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Nesibe Aydın Schools

Inclusion Policy

Chapter One

Purpose, Scope, Basis, Committee Members and Definitions

Aim:

ARTICLE 1 - The purpose of this policy;

ARTICLE 1- (1) The aim is to plan the educational processes of all students studying at Nesibe Aydın Schools in order to remove the obstacles to their learning by taking into account their individual differences and learning differences, and to ensure that learners have the necessary skills to become independent individuals who learn with enthusiasm throughout their lives.

ARTICLE 1- (2) To ensure that all school facilities are organised and improved by taking into account the individual and learning differences of the students and to support the contribution of all members of the learning community to this process.

ARTICLE 1- (3) It aims to create learning opportunities that are inclusive and value diversity by removing obstacles to learning for each student and allowing each student to develop and pursue their personal goals.

ARTICLE 1- (4) The goal of Nesibe Aydın Schools is to foster a culture that embraces diversity with compassion and a shared understanding and attitude. The common goals to be achieved as a learning community within the school climate created in line with these objectives are set out below.

a. Determining individual differences and needs of learners,

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Website: www.nesibeaydin.k12.tr ☎ +90 (312) 498 25 25 📠 +90 (312) 498 24 46

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- b. Making arrangements for different educational needs arising from individual differences of learners,
- c. Planning educator training for inclusive education practices,
- d. Planning parent trainings for inclusive education practices and ensuring cooperation
- e. Observation and support of the development of all students by the academic staff, starting from the orientation process,
- f. Conducting preventive and remedial studies on students' developmental aspects using scientific methods and techniques,
- g. Ensuring reflection with all learning community members on the inclusivity policy and ensuring that this policy is accessible and flexible,
- h. Ensuring that school facilities are accessible to all students,
- i. To ensure that the evaluations of learners with individual and different educational needs are differentiated by taking their own needs into consideration, as stated in our Nesibe Aydın Schools Evaluation Policy and the Ministry of National Education Preschool and Primary Education Institutions Regulation.
- j. Assessing and ensuring the development of each learner according to their own learning differences and pace ,
- k. Ensuring that all these applications are carried out by the institution.

Scope:

ARTICLE 2 - (1) This policy covers the principles regarding the implementation of arrangements for the different educational needs arising from the individual differences of each student at Nesibe Aydın Schools.

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Rest:

ARTICLE 3 - (1) This policy has been prepared based on the Regulations of the Ministry of National Education, the Special Education Services Regulation (2018), the Private Education Institutions Regulation (2012) and the Guidance and Psychological Counseling Services Regulation (2020); the Teacher's Guide Book on Educational Practices within the Scope of Integration of the Ministry of National Education's Special Education and Guidance Services General Directorate; the Nesibe Aydın Schools Directives, the Academic and Behavioral Student Guidance Directive and the Special Education Directive, the Universal Design for Learning principles and the International Baccalaureate documents and practices.

Directive Committee:

ARTICLE 4 - (1) The Policy Committee consists of the Nesibe Aydın Schools Kindergarten and Primary Schools Coordinator Manager, International Programs Coordinator, School Principals, International Baccalaureate Primary Years Program Coordinators, representative assistant principals, kindergarten classes, primary school classes, additional language (English, German, French, Spanish), visual arts, physical education, music teachers, school librarians, Guidance Counseling and Guidance Counseling specialists, learner and parent representatives.

ARTICLE 4 - (2) It has been decided that the inclusiveness policy will be reviewed and revised every year by the committee members in accordance with the MEB and IB resources, considering that school needs may change.

Nesibe Aydın Schools Inclusive Education principles:

ARTICLE 5 - (1) Principles:

- Education is the most fundamental human right for every individual.
- An education that respects the individuality of each student, where they are accepted and valued under all circumstances, where they feel they belong, where they are shaped by

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encouraging and understanding attitudes, and where a positive and sensitive school climate is created, encourages holistic development.

c) Learning diversity arising from students' individual differences is seen as a richness for creating inclusive communities.

d) Students are given the opportunity to have learning experiences that support their strengths and areas of development.

e) The school administration takes responsibility for eliminating learning barriers, collaborates with all stakeholders of the learning community in this sense, and cares about including them in the process .

