pre-assessment provides opportunities for teachers to build on students' existing knowledge and understanding and to identify in post-assessment how far each student has come.

Formative Assessment: Formative assessment is an important feature of teaching and learning in the MYP and it is vital to the learning process. The purpose of formative assessment is to check students' understanding, to provide students with regular constructive feedback and with opportunities for refining their ideas and work and to integrate needs and interest that arise during the learning process into future planning. Formative assessment is an ongoing process that provides students with the support and scaffolding necessary to be successful in their summative assessment tasks. Each formative assessment task includes a clearly written task prompt and task-specific criteria both of which are made available and clear to the students before they are assessed.

Summative Assessment: Summative assessment tasks measure students' overall achievement level from the beginning of a unit till the end. For all summative assessment tasks, subject specific criteria are used from related MYP Subject Guide and MYP Year. Summative assessment criteria include Task Specific Clarifications, which are designed by and commonly agreed upon by all teachers using the same assessment task.

E-Assessment: External assessment (e-assessment) is an optional feature of the IB MYP. At Özel Bilkent Middle School students will be offered the chance to take part in e-assessment in MYP Year 5. For more information regarding e-assessment please visit: <http://www.ibo.org/globalassets/digital-toolkit/brochures/1601-eassessment-faq-what-en.pdf>

Assessment Tools

A variety of assessments tools are used to evaluate student achievement and to provide student with feedback about their performance. The feedback that is provided through assessment aims to take learning forward. Within this respect, teachers are encouraged to use assessment tasks that are constructivist in nature. Teachers should design authentic assessment tasks and tools - which provide opportunities for students to apply their knowledge and skills to real-life situations. Such assessment tools may include (but are not limited to):

- Rubrics
 - i. Self-assessment

ii. Peer-assessment

- Checklists
- Exit cards
- Discussions/Interviews
- Written assignments
- Written exams
- Presentations Journals
- Teachers' notes
- Open-ended questions
 - (a) Projects Projects in different subjects and at different grades
 - (b) Community Project (End of Grade 8)
 - (c) Personal Project (End of Grade 10)
- Performances
- LAB tasks
- Quizzes
- Products (posters, diagrams, field notes, observation notes, comic strips, pieces of art, etc.)

There is no end to the possibilities As Bilkent Middle School, we see assessment as a learning tool which encourages students and teachers to be reflective about the learning taking place.

Assessment Cycle

There are common practices that teachers follow throughout the assessment cycle to ensure collaboration, standardization, and validity.

Preparation

Formative as well as summative assessment tasks are prepared collaboratively, whenever possible, with all teachers in a subject level. Task prompts are prepared for each assessed task as well as Task Specific Clarifications of the MYP criteria being assessed. All assessment tasks are prepared with the MYP 8-band criteria and objectives in mind.

In the case of exams, local Ministry of Education regulations stipulate that no exam should exceed 40 minutes (1 class period). MYP formative assessment

tasks, or summative assessment tasks which are not exams do not have any specified time constraints.

The printing and distribution of Formative Tasks is the domain of the instructor. Summative assessment tasks depending on their nature may be printed and distributed by the instructor or, in the case of exams, may be centrally printed and packaged by the school's Administrative Assistant. In the case of exams, a master copy of the exam should be submitted to the Administrative Assistant one week prior to the exam.

Separate formative and summative assessment tasks are prepared for any SEN students in accordance with their annual curriculum and abilities.

Administration

Prior to any assessed formative or summative tasks, both a task prompt and the task specific clarification of the assessed MY P criteria are shared with students. These documents should also be made available to parents via class Moodle pages.

In the case of exams, invigilation is centrally arranged by the school's Administrative Assistant. Exam packs are collected and returned to the Administrative Assistant's office. Subject teachers collect exam packs from and return exam packs to this office.

During the administration of exams, students are seated individually in rows and invigilators closely monitor the exam. In some cases, dictionaries or other books/notes may be allowed. Any special allowances or regulations will be communicated to both students and parents (via the online academic system) prior to the assessment. All assessed formative and summative tasks are to be completed inside the classroom/school to ensure that the work is that of the student. Summative assessment tasks are individual in nature.

Provisions are made for any SEN students in accordance with special needs and may include doing the task in a separate room, having extra time allotted for completing the task, the aid of technology, or human assistance.

Determining Achievement Levels/Grades

Prior to the evaluation of summative assessment tasks, teachers at that subject/level meet to standardize their expectations and to discuss any issues that may have occurred during the assessment. Several sample tasks are collectively evaluated and answer keys (if applicable) are finalized.

Whenever possible, summative assessment tasks are double-marked. Packs are first graded by another teacher at that subject/level and are then second graded by the class teacher. The best fit method is used by all markers to determine the most appropriate assessment level (1-8) of the task.

After a task has been placed into the appropriate band (1-8), a percentile grade may be calculated, if necessary to contribute to local Ministry of Education requirements.

All assessment levels and/or grades are indicated on a task specific clarification of the criteria. Teacher's also complete a Teacher Reflection of the student's performance. At the end of each academic year, achievement levels are calculated for each subject group's criteria (A-D) using the Best Fit approach.

Fig 1: Example of one subject's achievement levels by criteria

Criteria A	Analyzing (1-8)	7
Criteria B	Organizing (1-8)	6
Criteria C	Producing text (1-8)	8
Criteria D	Using language (1-8)	5
Overall grade(1-7)		6

A final grade (1-7) is then awarded to indicate the overall achievement level of the student for the year in each subject using the IB MYP Final Grade Boundaries. Final grades are determined by calculating the sum of the 4 criteria (A-D) grades in each subject group.

Fig. 2: IB MYP Final Grade Boundaries

1	2	3	4	5	6	7
1-6	6-9	10-14	15-18	19-23	24-27	28-32

Aside from formative and summative assessed tasks, there are additional grades which will contribute to Ministry of Education Report Cards. These include participation in class and in out-of-class activities (DEK grades) and Ministry of Education external exams.

There are 3 different DEK grades, which include;

- Academic engagement
- Performance
- Intellectual Engagement

Each of these three areas is awarded a grade out of one hundred by each subject group. DEK grades are based on extensive record keeping by teachers. All teachers across Özel Bilkent Middle School follow the DEK manual (See Appendix).

Recording and Reporting Student Achievement

As Özel Bilkent Middle School we meet both IB MYP and MEB requirements for recording and reporting student achievement. Achievement levels are recorded on each assessed task along with Teacher and Student reflections.

Teachers are responsible for recording/reporting the assessment levels of any assessed tasks on a regular basis. Teacher report assessment levels of tasks:

- to students in the classroom,
- to parents via the online academic reporting system,
- in MEB report cards twice a year,
- in an MYP Progress Report at the end of each academic year.

MYP Progress Reports include both assessment levels and teacher comments for each subject as well as grades and comments for any interdisciplinary units the student may have taken part in. Additionally, teachers will report on the Approaches to Learning (ATLs) students focused on over the academic year in each subject group through an ATL chart. ATL charts are supported by teacher comments as well as advice for improvement, where

applicable. It is important to note that ATLS are not graded, but the use of these skills will contribute to the success of any assessed tasks students do.

Ministry of Education Report Cards are prepared following the Turkish Ministry of Education (MEB) requirements for reporting student achievement. Teachers report grades through the national online academic system (E-Okul) as well as through MEB report cards, which are given twice a year. MEB report cards include grades for each subject (exams, quizzes, project, and other assessed tasks) and general comments from the classroom teacher. MEB reports also include behavior grades and assessment of students' participation in lessons and activities (DEK grades).

Appendices

Appendix A: DEK Guide

Background

DEK is an acronym that stands for "Participation in Lessons and Activities" in Turkish. DEK assessment is a requirement of the MoNE (Ministry of National Education) and covers 50% of each semester's grade. For this reason DEK criteria have been developed by the department/school to standardize the way DEK grades are awarded across the Middle School and provide opportunities for students to reflect on their own thinking.

Introduction

DEK assessment in our school is viewed as a learning opportunity both for students and teachers. Through DEK assessment we aim to:

- Encourage students to think about their own thinking (metacognition)
- Reflect on the impact of their experiences on their own learning and others'
- Provide opportunities for students to improve their learning and skills by drawing and following action plans
- Practice self-regulation skills by drawing and following action plans

DEK criteria include three sections: DEK 1, DEK 2, and DEK 3. DEK 1 and 2 includes standardized items which are valid for all subjects and grade levels

- DEK 1 – Academic Engagement, which includes behavior and attitude to learning grades
- DEK 2 – Performance, which includes assessed and unassessed formative assessment grades
- DEK 3 – Intellectual Engagement, which includes participation and contribution grades as determined by both teachers and students DEK 3 includes intellectual engagement and students’ contribution to their own learning and that of others. DEK 3 can vary according to subject group and grade level. In the 3rd section of DEK criteria, the statements should involve two aspects: the impact of students’ actions on their own learning and the impact of students’ action on others’ learning. These two aspects of learning should be integrated in DEK 3 by all subjects in all grade levels.

Each of these DEK grades is calculated as a percentage and then, an average of the summative assessment grades and DEK grades is awarded as a final semester grade. DEK grades are assigned 2 or 3 times a year depending on the allocated teaching periods; once at the end of the first semester, and once or twice during the second semester.

The importance of keeping records for DEK assessment

As the assessment of DEK 1 and 2 is based on the observed actions of students (e.g. come to the class prepared, come to class on time etc.) all teachers are encouraged to keep their own records of students’ actions. Each subject group or each teacher can decide on their own way of keeping records of actions. However, it is important to keep the records until the end of the academic year and standardization of the final grade may be necessary if two or more teachers teach the same group of students for the same subject. Then, before assigning the final grade for DEK 1, 2, 3 the teachers who teach the same group of students the same subject group come together and agree on the grade that they think would reflect the students’ performances the best.

Grading DEK 1, 2, and 3

DEK 1 grades should be awarded based on teachers' daily records of preparedness, punctuality and attitude to learning. As grades need to be substantiated, it is essential that teachers keep detailed daily records.

DEK 2 grades are the average of formative assessment tasks and homework submission records. All grades as well as homework submission data need to be entered on a regular basis into the school messaging system. The homework submission grade is determined by taking the average of submitted to assigned homework tasks.

DEK 3 grades are comprised of both teacher assessment and student self-assessment of intellectual engagement. DEK 3 assessment grades are negotiable based on discussion. If student and teacher grades differ substantially, teachers should meet with students to discuss the differences; however, grades may or may not change as an outcome of these meetings.