f) The school's culture and policies embrace diversity. Multilingualism is embraced as a richness and diversity, and an inclusive approach to multilingualism fosters international awareness, intercultural awareness, understanding, respect, and tolerance. Access to multilingual resources reflecting diverse cultures and perspectives is provided.

g) School policies are open to diversity and see differences as enrichment.

h) The school differentiates teaching and learning approaches to meet individual needs. Teachers strive to ensure that each student benefits from individual teaching and learning approaches.

i) In a learning community, learners are agents and can choose and act on their own preferences. The school culture supports learners in expressing their views and taking action.

j) encourages the development of the IB learner profile characteristics so that all learners can grow up to be good people who are internationally conscious, respectful of themselves, others and the environment, and who help create a peaceful world .

k) In order to promote learning in teaching planning, the principles of “evaluating prior knowledge”, “supporting”, “extending learning”, “authenticating and building self-confidence” determined by the IB for diversity in learning are applied.

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l) The school organizes its resources well to eliminate obstacles to learning and prepares its physical environments to meet the educational needs of all students.

m) The school maintains confidentiality of student information, subject to the principle of confidentiality. Student files are maintained by the guidance and psychological counseling service until the student graduates. Only the school principal and the guidance service have access to student files. Upon graduation, these files are forwarded to the relevant institution. Student information will not be shared or used without parental consent.

ARTICLE 6 - (1) Definitions:

a) Inclusion: It is an educational approach that ensures that all learners are actively involved in the learning process , that includes measures to support learners with a culture of cooperation among members of the school community and a culture of mutual respect and problem-solving.

b) Special Education: Education provided in appropriate environments with specially trained personnel and educational programs developed to meet the educational and social needs of individuals who differ significantly from their peers in terms of their individual and developmental characteristics and educational competencies.

c) Learning Barriers: Learning barriers are the failure to meet the diverse educational needs of learners, found in school culture, policies, teaching and learning approaches, the physical characteristics of buildings, and the daily ways individuals interact with the school community.

d) Diversity : Students consider their strengths and areas of development as richness and see their differences as opportunities and richness.

e) Collaboration: In sustaining inclusive education , a culture of mutual respect, support, and problem-solving is achieved through cooperation among members of the learning community. Collaborative learning enables members of the school community to achieve their common goals.

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f) Teaching variability:

Student variability: This term recognizes that brain networks are variable and not fixed (Rose, Rouhani, Fischer 2013). Students may experience learning disabilities throughout their educational experiences. The IB philosophy's inclusive perspective on education supports learners' developmental potential and offers opportunities to "provide them with the necessary skills and dispositions." At Nesibe Aydın Schools, students are considered based on their strengths. Challenges students may experience are addressed by focusing on their specific areas of difficulty, without labeling them individually. (Reading; writing; mathematics; social and emotional learning and behavior; mental health and psychological well-being; speech, language, and communication; vision; hearing; physical; and medical/illness, etc.)

g) Differentiation:

Planning and implementing studies that will cover the needs of all students with different learning speeds and ways and suit their abilities.

h) Differentiated instruction:

It is the process of determining the most effective strategies to achieve accepted goals in order to create learning opportunities that enable learners to develop, monitor and achieve their personal learning goals.

i) Universal Design for Learning:

It is a curriculum development design that provides students with equal opportunities for learning. This design provides a plan for assessing student progress, including instructional objectives, methods, resources, and materials, as well as assessments. (Rose and Meyer 2011). The UDL framework (Rose and Meyer 2011) This design consists of the following elements. Self-adaptation: Rather than being self-evaluators, learners become self-adapters through the skills they develop.

Monitoring learning: Checking learning progress against personal learning goals and success criteria.

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Documentation of learning: Compiling evidence of learning.

Measuring learning: Demonstrating the learning that has occurred in a certain period of time through data collection.

j) Individual with Different Educational Needs:

An individual who differs significantly from his/her peers in terms of individual characteristics and educational qualifications, for various reasons, at the expected level.