Introducing the DEK to students and parents

Each subject should introduce the DEK to students and parents at the beginning of the year. The DEK criteria together with a brief explanation of how it will be used to assess the students' participation in lessons and activities should be announced to the parents clearly. This action can be fulfilled through Moodle, school's parent messaging system and/or during parent meetings. Responding to parents' questions and keeping records of the communication attach importance for the implementation of the process.

As in all student assessment, criteria should be shared and discussed with students prior to being used. Having students' voice in constructing DEK 3 will likely to help students build sense of ownership. This also aligns with our beliefs on constructivism and learner centeredness. Prior to discussing DEK 3 with students, each subject group (teacher/s) is expected to come up with their own DEK 3 criteria which includes aspects of metacognition and interdependence. Then based on the discussion with students each subject group should come to a mutual outcome in terms of a list of criteria to be assessed during the course of the academic year. The teacher/s teaching the same subject group at the same

grade level should standardize the criteria based on their and students' learning expectations.

Drawing and following actions based on DEK 3

Based on students' and teachers' reflection on students' DEK 3 criteria, teachers arrange short conferences with the students whose DEK 3 self and teacher assessment shows discrepancy to a larger extent. The discrepancy aspect is subjective to the specific grade level and learning expectations. Therefore, it is up to the teacher/s to decide whether drawing further actions can help students improve their learning or not.

It is important that students and teachers come to an agreement on the final assessment of DEK. If there is an action taken by the student, teacher should observe, record, and discuss any actions taken by the student to improve their learning.

Conclusion

Keeping regular and systematic records of learning and participation will provide teachers the evidence needed to assess the DEK criteria regardless of subject group. Besides, making DEK criteria visible and accessible for students at all times and for parents will likely to help us build a culture of metacognition and reflection across our schools as well as meet the MoNE's (Ministry of National Education) requirement in a more constructivist approach.

LANGUAGE POLICY

Language Profile

In our endeavor to develop fully educated individuals at İDV Özel Bilkent Middle School, we believe that language plays a key role.

The majority of our students are Turkish nationals. However, our school is open to students from all countries, cultures and nations. Language competence, despite differing from one culture to another, is a uniting element for all humans and offers a chance to develop common understandings among cultures. The school environment recognizes students' differences, and visuals representing different languages and cultures are displayed across the school. Students whose native language is not Turkish are given individual Turkish language support. The following table presents the international students studying in our school in the 2017-18 academic year.

Table 1

Distribution of international students at İDV Bilkent Middle School (2017/18)

Grade	Student number	Nationality
Grade 5	1	Crimea
	1	Uzbekistan
	2	Canada/Turkish
	1	Russian
Grade 6	1	Uzbekistan
	1	Canada/Turkish
	1	Russian
Grade 7	1	Azerbaijan
	1	Russia
	1	Iran
Grade 8	1	Iraq
	1	Philippines

	1	Moldova
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We believe that language is an important tool in the development of national identities and international-mindedness and plays a key role in the transmission of cultural values from the past to the present. Accordingly, we focus on developing language skills in an environment where our students are immersed in a foreign language and respect the cultural values of that language, while they are still committed to their own identities and cultural values.

Our culture is marked with bi/multilingualism. Therefore, communications and visuals are prepared in two languages and, when possible, in the mother tongues of the individuals in the school community. The primary language of instruction in our school is Turkish. English is taught as a second language. In Grade 5, our students follow an intensive inquiry-based English curriculum that is differentiated according to academic achievement and individual differences. Students in Grade 5 may also take either German, French or Spanish as a third language through elective courses.

Development Process of the Language Policy

“A language policy is an action statement ... It is concerned less with where the students in a school are going, and more with how they are going to get there” (Corson, 1999)

Our language policy is based on the principle of nurturing a love of language in order to develop an understanding and appreciation of the cultures of other languages and to serve as a bridge between the IB PYP (Primary Years Programme) and DP (Diploma Programme). The Language Policy at İDV Özel Bilkent Middle School ensures that students attach due importance to their mother tongue and enables the students to develop their skills in English as a second language and, should they choose, to German, French or Spanish as a third language.

Our Language Policy has been developed in consideration of the IB MYP *From Principles into Practice* Guide, the *MYP Reflection Guide*, and the language policies in the PYP and DP. The policy is a product of a collaborative process involving all teachers and administrators in the school. The aims of the policy include; clearly laying out the principles about language teaching and learning for teachers and all members of the school community, establishing a common understanding of and approach to language to ensure that implementation reflects the purpose, adopting a shared attitude towards assessment and feedback given to student work, raising awareness about the importance of following spelling rules, adding variety to library resources in foreign languages, promoting international-mindedness, and offering differentiated instruction to students with different skills and language levels.

The School Principal, MYP Coordinator, Heads of Language and Literature and the Language Acquisition Departments, all teachers, our librarian, administrative personnel, other members of personnel, students and parents are responsible for school-wide dissemination, implementation and promotion of the Language Policy. The Policy is available to all members of the School Community on the School's website. Practical applications of our beliefs involving fundamental beliefs are on display in both the language of instruction and other languages across all school areas.

The Language Policy is regularly reviewed and updated. At the end of each academic year, plans are made for the upcoming year. A set of criteria is developed to evaluate the implementation of the policy, shared with the school community, and based on the feedback received, the required modifications to the policy are made.

In light of the Language Reflection Guide, an official IB publication, an online survey entitled "Designing the Language Policy" was administered in October 2016 and the data obtained from the survey were evaluated by the Language Policy Executive Board. Based on an analysis of the data, considerations and areas of improvement regarding language learning and the

language profile of the school community were determined and incorporated into the policy.

Fundamental Beliefs about Language

İDV Özel Bilkent Middle School holds the following eight fundamental beliefs about language education:

- a.** Like all other types of learning, language learning is a constructive process where learners construct meaning.
- b.** All teachers are also language teachers.
- c.** All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongues and in English (and in French, German, Spanish if chosen) in order to develop a clear identity and cultural awareness and to use their self-expression potential to the full.
- d.** All students aspire to reach the highest possible level of linguistic and cultural competence in English and Turkish (and a third language if they choose) in order to lead a more meaningful life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.
- e.** All students are given the opportunity to learn a third language to expand their communication opportunities and to acquire a deeper understanding of the value and importance of using a foreign language.
- f.** The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.
- g.** The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.
- h.** Language does not pose an obstacle to communication in the school.

Reflection of the School's Fundamental Beliefs on Education

a. Like all other types of learning, language learning is a constructive process where learners construct meaning.

Language development activities at İDV Özel Bilkent Middle School are inquiry-based. These activities constitute a continuum where the past learning experiences of the individual are constructed and real-life learning opportunities are provided. The four basic communicative skills - listening, speaking, reading and writing - are the main tools used in all lessons for language development. Oral and written self-expression of the individual is regarded not only as an effort to present meaning, but also as an attempt to construct, reinforce and capture the essence of meaning.

b. All teachers are also language teachers.

The school espouses the idea that all teachers are language teachers. Teachers use dictionaries and pronunciation guides or seek the opinion of their colleagues whenever they prepare documents to share with their students. All teachers work to improve their students' skills in the areas of listening, speaking, reading and writing. Teachers model effective listening and speaking skills and create opportunities for students to listen to each other. The effectiveness of students' self-expression forms a part of assessment in all written and oral presentation tasks.

Considered active readers by their students, teachers talk to their students about books and newspaper articles, keep periodicals and books in their classrooms, have books with them for personal use, and are seen while reading during and outside the school. Irrespective of their subject areas, teachers strive to increase the students' comprehension as well as their oral and written expressions.

c. All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongues and in English (and in French, German, Spanish if chosen) in order to develop a clear

identity and cultural awareness and to use their self-expression potential to the full.

Mother tongue and foreign language instruction serves social and academic communication purposes. Literature is a key resource in facilitating language learning in meaningful contexts. The school's choice of literary works in Turkish and English includes both classical and contemporary pieces. Students are immersed in authentic, written and oral forms of narration in both fiction and non-fiction. Rules of the language are taught to and elicited from the students in a meaningful context. The school setting immerses students in language. The classrooms and corridors are full of samples of students' work, and the classroom libraries abound with books.

d. All students aspire to reach the highest possible level of linguistic and cultural competence in English and the third language of their choice in order to lead a more meaningful life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.

Students are encouraged to spend quality time in the library, which accommodates a wealth of easily accessible resources. With a view to enabling them to become active readers, the students are offered opportunities to engage in individual reading. When students are encouraged to read in their own areas of interest in the context of a certain concept, they not only see examples of good language use, but are also guided to quality websites which provide learning opportunities. Both curricular and extra-curricular writing tasks assigned to students are adjusted to address the cognitive level of individual students in terms of content, difficulty level, and interest. Students who are given individual writing opportunities are empowered to adopt a holistic understanding of language with which they learn how to express themselves in writing.

e. All students are given the opportunity to learn a third language to expand their communication opportunities and to acquire a deeper understanding of the value and importance of using a foreign language.

In order to enrich students' language learning, they are given a chance to study German, French or Spanish as their second foreign language. They study written and oral works from both fictional and non-fictional genres in order to increase their communicative competence and to acquire a deeper understanding of the significance of learning and using a foreign language. Classrooms and libraries are equipped with various sources in all of these languages.

f. The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.

Home is a rich resource of language activity. Teachers are responsive to information provided by students and their parents about richness of language. The variety of linguistic heritage is incorporated into classroom activities through inquiry-based methods. Teachers use the students' awareness of their families' linguistic past as a resource to achieve the aims of the language policy. Parents are included into the exploration process of students and invited to stimulate activities focusing on linguistic heritage. Students and teachers are offered opportunities to learn more about the culture and heritage of groups speaking different languages, including their literature, traditions, and expression systems. The inquiry in the school consolidates students' learning about the languages, literature and heritage of groups speaking other languages. The School considers and displays language variety in presentations, drama and displays. Languages other than those taught at the school and their cultures are represented abundantly in the library.

g. The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.

In order to build connections with school communities in other linguistic areas, the School invites the speakers of languages other than those represented in the school. Teachers try to connect with speakers of languages not represented in the School to enrich the learning experiences of students and use technology as a tool to introduce cultures of different languages to students. Students are

encouraged to participate in intercultural trips and prepare assignments about intercultural topics.

h. Language does not pose an obstacle to communication in the school.

All official correspondence of the School is in both Turkish and English. The School undertakes to develop and implement an effective translation policy through a translator. Translation duties are clearly specified in job descriptions. All e-mails sent to the staff are in two languages.

Ceremonies organized in the School and displays involve elements in both Turkish and English. Work-related e-mails sent to the staff are written in two languages.

School personnel are proficient in another language as far as possible; teachers are encouraged to be proficient, and applicants who are proficient in more than one language are preferred in recruitment.

Language Philosophy and IB

The IB philosophy aims to raise individuals who are open to development and to being life-long learners. The Language Policy of our School directly supports the IB understanding of international-mindedness.

Efforts spent in the field of language are among the indicators of the institution's commitment to the IB philosophy. The goal of our Language Policy, developed in line with our educational approach aiming to educate students to become thinking and inquiring individuals, is to equip students with language skills that will enable them to learn about various cultures and ways of thinking. Activities that promote critical thinking, research, presentations, debates, projects, festivals and student exchange program all help in the attainment of this goal.

Language Teachers

All teachers at İDV Özel Bilkent Middle School know that they are language teachers. With this understanding, teachers set an example for students by acting in compliance with the fundamental beliefs laid down in the School's

Language Policy in their written and oral expressions in both their mother tongue and foreign languages. Education and teaching practices recognize the common decision of all teachers and the perspectives of all students. Feedback given to students is a complementary part of the process and is intended to improve the quality of linguistic conditions and to meet the linguistic needs of students. In consideration of the different language needs of students, teachers use differentiation strategies and support students whose mother tongue is different from the School's language of instruction in accessing sources in their native languages.

MYP language instruction (in mother tongue and foreign languages) aims to enable students to

- develop a positive attitude towards the concept of language,
- use their mother tongue and foreign languages correctly and effectively,
- improve their thinking, creativity, self-assessment, learning, self-expression, analysis and social interaction skills,
- develop their listening, speaking, reading, writing, media literacy and presentation skills,
- develop critical, creative and personal approaches to analyzing and examining literary and non-literary texts,
- cultivate an interest in texts from various cultures and historical periods,
- discover and analyze the characteristics of other cultures through literary and non-literary texts,
- discover language through various media,
- develop a lifelong interest in reading, and
- use linguistic and literary concepts and skills in different and authentic contexts.

With a view to helping students accomplish all these objectives through language instruction, teachers organize a creative learning environment, use effective methods so that students can develop listening, speaking, reading, writing and media literacy skills, and design activities that foster the development of the mother tongue and foreign languages. These activities include analysis of written, visual and oral texts in language lessons,

dramatizations, creative writing activities, writing for the creative authorship club, speaking activities, library activities, and debates, among others.

All practices intended to help students adopt a positive attitude towards language are characterized by personal, social, national and global approaches that aim to render language learning meaningful and to enable students to develop international tolerance, as well as an ability to distinguish similarities and differences between cultures.

Teachers employ the appropriate assessment methods that are conducive to providing meaningful feedback in mother tongue development and foreign language learning. In consideration of the students' individual differences in learning, teachers are responsible for differentiating activities and for regularly informing parents of the students' language development. Both formative and summative assessments are constructive and developmental in nature and encourage students to reflect on their language development. Students' language development is reported to parents through the "Academic Information System" of the School and through "MYP Report Cards".

Differentiated Instruction

At İDV Özel Middle School, differentiated instruction is employed in developing the most appropriate mode of learning for each student. As in many educational institutions, our school has students at different levels of readiness and with different language competencies, learning styles and needs. Our philosophy in differentiated education is based on the recognition of the fact that students can respond better to tasks designed according to the level they are actually at, rather than the level they are supposed to be at. This recognition offers students opportunities to use their skills more actively and helps them progress at their own pace.

As teachers, we are guided by two principles: One is determining the student's readiness and the other is deciding on how the content of the curriculum can be connected with the student's needs and level.

Differentiation in Mother Tongue Instruction

- In mother tongue instruction, the language skills addressed in PYP (listening, speaking, visual reading and presentation, reading and writing)

are further developed focusing on the four main skill areas in MYP (listening, speaking, reading, writing).

- Before doing any planning for differentiated instruction in mother tongue teaching, the students' readiness, interests and abilities are considered. With special regard to transitioning from PYP to MYP, the School Administration plans a coordination meeting with the Department Head to ensure effective information transfer from Year 4 to 5, and then between all subsequent levels. In these meetings, all necessary tools are used to collect information about the readiness of students at the previous level.
- Psychology Counseling Guidance (PCG) Unit measures the "learning styles" of students at all levels using a highly reliable and valid test. The tabulated results of the test are shared with the relevant teachers. The PCG Unit also makes a presentation in the seminar period to introduce various activities like emotional training, values training, learner profile, etc. that will help teachers get to know their students in a shorter time.
- Recognizing that students have different levels of readiness, as well as different interests and learning styles, mother tongue teachers adjust content, process and products according to these differences. Differentiation in mother tongue teaching can be discerned in content, process and final products.
- Given the differences in students' readiness, interests and learning styles, formative and summative activities are planned to help students move further along the learning cline. During their scheduled office hours, teachers develop various teaching tools in consideration of the information they have about students.
- As differentiated instruction is more about quality than quantity, teachers are careful to plan well thought-out activities that attract the students' interest, make sense to them, and allow students to make connections between the content and the world beyond.
- Mother tongue teachers ensure that a variety of rubrics are prepared to evaluate the four main language skills and plan an assortment of different learning activities and tasks.

Differentiation in Foreign Language Instruction

- English lessons in Years 5 to 8 consist of units of inquiry that cover MYP phases 2 to 4, and teachers use inquiry-based teaching approaches in these lessons.
- As of Year 5 (MYP transition year), students are placed in one of two curricula; “general” or “advanced”, in order to support the development of their previous knowledge and skills.
- Based on the results of various assessments administered at both levels, students are divided into different curriculum groups, and in these groups, they receive education with other students at a similar level. Each group is assigned a teacher who decides on his/her own teaching tools and applies the teaching strategies and methods appropriate for the English language development of his/her students while still following a common, core curriculum.
- Teaching tools and materials are collaboratively selected or produced by the English language teachers of each grade level in consideration of their students’ various learning needs and levels. Age and cognitive skills at each level are also considered when planning the curriculum.
- Placement of students in one of the two curricula depends on their individual academic achievement in formative and summative assessments.
- Students who pass from one curriculum to the other are supported by the teachers of the relevant level. This includes support teaching as well as extra resources from the school library.
- In the MYP transition year (MYP T – Year 5), students receive 17 periods of English instruction weekly and the levels of students are determined three times a year; once at the end of the first semester, and twice during the second semester.
- Students at other grade levels (MYP years 1 to 3) receive 10 periods of English language instruction weekly and their levels are determined four times each academic year.

- This movement between the two curricula allows students to benefit from different books, different teachers, different groups of students, and at a different pace.
- The Language Acquisition department supports students who have learning difficulties or whose academic achievement in English is low with the opportunity to study individually or in small groups with a support teacher in or out of class. Students needing individual support are determined by teachers who observe and assess their achievement and performance.
- JMUN (Junior Model United Nations) club is offered for high language achievers.
- When planning the units of inquiry, English language teachers consider students' learning styles and needs, and build differentiation into tasks and assessments.
- In order to better help students, grade level teachers conduct research, and reflect on and share their findings.
- English language teachers communicate with student counselors, School Administration, parents and other members of the school community to better understand the various situations students may be experiencing.
- English language teachers continuously provide constructive feedback to students and parents to support students' language development and suggest strategies to enable the students reach a higher level.

Additional Foreign Languages

Our School offers German, French and Spanish as an "Elective Foreign Language" from Years 4 to 8, and students receive two hours weekly of foreign language instruction in the language of their choice. The main aim of our second foreign language program is to arouse an interest in learning a second foreign language. The lessons include activities designed to improve the four main linguistic skills; listening, speaking, reading and writing. Grammar rules and vocabulary are taught within the context of these four skills. German, French, and Spanish cover MYP phases 1 to 2.

At the end of five years, students are expected to have developed a positive attitude towards language with an understanding of the importance of

learning a second foreign language, to be able to use the language in daily life without being afraid of making mistakes, to have learnt the culture of the concerned language, and to be able to express themselves using familiar sentences to meet their personal needs. French language instruction starting in Year 4 teaches the basic rules of the language along with cultural concepts and introduces Francophony to students. Likewise, German and Spanish lessons include activities designed to introduce the culture of the language along with the language itself. Second foreign language instruction is supported by dramatization activities, educational films, games, songs and visual materials, and thus provide a rich learning environment in terms of lesson materials.

Students receiving German and French lessons are prepared by their teachers for the “Fit in Deutsch A1” and “DELF” exams respectively, demonstrating their European Common Reference Framework Level A1 competence. Students who succeed in these exams are entitled to sit the exams given by German and French Cultural Centers, from which they can receive an internationally recognized language certificate.

Library

Our School Library was founded in 1998 with the support of the Bilkent University Library. All of our students have access to the Bilkent University Library, BLIS, and Bilkent High School Libraries. The resources in our Library are managed and developed in accordance with the Ministry of National Education regulations and IB Standards, as well as the suggestions in the School Library Guide of UNESCO. The library hosts resources that will enable learners to reach effective and accurate information in the areas they are studying in line with the national and international programmes. The library collection is easy to use and accessible. Detailed information about the library resources is available in the online catalogue search module on our website.

In order to contribute to intercultural communication and interaction and to support international-mindedness, provision and use of resources in different languages is encouraged in our Library. As a reflection of the bilingual nature of the School, the library strikes a balance between resources in Turkish and those in English. The library collection also has resources in a variety of languages,

which reflect the native languages of the individuals in the school community. When selecting resources, various websites and catalogues of publishing houses are examined and expert opinion is sought. The following table presents the number of resources in different languages.

Table 3

Distribution of the resources at the İDV Bilkent Primary and Middle School Library by languages (2016/2017)

LANGUAGES	NUMBER
Multiple Languages	7
German	215
Italian	19
Chinese	17
Spanish	8
Japanese	5
Arabic	3
Catalan	2
Dutch	2
Portuguese	2
Kazakh	1
Tagalog	2
Azerbaijani	2
English	7060
Turkish	14100
Russian	2

The School Administration, Librarian and Department Heads jointly decide on the purchase/provision of resources in consideration of the needs of the students and teachers. The School Administration allocates a certain annual

budget to strengthen and update the library collection. The resources are increased every year in line with budget allocations.