Student groups with different educational needs:

- Hearing Impairment
- Medical Conditions / Chronic Diseases
- Visual Impairment
- Physical Disability
- Mental Disability
- Speech and Language Difficulty
- Attention Deficit Hyperactivity Disorder
- Pervasive Developmental Disorder
- Specific Learning Disability
- Specially Gifted Individual
- Difficulties in Managing Emotions and Behaviors
- Short-Term and Temporary Physical Impairment

Hearing Impairment:

It is the partial or complete loss of hearing sensitivity.

Medical Conditions / Chronic Diseases:

These are persistent medical conditions that negatively impact students' daily routines and functions (allergies, asthma, epilepsy, diabetes, etc.) .

Visual Impairment: It is a condition in which the visual capacity is partially or completely lost.

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Physical Disability: This is the disability that occurs as a result of the inability of the muscles, skeleton, joints and nervous system to perform their functions due to diseases, accidents and hereditary problems.

Mental Disability: It is the situation in which the individual has difficulties in conceptual, social and adaptation skills, unlike his/her peers, due to the limitations in his/her mental functions.

Speech and Language Difficulties:

It is the condition of having difficulty using language, acquiring speech, and communicating verbally. **Attention Deficit Hyperactivity Disorder:**

lifelong disorder that begins with observation in at least two environments and at home and school for six months during childhood and negatively affects the individual's daily life in many areas, including academic, social and work life.

Pervasive Developmental Disorder:

It is a spectrum disorder that involves delays in the development of multiple basic functions, manifested by social interaction problems, communication problems, and restricted/repetitive interests and behaviors.

1. **Autism:** It is a neuropsychiatric disorder that begins in the early stages of life and lasts throughout life, showing characteristics such as delay and deviation in social relationships, communication, behavior and cognitive development.
2. **Rett Syndrome (RS):** It is a neurological disorder seen in various races and ethnic groups around the world, especially in girls.
3. **Childhood Disintegrative Disorder:** This is a condition in which the child has an abnormal functioning in at least two areas, such as not being able to establish relationships with peers, not being able to respond socially or emotionally, having no or limited language development, and having motor stereotyped and repetitive behaviors.

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4. Asperger's: A condition in which individuals have normal language development, normal intelligence, and sometimes superior intelligence, have in-depth interest and knowledge in limited subjects, but experience difficulties in social and communication areas.

Specific Learning Disability:

It is a disorder in one or more of the basic psychological processes that involve understanding and using spoken or written language, as manifested in listening, thinking, speaking, reading, writing, spelling, or performing mathematical calculations.

1. Dyslexia: Difficulties in accurate and/or fluent word recognition, poor spelling, and difficulties in using phonological strategies and word reading skills.
2. Dysgraphia: Difficulty in the proper shape and size of letters, proportion when writing uppercase and lowercase letters, following the line, and written expression skills.
3. Dyscalculia: A specific learning disability that negatively affects a student's ability to learn number-related concepts and operations.
4. Dyspraxia: Difficulties in the brain's processing of information, resulting in messages not being transferred completely and appropriately, and difficulties in planning what to do and how.

Specially Gifted Individual:

intelligence, creativity, art, leadership capacity, motivation, or special academic areas. (Education of Gifted Individuals Strategy and Implementation Guide, MEB)

Difficulties in Managing Emotions and Behaviours:

include conditions such as depression, conduct disorder, self-harm, post-traumatic stress disorder, eating disorders, anxiety disorder and obsessive-compulsive disorder.

Short-Term and Temporary Physical Impairment:

It is a situation where, although it is not a hereditary or chronic disability, a physical or psychological disability occurs that disrupts the student's education for a short time or temporarily and creates the need for support.

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Revision:

ARTICLE 7 (1) This policy is reviewed by the Nesibe Aydın Schools learning community every June and necessary revisions are made.

Force:

ARTICLE 8 (1) This policy shall enter into force on the day it is approved by the Nesibe Aydın Schools Board of Directors and published on the school Portal .

Executive:

ARTICLE 9 - (1) These policy articles are implemented by the relevant school principals and the PYP coordinator on behalf of Nesibe Aydın Schools.

Part Two

Nesibe Aydın Schools Inclusion Policy Approach and Practices

Nesibe Aydın Schools Inclusion Policy has been prepared by taking into consideration the following items in the International Baccalaureate Organization Program Standards and Practices booklet.