With a view to enabling the students to use the library effectively, students are reminded of library rules and operations at the beginning of each academic year. Frequent library visits are included into the class schedules at every grade level to support the delivery of MYP units. Teachers encourage students to become active readers. They also offer opportunities to introduce, interpret and evaluate the works they and their students read. The librarian designs activities aiming to develop “Library and Information Literacy Skills” and, working collaboratively with classroom teachers, organizes talks with the writers invited to the School in connection with MYP units. The librarian is the cornerstone of academic honesty in MYP. Therefore, s/he also devises awareness-raising activities about academic honesty.

The classrooms in our School are arranged to support reading activities. There are bulletin boards in the classrooms and corridors to motivate reading and support concentration; classroom libraries are organized collaboratively by the librarian, teachers and students. Student work produced in MYP units is displayed on the boards and included in the School’s publications.

Articulation of the language policy with other policies of the school

The other policies of IDV Özel Bilkent Middle School (Student Admission Policy, Special Educational Needs Policy, Assessment Policy and Academic Honesty Policy) directly affect language teaching and learning, and these policies continuously interact with the MYP Language Policy.

Student Admission Policy

As part of the implementation of the School’s MYP Language Policy, there is a language profile expectation for students to be admitted to the School. The role of the language profile is to give the teachers useful information about the level and needs of each student in the languages used in the School. The language profile (See Part 1.3) clearly shows how the School can support a certain student in terms of language. Student progress in languages is regularly assessed, discussed, and recorded.

Special Educational Needs Policy (SEN)

In line with the principle “All individuals can learn”, language education of students with special educational needs in our School is based on the “Special Educational Needs Policy” (SEN). Psychology Counseling Guidance is involved in the process of addressing the language learning needs of these students. Teachers develop tools that will support the individual language needs of SEN students, and design individual examinations and assessments in consideration of their individual and developmental characteristics. The language education of inclusion students depends on the objectives stated in their individualized education programs.

Assessment Policy

At Özel Bilkent Middle School, all teachers are language teachers, and teachers encourage students to express themselves correctly in their mother tongue and/or foreign languages. Therefore, when teaching subject-specific terminology and carrying out formative and summative assessment tasks, students’ correct use of target language is taken account of. Irrespective of the subject group, all teachers give students feedback about correct language use. MYP report cards given at the end of the year, student work in exhibitions and on bulletin boards, projects, portfolios, presentations, journals and performance tasks all provide evidence of the feedback given to students.

Academic Honesty Policy

As stated in the Academic Honesty Policy of our School, students at İDÜ Özel Bilkent Middle School are expected to submit assignments and projects which they prepare using creative, individual and original ideas in line with academic honesty and where they express themselves using language accurately and meaningfully. All students know that using a piece of writing or a sentence from another person’s work in their own work without obtaining the person’s permission or crediting the source is “plagiarism”. Subject teachers are responsible for guiding the students and giving them ideas when they are preparing an original piece of work. The best way to check authenticity is to examine the student’s style (too many or too few mistakes; too many

sophisticated words, etc.). Teachers should know their students and analyze their language skills well.

The Academic Honesty Policy aims to enable the students to embrace the concepts of intellectual property, authenticity and creativity and to guide them towards scientific research. Activities designed to spread the implementation of academic honesty help students use information correctly in recognition of methods of scientific research and ethical principles.

Thus, students are prevented from

- a) making quotations or citations without crediting the source,
- b) using a piece of information or an idea as if it were his/her own,
- c) submitting an assignment prepared by someone else as if it were his/her own,
- d) having someone else do his/her assignment.

Connections between schools

With a view to establishing connections with school communities from other linguistic areas, the School invites speakers of those languages other than those represented in the School. Teachers also build contacts with the cultures of other languages and introduce them to the students to enrich students' experiences. The Erasmus Project titled "I Know What I Want To Be", which reflects a realization of our beliefs about language, has been continuing since 2015 with the Erasmus Plus Student Club involving students in Years 6 and 7. The Project aiming to build a strategic partnership between schools will continue from September 2015 to February 2018 with the support of the Turkish National Agency in the context of an EU grant scheme. Coordinated by Italy, the project includes Denmark, Finland, the UK, Wales, Romania, and Latvia as partner countries. The project aims to help students get to know their personal characteristics better as they proceed through their educational career, to acquire information about various professions and to gain awareness of the importance of schooling for their future lives. In February 2017, ten students from the Erasmus Club of our School visited Eggeslevmagle Skole in Skaerskoer, Denmark on a seven-day student mobility program. Our students also take part

in other international projects such as CATH (Children Are the Hope. (For more information see <http://www.childrenarethehope.org/wp/?p=1006>).

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SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

IDF Private Bilkent Primary and Middle Schools, through this policy document, seek to ensure that the needs of all the pupils with special educational needs and/or disabilities will be addressed and provisions made available to them throughout or at any time during their school career. In addition, the school acknowledges their right to have access to a broad and balanced curriculum, and endeavors to facilitate these opportunities, including maximum possible access to the school curriculum whenever possible.

Aim and Scope

IDF Private Bilkent Primary and Middle School's Special Educational Needs Policy has been collaboratively developed with the contribution of all teachers and administrators at the school, and in consideration of the Ministry of Education's Rules and Regulations on Special Education and Guidance Services, Declaration of the Rights of the Child, UN Convention on the Rights of Persons with Disabilities, and IB documents (Special Educational Needs within the International Baccalaureate Programmes, Addressing the Diversity in Student Learning in the Classroom, Making the PYP Happen, MYP: From principles into practice, Pedagogical Leadership in a PYP School, and IB Learner Profile Booklet). The aims of the policy are:

- to clearly present the views about special education to the teachers and all members of the school community and
- to develop a common understanding of and approach to special educational needs that provide a basis that will reflect the aims of implementing the policy.

In order to ensure that Special Educational Needs Policy is understood by all members of the school community including the parents and committee members, the school will take every opportunity to make the policy accessible and comprehensible to a wider audience. Efforts will be spent to raise awareness

of special educational needs in all segments of the society, including the family, and to make sure that the rights and the honor of individuals with special educational needs are respected.

The policy is accessible through the school's website in addition to other school documents.

Special Education in the School Community

Differences are respected at IDF Private Bilkent Schools where special educational needs are considered a part of human diversity. It is acknowledged that educational settings must be adapted and arranged to meet the needs of individuals with different learning needs and provisions are made for all students to have meaningful and equal access to the curriculum.

Driven by the belief that "what matters is not the difference, but how we make a difference" and in line with the general aim and basic principles of special education and Turkish National Education, our school aims to enable individuals with special education needs:

- a)** to become productive and happy citizens who fulfill their social roles, have good relations with others, work in cooperation and can adapt to their surroundings
- b)** to develop the fundamental life skills to be able to live independently and be self-sufficient
- c)** to prepare themselves to higher education, professions and life in general through the use of appropriate educational programs, special methods, equipment, and personnel in consideration of their educational needs, attributes, interests and abilities.

Basic Principles and Beliefs

Principles governing special educational needs in the school as stipulated in Article 6 of Principles of Special Education in the Ministry of Education's Rules and Regulations on Special Education Services (Official Gazette dated July 21,

2012 and numbered 28360) are presented below. The implementation of these principles is explained in detail in the other parts of this policy.

1. All individuals who need special education make use of special educational services depending on and to the extent of their educational needs, interests, abilities, and capabilities.
2. Education of individuals with special educational needs is started at an early age.
3. To the extent that it is possible, special educational services are planned and provided without separating individuals with special educational needs from their social and physical environment.
4. Considering the educational performances of individuals with special educational needs and making adaptations to the objectives, content, teaching processes, and assessment, priority must be attached to educating them along their peers.
5. In order to ensure that individuals with special educational needs can continue their education of any type and at any stage without interruption, cooperation of institutions and organizations providing rehabilitation services is enlisted.
6. Differentiated education plans are developed and individualized education programs are implemented for individuals with special educational needs in consideration of their personal competencies, attributes in all developmental areas, and capabilities in academic disciplines.
7. Families are educated and their active participation in all dimensions of the special education process is ensured.
8. When developing education policies, cooperation of relevant departments of universities and non-governmental organizations operating to cater for the individuals with special educational needs is enlisted.

9. Special education services are planned to ensure the interaction of individuals with special educational needs with the society and to facilitate the process of mutual adaptation.

In the framework of the basic principles listed above, we believe that

a) Individual differences are opportunities to support and enrich student learning and to help students reach their full potential.

b) Cultivating positive attitudes in individuals regarding special educational needs is a way of eradicating prejudices about differences.

c) Individual differences / diversity constitute a valuable source with regard to international mindedness and cross-cultural awareness.

d) Individuals with special educational needs have a right to have a proper and fair diagnosis and evaluation to enable them to get appropriate services to meet their needs.

e) The learning process of all individuals with special educational needs is planned and implemented through joint planning which ensures that they are not separated from their social and physical environment to the extent this is possible.

f) All teachers involved in the learning process of individuals with special educational needs have the necessary knowledge and ability to use this knowledge to fit the needs of individual students.

Definitions

Individual with Special Educational Needs: An individual who differs significantly from their peers in terms of being exposed to risks associated with age, gender, culture and life conditions and/or being above or below the norm with respect to learning abilities.

Psychological Counselor: Personnel who have a degree obtained from psychological counseling and guidance and psychological services in education

departments of universities and who provide psychological counseling and guidance services to students.

The job description of the psychological counselor includes the following in relation to special education: If there are students who need special education or if there are inclusion practices in place in the school, the psychological counselor offers guidance and psychological counseling to relevant students and their parents in cooperation with the guidance research center. Psychological counselors also cooperate with the IEP development unit, teachers, and other relevant personnel to evaluate the individual development of students with special educational needs. S/he attends commissions and meetings about guidance and psychological counseling services, provides information, and expresses opinions in these contexts.

Psychologist: Personnel who have a degree from the psychology departments of universities.

Special Education Teacher: Personnel who majored in Special Education or Teaching Students with Special Educational Needs at the university, provide diagnostic and supportive special educational services to students who need special education, and take the necessary measures for their education.

Classroom Guidance Teacher: Section guidance teacher in primary schools and classroom teachers in middle schools who provide guidance services to particular classrooms and who attend their guidance lessons.

Non-teaching Staff: Non-teaching staff assists students who need support to move together with the rest of the class. They share their observations with the school, parents and experts, and based on these observations provides the environmental and behavioral support to students as suggested by the classroom teacher, special education specialist and psychological counselor. Non-teaching staff assist students according to the planning and directions provided by the classroom teacher, special education teacher, and psychological counselor.

Parent: The student's mother and father or others who have legal responsibility for the student.

Inclusive education: Special education practices that are based on the principle of enabling individuals with special education needs to receive education in public or private pre-schools, primary schools, middle schools or public education institutions along with their peers by offering them supportive educational services. It must be ensured that the student does not only share the same physical environment with their peers, but also has education in the least restrictive setting possible through the provision of all the necessary support systems.

Education Support Room: A setting arranged in the school to provide education support services to individuals with special education needs by making special equipment and education materials available in the areas they have needs.

Individualized education program (IEP): An individualized education program is a special education program prepared to achieve the outcomes targeted in consideration of individuals' developmental properties, education performances and needs and including education support services to be offered to these individuals.

Individualized education program development unit: An individualized education program development unit is established in schools and institutions where individuals with special educational needs study in consideration of their education performances and needs.

Psychological Counseling and Guidance Unit: This unit offers psychological counseling and guidance services in the school.

Guidance Research Center: These are institutions affiliated with the Ministry of Education and provide free-of-charge services when needed in special education (mental retardation, autism, loss of vision, physical disability) or guidance and psychological counseling.

Special Education: Special education is aimed to support the needs of students with special needs in their development and academic discipline areas, based on

specifically developed educational programs and methods, provided by personnel trained particularly to meet the educational and social needs of the concerned individuals, and carried out in settings that are suitable for special education students' capabilities.

Individuals who need inclusive education:

- A. **Intellectual disability due to mental retardation** is defined as a condition where the education performance and social adaptation of the individual is mildly-moderately affected in a negative way because of the student's low IQ.
- B. **Individuals with Hearing Impairments:** Individuals who need special education services to compensate for the difficulties they experience in acquiring speech, using language, and communication due to partial or total loss of hearing.
- C. **Individuals with Visual Impairments:** Individuals who need special educational services due to partial or total loss of vision.
- D. **Individuals with Physical Disability:** Individuals who need special educational services because of restricted mobility resulting from muscle, skeleton, nervous system and joint dysfunction associated with diseases, accidents or genetic problems.
- E. **Individuals with Speech and Language Impairment:** Individuals who need special educational services due to the difficulties they experience in using language, acquiring speech, and communication.
- F. **Individuals with Specific Learning Disabilities:** Individuals who need special educational services because of the difficulties they have in the areas of listening, speaking, reading, writing, spelling, focusing attention or doing arithmetic operations required for understanding and using written or verbal language as a result of problems in the process of acquiring knowledge.

- G. **Individuals with Autism Spectrum Disorders:** Individuals who were identified in early childhood to have limited social interaction, verbal and non-verbal communication, interest, and activities and who need special educational services due to these characteristics.
- H. **Individuals with Attention Deficit and Hyperactivity Disorder:** Individuals who have shown symptoms of an attention deficit not appropriate to their age and stage of development, hyperactivity, and impulsivity in at least two settings and for six months, whose symptoms presented themselves before seven years, and who need special educational services in this context.
- I. **Individuals with a Chronic Disease:** Individuals who need special education and support services due to a disease requiring chronic or long-lasting care and treatment.**Gifted**
- J. **Individuals:** Individuals who display a higher performance than their peers in areas of genius, creativity, arts, sports, leadership capacity, or specific academic disciplines.

Educational Setting

Planning and Development

Objectives targeting students with special educational needs are formulated, implemented, and assessed in the school's strategic plan.

Judgment and Attitudes

Prejudices and attitudes of students, teachers and parents towards differences are identified, and planning is carried out to create a receptive and integrative school environment by providing clear information to prevent any prejudices or negative attitudes.

Participation and Cooperation

Coordination and cooperation between the school administration and school personnel is developed to encourage and manage inclusion practices. All parents,

students, teachers, support personnel of the school and other relevant organizations and institutions are encouraged to actively participate in school's activities. Effective communication is established with NGOs.

Accessibility and Continuity

It is of pivotal importance that environments where students can feel safe in the physical, affective, and academic sense, are created in and around the school to make the school easily accessible to students and that all teachers are aware of the affective and psychological needs of students.

Support for the Personnel's Professional Development about Inclusion

Professional development needs of all school personnel in the areas of special education and inclusion are identified and cooperation of all stakeholders is sought for meeting professional development needs. The principle of making the social and educational environments accessible to all students is adopted.

Orientation

Parents are informed about services offered by the school to children with special needs or disabilities.

Motivation

The performance and efforts of all school personnel and students are appreciated and their motivation is given consideration.

Information and Communication Technology

The school provides information to parents about education and administration through its website, e-okul (the information system of the Ministry of Education), and meetings.

Privacy of Information

Information of all students, parents, and school personnel is kept in private personal files. These files are maintained by the related departments (School Management, Human Resources Management, Student Affairs, PCG 'Educational

Evaluation and Request Form' and ' Development Report' Unit, Teachers and School Nurse).

Learning and Teaching

Identification of Students' Development and Learning Needs

Using an interdisciplinary approach that engages all the relevant members of the school who will support students' learning, the school adopts procedures that are sensitive to the individual characteristics and needs of students and that give due consideration to their social, affective, cognitive and academic differences. Individual attributes and needs of students are identified through multi-faceted assessment procedures. Student progress towards set individual learning objectives is assessed and reported four times a year.

In-School and In-Class Learning Activities

In line with a student-centered approach, the curriculum is updated, as needed, in consideration of the developmental properties and needs of students. Individualized education programs are prepared with regard to the agreed teaching requirements. In-class teaching and learning activities are adapted and arranged in view of the learning style, pace, and characteristics of each student. In the case of students with special educational needs, upon the written application of the parent and the approval of the relevant teacher and school administration, a person to be appointed by the parents is allowed to be present in the school/classroom as a non-teaching staff member to assist the student.

Learning Materials and Technologies

Teaching materials varied in consideration of individual needs (lesson plans, worksheets, educational toys, sample materials used in daily life, etc.) are used and developed. Information and Communication Technology is also utilized to support the student's participation in their own learning and skill development.

Assessment

A student with special educational needs is assessed from a variety of aspects in the learning process. If there are set IEP outcomes, these are assessed at a

variety of intervals and through various methods, as needed. The results of teacher(s)'s assessment, IEP files, and other relevant documents are recorded and stored. Grading is based on IEP outcomes. Students with special educational needs who have not been mainstreamed are supported through observation and assessment practices determined according to their individual needs. Assessment and evaluation process is consistent with the school's assessment policy.

Social, Cultural, and Sports Activities

Like all other students, students with special needs are encouraged to take part in social, artistic, cultural and sports activities and their participation in these activities is supported in consideration of the student's individual needs.

Professional Guidance and Orientation

The school's PCG Unit provides counseling services to encourage all students' transition to the next level of education. The unit also raises students' awareness of future possibilities on the basis of the data and observations relating to their development in their learning processes. The unit guides the student and the parent in raising awareness towards the future based on the data and observations of the student's progress.

Opportunities in the Educational Setting

Educational settings in the school, including the library, computer labs, and subject field classrooms are designed to meet all students' educational and social development needs.

Support Services

Safety of the School's Physical Environment and Close Vicinity

School grounds including the school yard, corridors, service bus area, and all classrooms are arranged to the standards of private education institutions within the limits of the school budget. Changes to be implemented in consideration of students' needs are planned according to safety needs through joint planning among school administration, special education expert, PCG Unit, and parents.

Safety in Emergency and Risky Situations

There is an emergency provision covering all individuals in the school. All teachers are informed of the precautions to be taken and the action plan to be implemented in risky situations through electronic means. Students with special needs are given priority in planning. When necessary, an adult staff member is assigned to accompany the student.

Accessibility

All plans about student needs are sent to all teachers involved in the teaching process through e-mail. Students are trained about how to access relevant areas in the school –like the infirmary, multipurpose hall, classrooms, PCG Unit, assistant principal’s office, principal’s office, office of the department teachers, etc. – with an orientation program. The parents can contact the school personnel through the academic assessment module and access teaching content through Moodle on the school’s website.

Personal Guidance and Psychosocial Support Services

PCG Unit organizes preventive and developmental guidance efforts. Individual and group interviews are made with students, parents and teachers. There is an action plan prepared to prevent neglect and abuse.

Resources and Support Services

Support for individuals with special educational needs is provided within the classroom and/or in the support room. Individualized materials and tools, written documents for the individual are prepared and used. If needed, special equipment/tool is provided.

Catering Services

School’s monthly menu is prepared by food engineers and dieticians to support the healthy development of students. Additional provisions are made for students who have special nutritional needs.

Cleaning Services

Students are regularly trained to observe general rules of hygiene. Students are reminded about basic cleanliness instructions through posted visual aids.

Inclusive Education

Activities designed to foster inclusive education in the school are based on the following considerations:

a) First it shall be ensured that individuals with special needs receive education in the same school with their peers who do not have disabilities.

b) In schools where mainstreaming is implemented, an IEP development unit is established.

c) If the students who are included in the mainstream education receive instruction in the same classroom with their peers, they follow the curriculum of the school. On the basis of the curriculum used, an IEP is prepared in consideration of the relevant students' education performance and needs.

d) Physical, social and psychological arrangements required by the students' disabilities are made in the educational settings. In order to guarantee the effective provision of educational services, special devices and education materials are procured and an education support classroom is used.

e) Students who will be mainstreamed are equally allocated to classrooms so that there will be no more than two students with special educational needs in the same classroom.

f) The number of students in classrooms where there are mainstreamed students is arranged so that in preschool there will be no more than 10 students in classrooms in which two individuals with special educational needs are placed and no more than 20 students in those with one such individual. At other grade levels, classroom size should not exceed 25 in classrooms where there are two individuals with special educational needs and 35 in those where there is one special education needs student.

g) Provisions are made to ensure that mainstreamed students are offered support education services. As such, support education services can be in the form of in-class assistance or provided in the education support rooms.

Education Support Room

Provision of education services in education support rooms is based on the following considerations:

a) Education services to be provided in the education support room are planned by the school administration.

b) Students who receive education in the education support room are decided upon by the commission offering PCG services at the suggestion of IEP development unit. It is ensured that each student makes maximum use of the education provided in this room, depending on their needs.

c) Weekly class hours that the student will spend in the education support room are planned not to exceed 40% of the total weekly class hours.

d) Education in the support room is provided on a one-to-one basis in consideration of student performance. However, when needed, the students may be grouped with other students who are at the same educational performance level.

e) Education support room is equipped with the tools and educational materials required to cater for the needs of students.

f) Special education teachers, classroom teachers, subject field teachers or assistant teachers are assigned to the education support room based on student needs.

g) When students' achievement is assessed, the results of assessment carried out in the education support room are also taken into account.

h) Educational support services in the education support room are provided within the teaching hours of the school or institution.

Individualized Education Program (IEP)

Provision of an individualized education program is based on the following considerations:

- a)** Individualized education programs prepared through collaboration between Guidance Research Center's Special Education Evaluation Board and IEP development unit.
- b)** The education plan includes the records of annual goals and short-term objectives based on the education program/s the student follows. The plan also contains information about the type, duration, frequency of the education services to be offered and how and by whom the services will be offered; method, technique, equipment, and education materials to be used in teaching and assessment; modifications to the educational setting; measures to be taken and methods and techniques to be used to prevent or reduce attitude problems; and the personal information of the student.
- c)** Individualized education program is assessed according to the level of the achievement of the goals set for the individual student. The new individualized education program to be prepared for a specific individual and the guidance to be provided to them is based on the assessment made in the IEP.

Individualized Education Program development unit

Individualized education program development unit is chaired by the school / institution principal or an assigned assistant principal and consists of the following:

- a)** Special education expert
- b)** Psychological counselor
- c)** A teacher responsible for preparing the curriculum
- d)** The student's classroom teacher
- e)** The student's subject field teachers

f) The student's parent

g) The student (if they are capable of attending meetings).

If necessary, a member from the special education evaluation board of the Guidance Research Center is also asked to participate in the IEP development unit. The working procedures and principles of the unit are determined by the school administration.

Duties and Responsibilities of the Individualized Education Program Development Unit are

a) To coordinate the efforts including the preparation, implementation, monitoring and evaluation of individualized education programs developed for students with special educational needs

b) To ensure that the IEP is revised or a new IEP is prepared in line with the student's current attributes in all developmental areas and capabilities and needs in academic disciplines

c) To revise education plans prepared for students on a yearly basis

d) To offer suggestions to the school administration and teachers about the arrangement of educational settings

e) To cooperate with the commission implementing PCG services regarding the revisions to the education of students and measures to be taken.

Duties and Responsibilities in the Provision of Inclusive Education

A. Teachers

The responsibilities of the teachers who have mainstreamed students in their classes are as follows:

- To be amenable to inclusion practices and adopt a receptive attitude towards the student with special educational needs

- To give all students the feeling that each and every student in the classroom is important and valuable by role modeling a positive attitude and behavior and being sensitive to individual differences
- To identify students' level of educational performance (what students can do and which objectives they can meet) and education needs (what students cannot do and which objectives they cannot meet), and continue with individual planning, implementation, and assessment, as needed, by individualizing curricula
- To carry out activities designed to facilitate and support the learning of mainstreamed students
- To encourage communication between mainstreamed students and others
- To arrange the physical classroom environment in consideration of students' needs
- To adapt teaching to the learning styles of students
- To cooperate with other experts in the inclusion team and parents

B. School Administration

When the school administration believes in the importance and necessity of inclusive education, this will ensure that all procedures within inclusive practices are carried out and the teachers, other students and personnel adopt a positive attitude towards mainstreamed students.

In this context, the duties and responsibilities of the school administration are as follows:

- The school administration must believe in the importance and necessity of inclusion practices.
- The school administration must be sufficiently informed about inclusion practices and Individualized Education Program (IEP).

- The school administration must establish an IEP development unit and inclusion team.
- The school administration must make an effort to inform teachers of inclusion practices and IEPs.
- The school administration must ensure that mainstreamed students are allocated to classrooms in equal numbers and placed in classrooms with smaller class sizes.
- The school administration must arrange the physical school environment to cater to the needs of mainstreamed students.
- The school administration must provide the necessary tools and appoint a special education teacher.
- The school administration must provide an education support room, equipped with appropriate tools to be used for the education of students at certain times.
- The school administration must encourage teachers to assist each other and to reward cooperation and assistance offered to others.

C. Psychological Counselor

The duties and responsibilities of guidance teachers who have mainstreamed students in their classrooms are as follows:

- To help individuals with special educational needs develop self-acceptance
- To help them understand individual differences
- To help them change their unrealistic attitudes
- To help them develop problem-solving skills
- To actively spend efforts to encourage them participate in extra-curricular activities

- To inform school administration, teachers and parents about disability groups, inclusion and IEPs
- To actively participate in the formulation of the IEP and offer suggestions
- To offer suggestions to take measures against setbacks that may be experienced in the inclusion practices and implementation of IEPs
- To ensure coordination between school administration, teachers, students, and parents.
- To monitor the development of mainstreamed students.

D. Parent

When the parents of mainstreamed students are willing to encourage inclusive education and the parents of the other students are also receptive to the mainstreamed students, inclusive education can be implemented more successfully.

Parents of mainstreamed students must demonstrate willingness to cooperate with the school administration, teachers and other school personnel, inform teachers of the primary needs of their children, and actively participate in the efforts spent during the implementation of the program. They should also provide educational equipment when necessary and support their children at home in using and refining the skills they acquired in school.

Assessment of Achievement

When assessing the achievement of mainstreamed students with special education needs,

a) The achievement of students who follow the curriculum of the school is assessed according to the provisions regarding examinations and moving on to the next grade levels. However, students' IEPs are also considered in the assessment.

b) Methods, techniques, assessment tools, time and length of assessment, assessment intervals, people in charge of assessment and the setting in which

assessment will take place are decided upon in consideration of the suggestions of the IEP development unit.

c) Students with writing impairments and special learning impairments are assessed orally, while students with oral expression impairments are assessed in writing. Individuals who have impairments in both written and oral expression are assessed by observation of their behavior.

d) Written examinations are varied depending on the type of impairment, educational performance and developmental attributes of students. The exams have less number of questions with shorter answers.

e) Students are allowed to use the necessary tools and methods to compensate for the difficulties they experience because of their disabilities. Students can be appointed an accompanying teacher during exams, if need be.

f) Answers presented in Braille alphabet in written exams of students with visual impairments are assessed immediately after the exam by a teacher who asks the student to read their answers. These students are exempted from questions including drawings and figures. Exam questions are written in a larger font and with bold letters for students who have impaired vision.

g) Students who have hearing impairments and mild mental retardation can be exempted, upon their request, from some foreign language skills and knowledge or the entire foreign language class in primary and middle school.

h) Students with mental retardation are assessed in shorter intervals in consideration of the difficulties they have in focusing attention, remembering acquired knowledge, and retrieving information from memory.

i) Assessment of individuals with autistic spectrum disorders and students with attitude problems is carried out in consideration of their communicative skills and social-affective readiness.

j) Assessment of students with attention deficit and hyperactivity disorder is made in shorter intervals and includes shorter answers.

k) Students who have deficiencies in motor skills due to muscle and nervous system disorders are exempted from the practical components of lessons requiring the use of motor skills, upon their request.

Admission to School

Registration and Transfer

PCG Unit interviews all students who apply to register at the preschool and grades 1-4. Students who apply to register at Grade 4 take an admission examination. The school principal or assistant principal holds interviews with the student's parents in order to facilitate the student's adaptation to school and to ensure that the student can make the best use of the education to be provided by the school. Results of student interviews and/or exams are presented to the school administration. If special educational needs were identified during the interview with the parents, provisions of the MoE Rules and Regulations on Special Education Needs and Psychological Counseling and Guidance Services are applied. Students who graduate from IDF Private Bilkent Primary School have the right to directly register to IDF Private Bilkent Middle School. When mainstreamed students graduate (from Grade 4 or Grade 8) and move on to their next level of education, they are oriented to choose a school that will cater to their individual and educational needs. Students who graduate from other schools and want to continue their education at IDF Private Bilkent Middle School take an admission examination. They are granted admission depending on the results of this examination.

In the process of registration of students who were decided to be mainstreamed by the Special Education Services Board of Guidance Research Center at our school; According to Private Schools Regulations Article 48, the class capacities, class sizes, the number and properties of individuals with special educational needs in classes, and the school resources are taken into account (See 8.1 e and f clauses).

When individuals with special educational needs granted admission to IDF Private Bilkent Schools are registered, the schools do not require a placement decision from the Special Education Services Board of Guidance Research Center.

However, school administration initiates the legal procedure for a placement decision to be taken for these individuals. If the school where the student is already registered meets the requirements of the placement decision, the student continues their education in their school. However, when there is a placement decision, transfer procedures in conformity with the placement decision are started.

Documents required for registration are

- a) Photograph
- b) Report from the health board
- c) A copy of the decision of the Special Education Services Board
- d) Registration form

Registration time

Individuals with special educational needs who are at the preschool or compulsory primary school age can be registered any time irrespective of the registration times identified in the annual work calendar.

Registration age

Children who are older than 37 months as of the end of September in the registration year are registered to preschool education institutions and those older than 69 months are registered to primary schools. However, students who are older than 69 months, but whose preschool education is extended for one more year and who are older than 81 months by the end of September are registered at the preschool.

PROVISIONS TO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AT IDF PRIVATE BILKENT SCHOOLS

a) The process of identifying and monitoring of a student with special education needs

Classroom teachers identify the students who are different from their peers in terms of their affective, behavioral and learning attributes and inform the PCG Unit. PCG Unit meets with the classroom teacher and subject field teachers, as well as the special education teacher to discuss the concerned student. Parents' cooperation is called for in all steps taken by the school to better meet the needs of the student. A process covering evaluation, implementation and monitoring is started. In the process, the teachers carry out systematic activities to make the right decision about the student. The aim is to decide whether the student is really one with special educational needs or one who has different attributes than others but without special educational needs.

The process of evaluation, implementation and monitoring includes the following steps:

1. Student outcomes are determined.
2. An intervention program is prepared.
3. The length of the intervention program is decided.
4. During the implementation period, the teacher makes the necessary arrangements in
 - the program
 - teaching processes
 - class management and
 - classroom environment
5. Classroom teacher, subject field teachers, psychological counselor and the special education teacher evaluate whether the adaptations in the teaching

processes, class management and environment as part of the intervention program provided the desired development.

6. If the student achieves the outcome targeted by the intervention program, a decision is made to continue with or end the concerned program. However, if the student does not achieve the outcome targeted by the intervention program, then all the actions taken over the program are documented in a report and the student is referred to the Guidance Research Center or Children's Mental Health Center of a general hospital for a detailed examination. The document sent by the specialist for teachers to give feedback on the student is completed with the cooperation of the PCG Unit and is sent directly to the specialist by the school. The reporting process is organized and monitored by the PCG Unit in consultation with the teachers involved in the intervention program. During this process, the 'Educational Evaluation and Request Form' and 'Development Report' forms are filled out by the teachers.

7. Based on the placement decision to be made by the Guidance Research Center, IEP development unit convenes to prepare an Individualized Education Program according to the student's needs. While the program is being prepared, the readiness of the student for their grade level is identified using a variety of assessment tools.

8. The individualized education program is implemented and the process is evaluated.

9. Planned update and information meetings are held with the parents to monitor and evaluate the student's progress.

b) The implementation process of the newly registered student with special education needs

1. When a student with special needs registers to our school, first, an introduction meeting is organized with the student and parents by the PCG Unit.

2. The PCG Unit works with the classmates of the student with special needs and to provide them with general information and how to interact with students.

3. The PCG Unit informs the parents of the classmates about the student with special needs by a written letter. If requested, meetings can be scheduled.
4. In cooperation with the special education teacher and classroom teacher, the student's academic and other developmental goals are specified. When deciding upon the student's goals and needs, classroom observations are organized, individual studies are carried out, and previous educational experiences are discussed with the parents.
5. All capabilities (behavior, academic, social) of the student with special needs are conveyed to all the teachers of the class by a written document. Meetings are arranged with the teachers to give more detailed information.
6. Individualized Education Program (IEP) is prepared by taking the student's needs into consideration.
7. In order to comply with the needs of the student with special needs, either in-class support and or individual support outside of the class is provided.
8. In cooperation with the special education teacher and classroom teacher, in-class activities, homework and exams get adapted according to the student's needs.
9. At least three IEP meetings are carried out in the presence of the parents to evaluate the education progress of the student with special needs.

In-Service Training

Teacher Training

Training sessions aim to increase the awareness of teachers and support personnel of special education and to inform them about the legal requirements of inclusion practices, implementation and monitoring of forms, types of disabilities and in-class practices. The training needs of teachers and support personnel are determined through a survey. Based on the data obtained through interviews and observations, training sessions are planned.

Person in Charge: School principal, assistant principal, special education expert, psychological counselor and members of SEN committee.

Parent Training

Regular training sessions are offered to the parents of classmates of the student with special needs, parents who do not have children with special educational needs in general, and parents of mainstreamed students on a variety of topics as needed, to increase awareness, for instance.

Person in charge: Psychological counselor, special education expert

Student Training

The aim is to guide all students to make sure that they see diversity as richness and adopt this principle through its natural course with feelings of empathy. To do this every opportunity is taken in the education and teaching environment.

Person in charge: All members of staff

Monitoring and Supervision of the Policy

SEN policy practices are monitored and updated on a yearly basis.

References

Guidance for Writing A Special Educational Needs Policy Post-Primary Development Group. CASS, Schools and Special Education Working in Partnership June 2011.

Rules and Regulations governing Special Education Services of the Ministry of National Education

Rules and Regulations governing Psychological Counseling and Guidance Services of the Ministry of National Education

MoE and EU Project on Strengthening Special Education, School without Barriers Model Road Map, Standards and Performance Indicators, June 2013, Ankara

MoE and EU Project on Strengthening Special Education, Teacher's Guide to Inclusive Education Practices, June 2013, Ankara.

STUDENT ADMISSION POLICY

As part of the implementation of the School's MYP Language Policy, there is a language profile expectation for students to be admitted to the School. The role of the language profile is to give the teachers useful information about the level and needs of each student in the languages used in the School. The language profile shows how the School can support a certain student in terms of language. Student progress in languages is regularly assessed, discussed, and recorded.

CLASS SCHEDULES AND NUTRITION

Students at the Middle School attend nine lessons a day, each lesson lasting 40 minutes. The school does not have a canteen. For healthy nutrition, students are offered two snacks, one in the morning and one in the afternoon, and lunch.

STUDENT ADMISSION EXAMINATION

The examination, like the other examinations we administer during the academic year, comprises open-ended and multiple-choice questions. Including 30 questions for Turkish and Mathematics each, and 40 English questions, the one-hour examinations test the students' knowledge and skills. There is a 10-minute break after each 60-minute session. The students who succeed in the examination are invited to school for registration.

**STUDENT ADMISSION TO GRADES 5, 6, 7, AND 8 OF
İDV ÖZEL BİLKENT MIDDLE SCHOOL
FOR THE 2018-2019 ACADEMIC YEAR**

EXAMINATION ANNOUNCEMENT

- ✿ **4 March 2018 --- An ad is placed in the newspaper to announce new student admission.**



APPLICATION PROCEDURES

- ✿ **6-23 March 2018 --- Student admission applications are collected and processed
Please click for online application.**



- Bank statement showing the payment of application fee (100 TL)

(Please include the Student's Name and Last Name and the Grade.)

Account owner: İDV Özel Bilkent Lisesi, Ortaokulu, İlkokulu İktisadi İşletmesi

Yapı Kredi Bankası Bilkent Şubesi

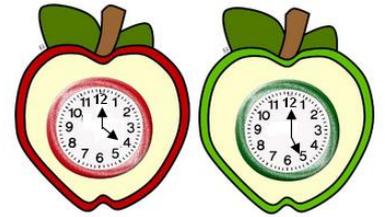
Account number: 68434719

IBAN: TR94 0006 7010 0000 0068 4347 19

ORIENTATION DAY

- ✿ **15 March 2018 --- School Orientation Day**

Our academic programs will be introduced in our meeting room from 16:00 to 17:00 hours, and the introduction will be followed by a school tour.

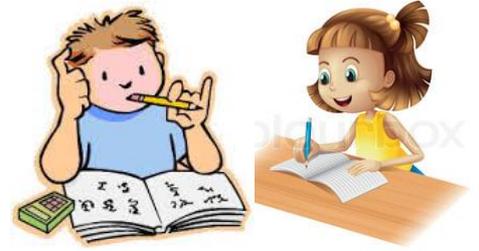


ADMISSION EXAM

✿ 24 March 2018 --- Student Admission Examination (9.30-11.20)

- Students must present their national ID cards and student documentation to sit the exam.

The examination, like the other examinations we administer during the academic year, comprises open-ended and multiple-choice questions. In the examination covering the outcomes of the relevant lessons, students are given 30 minutes for Turkish and Mathematics each and 40 minutes for English. The examinations test the students' knowledge and skills.



ANNOUNCEMENT OF EXAMINATION RESULTS AND REGISTRATION PROCEDURES

- ✿ 27 March 2018 --- Announcement of Examination Results
- ✿ 27-30 March 2018 --- Registration of Eligible Students



We wish you good luck in the exam.

2018-2019 ACADEMIC YEAR REGISTRATION INFORMATION

- ✿ 27 March 2018 --- Announcement of examination results
- ✿ 27-30 March 2018 --- Registration of eligible students
- ✿ Registration hours are between 09:00 and 16:00.

REGISTRATION DOCUMENTS

- 6 photographs (recently taken)
- A photocopy of the national ID cards (of the student, and their mother and father)
- Bank statement showing the payment of the registration fee
- Yapı Kredi Bank Bilkent Branch; account no: 68434719 (IBAN No: TR94 0006 7010 0000 0068 4347 19)

- For installment payments, an approved copy of the Installment Education System Form (TES)

Documents required for TES (from any Yapı Kredi Bank branch):

- Income document (Tax registration certificate and commercial registry gazette for companies)
- Photocopy of national ID card (for new account owners)
- Residence document (Residence document, electricity, water or telephone bill for new account owners)
- Payment calendar (given by the Accounting Office of the School)

REGISTRATION RENEWAL DATES OF CONTINUING STUDENTS FOR 2018-2019 ACADEMIC YEAR

Registration dates of continuing students for the 2018-2019 academic year are as follows:

- 4 June 2018 for Grade 5 students,
- 5 June 2018 for Grade 6 students,
- 6 June 2018 for Grade 7 students

Failure to renew a continuing student's registration on the given date will result in the termination of the concerned student's registration.

Registration renewal forms given to students who will continue their education in our School in the 2018-2019 academic year must be completed by their parents and presented to the Accounting Office.

FREEZING REGISTRATION

Parents who want to freeze their child(ren)'s registration for one academic year should

- submit a petition to the School Administration explaining the reason for the appeal
- and, if their petition is granted, pay half the tuition fee for the academic year for which registration is frozen.

ADMISSION TO GRADE 5

Grammar Topics:

- Pronouns: personal, possessive, object and absolute
- Definite and indefinite articles
- Determiners
- The possessive case of nouns
- The verb to be (present & past)
- Have/has got
- There is/ there are
- Prepositions of time and place
- The present simple tense
- The present continuous tense (without future reference)
- The past simple tense
- The future simple tense
- Going to
- Modal verbs (ability, suggestion, obligation)
- The complex object
- Adverbs of time, place, manner, frequency
- Degrees of comparison of adjectives
- The infinitive (with certain verbs)
- The gerund (as the subject, with certain verbs, after prepositions)
- Adverbial clause of time (when)
- Cohesive devices (and, but, or, because, so, next, then, first, later, finally, however, as a result)

ADMISSION TO GRADE 6

- ✧ English Placement Examination given to Grade 6 students in our school consists of two parts: Reading Comprehension and Writing.
- ✧ The Reading Comprehension part includes multiple-choice and open-ended questions about a given text.
- ✧ In the Writing part, students are given two topics, and asked to choose one and write a composition of at least 100 words on the chosen topic, following the instructions.

NOTE: The following grammar topics show the knowledge and skills students are expected to have to succeed in the English Placement Examination.

- To interact in basic structured exchanges on a limited variety of aspects within familiar situations
- To use phrases to communicate ideas, feelings and information in familiar situations
- To communicate with a sense of audience (peers and teachers)

Using language in spoken and/or written form

- To use language to suit the context
- To use a basic range of vocabulary
- To use a basic range of grammar (see below) accurately
- To use basic conventions accurately (syntax and punctuation)
- To organize basic information and ideas using a range of basic cohesive devices (and, but, etc.)
- To use clear pronunciation and intonation when speaking

Source: *MYP Language Acquisition Guide*
International Baccalaureate Organization
2014. pp. 11 – 14

SKILLS

Comprehending spoken, written & visual text:

- To identify basic facts, messages, main ideas and supporting details in familiar situations
- To understand messages
- To draw conclusions
- To recognize basic conventions (audience, purpose, genre, illustrations)
- To engage with the text by identifying ideas, opinions and attitudes and by making a personal response to the text

Communicating in response to spoken, written or/and visual text:

- To respond appropriately in a limited range of familiar situations

Grammar Topics:

- Pronouns: personal, possessive, object and absolute
- The possessive case of nouns
- The verb to be (present & past)
- Have/has got
- There is/ there are
- Prepositions of time and place
- The present simple tense
- The present continuous tense (without future reference)
- The Present Perfect tense (life experiences)
- The past simple tense
- The past continuous tense
- The future simple tense
- Going to
- Modal verbs (ability, suggestion, obligation, deduction)
- The complex object
- Adverbs of time, place, manner, frequency
- Participle Adjectives (-ed/-ing)
- Degrees of comparison of adjectives
- The infinitive (with certain verbs)
- The gerund (as the subject, with certain verbs, after prepositions)
- Clauses of time, condition and place (when, if, where)
- Cohesive devices (and, but, or, because, so, next, then, first, later, finally, however, as a result, too, whereas)
- Conditional 1 (if/unless)
- Stative Verbs (know, believe, think) and subordinate clauses
- Negative prefixes (un-/ ir-/ dis -)
- Reported speech (present predicate)
- Defining relative clauses (who, which, that)

ADMISSION**TO****GRADE****7**

- ✧ English Placement Examination given to Grade 7 students in our school consists of two parts: Reading Comprehension and Writing.
- ✧ The Reading Comprehension part includes multiple-choice and open-ended questions about a given text.
- ✧ In the Writing part, students are given two topics, and asked to choose one and write a composition of at least 120 words on the chosen topic, following the instructions.

NOTE: The following grammar topics show the knowledge and skills students are expected to have to succeed in the English Placement Examination.

- To interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
- To express ideas and feelings and communicate information in familiar and some unfamiliar situations
- To communicate with a sense of audience and purpose

Using language in spoken and/or written form:

- To use language to suit the context
- To use a range of vocabulary
- To use a range of grammar (see below) accurately
- To use conventions accurately (syntax and punctuation)
- To organize basic information and ideas using a range of cohesive devices
- To use clear pronunciation and intonation when speaking

Source: *MYP Language Acquisition Guide*, International Baccalaureate Organization, 2014. pp. 11 – 14

SKILLS

Comprehending spoken, written & visual text:

- To show understanding of information, messages, main ideas, supporting details and to draw conclusions in familiar and some unfamiliar situations
- To understand conventions (audience, purpose, genre, illustrations, plot, setting, format, style.)
- To engage with the text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Communicating in response to spoken, written or/and visual text:

- To respond appropriately in a range of familiar and some unfamiliar situations

Grammar Topics:

- Pronouns: personal, possessive, object and absolute
- The possessive case of nouns
- The verb to be (present & past)
- Have/has got
- There is/ there are
- Prepositions of time and place
- The present simple tense
- The present continuous tense (with future reference)
- The Present Perfect tense (life experiences)
- The past simple tense
- The past simple passive
- The past continuous tense
- The future simple tense
- Going to
- Used to
- Modal verbs (ability, suggestion, obligation, deduction, request)
- The complex object
- Adverbs of time, place, manner, frequency
- Participle Adjectives (-ed/-ing)
- Degrees of comparison of adjectives
- The infinitive (with certain verbs)
- The gerund (as the subject, with certain verbs, after prepositions)
- Clauses of time, condition and place (when, if, where)
- Cohesive devices (and, but, or, because, so, next, then, first, later, finally, however, as a result, too, whereas, while, until, as soon as)
- Conditional 1 (if/unless)
- Conditional 2
- Stative Verbs (know, believe, think) and subordinate clauses
- Negative prefixes (un-/ ir-/ dis -)
- Reported speech (present predicate)
- Relative clauses (who, which, that, where, when, whose)

ADMISSION TO GRADE 8

- ⤴ English Placement Examination given to Grade 8 students in our school consists of two parts: Reading Comprehension and Writing.
- ⤴ The Reading Comprehension part includes multiple-choice and open-ended questions about a given text.
- ⤴ In the Writing part, students are given two topics, and asked to choose one and write a composition of at least 150 words on the chosen topic, following the instructions.

NOTE: The following grammar topics show the knowledge and skills students are expected to have to succeed in the English Placement Examination.

Communicating in response to spoken, written or/and visual text:

- To respond appropriately in a range of familiar and some unfamiliar situations
- To interact in rehearsed and unrehearsed exchanges on a limited variety of aspects within familiar and some unfamiliar situations
- To express ideas and feelings and communicate information in familiar and some unfamiliar situations
- To communicate with a sense of audience and purpose

Using language in spoken and/or written form:

- To use language to suit the context
- To use a range of vocabulary
- To use a range of grammar (see below) accurately
- To use conventions accurately (syntax and punctuation)
- To organize basic information and ideas using a range of cohesive devices
- To use clear pronunciation and intonation when speaking

Source: *MYP Language Acquisition Guide*, International Baccalaureate Organization, 2014. pp. 11 – 14

SKILLS

Comprehending spoken, written & visual text:

- To show understanding of information, messages, main ideas, supporting details and to draw conclusions in familiar and some unfamiliar situations
- To understand conventions (audience, purpose, genre, illustrations, plot, setting, format, style, functions (compare/contrast, opinion, process, cause & effect.))
- To engage with the text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Grammar Topics:

- Pronouns: personal, possessive, object and absolute
- Countable & uncountable nouns
- The possessive case of nouns
- The verb to be (present & past)
- Have/has got
- There is/ there are
- Quantifiers (too many, too much, enough)
- Prepositions of time and place
- The present simple tense
- The present simple passive
- The present continuous tense (with future reference)
- The Present Perfect tense (life experiences)
- The past simple tense
- The past simple passive
- The past continuous tense
- The past perfect tense
- The past continuous tense
- The future simple tense
- Going to
- Used to
- Tag questions
- Modal verbs (ability, suggestion, obligation, deduction (including past forms) , request)
- The complex object
- Adverbs of time, place, manner, frequency
- Participle Adjectives (-ed/-ing)
- Degrees of comparison of adjectives
- The infinitive
- The bare infinitive
- The gerund
- Clauses of time, condition and place (when, if, where)
- Cohesive devices (and, but, or, because, so, next, then, first, later, finally, however, as a result, too, whereas, while, until, as soon as)
- Conditional 1 (if/unless)
- Conditional 2
- Stative Verbs (know, believe, think) and subordinate clauses
- Stative verbs (senses)
- Negative prefixes (un-/ mis-)
- Suffixes (-ous/ - al/ - ful)
- Reported speech (past predicate)
- Relative clauses (who, which, that, where, when, whose)

LAST**WORD**

To learn more about our school, please join us in our induction meeting to be held on March 15 at 16:00. Student admission applications for the 2018-2019 academic year will take place from 6 to 23 March 2018, and the admission examination will be administered on Saturday March 25, 2018 at 9:30 in our school.

If you have any queries, please contact Middle School Secretary Ms. Burçin Erzurumlu by email (tburcin@bilkent.edu.tr) or phone (290 83 55).

ADDRESS

Özel Bilkent İlk ve Ortaokulu

Üniversiteler Mah. 1600.Cad. No:6 Doğu Kampüs Bilkent – Ankara, TÜRKİYE
06800

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Faks: **+90** **312** **266** **48** **65**
E-mail: ilkogret@bilkent.edu.tr



Dear Student and Parent,

The Internet provides a chance to access unlimited information through computers connected to a worldwide network. It enables students to reach a wealth of ideas, to engage in an exchange of opinions, to contact professionals in organizations around the world. When educating digital individuals who use the Internet safely and responsibly, we listed the areas where we need parental support below. Thank you in advance for your contributions.

School Administration and ICT Unit

OUR INTERNET POLICY

Students at İDF Özel Bilkent Middle School are offered access to Internet sources as part of learning activities in the IT classrooms, library, and electronic classrooms. It is not technically possible for our School to control and regulate all the information on the Internet. Our School uses screen control software in the computer classrooms to check the Internet use of the students on the screen and to guide students in their studies. Thus, we can prevent students from accessing inappropriate websites. In the meantime, teachers of the ICT Unit, as well as other teachers, continue to raise awareness of the fact that each Internet user is responsible for their own online actions. In the school, the student is the only one who bears this responsibility. If a student accesses inappropriate / illegal websites deliberately outside the school, the student, and consequently, the parent will be held responsible.

The computers and the Internet access in our School are meant for educational purposes. Since safe use of the Internet is important for every member of the School community, the following rules have been imposed for common good.

Rules and responsibilities for students' safe Internet use:

- ✓ I shall not use the personal information and passwords of other persons on the Internet.
- ✓ I shall access and save only those educational materials that are appropriate, open to use, and useful.
- ✓ I shall not visit any websites that are not legal and/or that are not allowed to be used by the ICT Unit (websites that include immoral and violent content, talks shows, etc.)
- ✓ I will check the age limit when subscribing to sites.
- ✓ I will not publish any personal information (home address, phone number, personal identifying information, pictures, videos, etc.) on the Internet.
- ✓ I will respect the words and actions, cultural characteristics and mother tongues of other users in the free world of the Internet and I will be kind.

- ✓ I will give priority to my studies and school responsibilities when using the Internet.
- ✓ I will not commit any act of cyberbullying for deliberately hurting others using the Internet.
- ✓ If I am treated poorly and/or receive inappropriate messages and/or my reputation and relationships are damaged when I use the Internet, I will inform my parents or teachers.

Signing the Internet use ethics

Students who do not follow the rules stated above shall lose their right to Internet access at school. When necessary, students who display unacceptable behaviors while using the Internet will be referred to the Student Behavior Evaluation Board.

In consideration of all the points raised, I read the information and the rules about Internet use, and I accept responsibility for my actions and undertake to bear the consequences in case I act in breach of the stated rules.

Date: / /

Student's name and last name:Class : Signature:

As a parent, I accept responsibility regarding the rules about the safe and responsible use of the Internet stated above.

Parents name and last name: Signature:.....