Standard Title	Application Number	Application Description
A:Philosophy	9	The school supports students' access to the IB programmes and philosophy.
B: Organization B1: Leadership and Structure	2	The school develops a governance and leadership structure that supports the implementation of the program.
B: Organization B1: Leadership and Structure	5	Develops and implements policies that support school programs.
B: Organization	6	has systems in place for continuity and continuous improvement of the program(s) .

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B1: Leadership and Structure		
B: Organization B2: Resources and Support	8	The school provides the necessary support for students and teachers with learning needs.
C: Curriculum C1: Collaborative Planning	5	Collaborative planning and reflection are based on agreed-upon expectations for student learning.
C: Curriculum C1: Collaborative Planning	6	Collaborative planning and reflection allow for differentiation based on students' learning needs and learning styles.
C: Curriculum C3: Teaching and Learning	3	Teaching and learning build on what students know and can do.
C: Curriculum C3: Teaching and Learning	9	Various strategies are used in the teaching and learning process.
C: Curriculum C3: Teaching and Learning	10	Teaching and learning differentiates instruction to respond to students' learning needs and styles.
C: Curriculum C3: Teaching and Learning	15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.
C: Curriculum C4: Evaluation	3	The school uses a range of strategies and tools to assess student learning.
C: Curriculum C4: Evaluation	4	The school provides feedback to students to inform and improve their learning.

ARTICLE 10- (1) Preventive and Remedial Guidance Studies

At Nesibe Aydın Schools, all teachers are responsible for the personal, physical, and social education and language development of their students. Preventive guidance is defined as efforts to prevent and prevent situations that could have negative consequences within the school community. Therefore, the school guidance unit conducts "Preventive Guidance

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Studies" to inform students, teachers, and parents and empower them to address potentially challenging situations with competence and independence. These studies are outlined below.

a. Orientation

The following orientation activities are carried out to help students adapt to the school:

- The school is introduced to newly enrolled students and school routines are explained.
- Each year, before students move on to the next grade, they are provided with information and learning about the next grade through peer support. (For example , 3rd grade students visit 4th graders at the end of the year and have their questions answered by the students.)
- At the beginning of each new school year, activities are held to ensure that all teachers develop and adopt common decisions. (Example: To help students adapt to changes in school spaces, visit all the spaces they use and conduct a "common areas, common decisions" activity.)
- Introductory activities are held for students who start Nesibe Aydın Schools after changing schools, in order to establish harmony with the class.
- orientation is applied to parents to assess the developmental stories of students in order to ensure a common language and approaches within the school community and to support students at the highest level .

b. Getting to Know the Individual

inventories , and interviews to understand students' social and emotional development, their characteristics, potential problem situations, and to create the best learning environment . These tests, inventories , and scales are reported and recorded on the Nesibe Aydın Schools Education Portal .

The applications are listed below:

- At the beginning of each academic year , the guidance team implements the "Autobiography" and "Draw a Family" activities by having the preparatory and first grade

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students draw pictures in order to help the students express themselves, increase their awareness and get to know the student.

- The "Sentence Completion Inventory" is administered to all students during the year.
- In order to explore the friendship dynamics of students in the classroom throughout the year, the " Sociometry " inventory is applied to the 1st graders and the "Who is This?" inventory is applied to the 2nd, 3rd and 4th graders.
- The Learning Styles inventory is administered to 4th grade students to discover their different learning skills.
- The "Problem Scanning Inventory" is applied to 3rd and 4th graders in order to evaluate the potential problems of students in the areas of school, family and self-evaluation and to carry out intervention studies.
- inventory is applied to 2nd, 3rd and 4th grades to determine students' tendencies and interests in disciplines, their self-evaluation styles, and the areas of science, art and sports in which they feel competent or incompetent .

c. Group Guidance

Group guidance activities are offered to students starting at kindergarten level to help them develop self-awareness, develop their identities, and guide themselves by making realistic and appropriate plans and choices in academic, social-emotional, and career development. Activities with students are conducted in-class, with the entire class participating. Group guidance sessions are scheduled for two lessons per month, depending on need.

Group Guidance Activities for Students:

a.1st Term

- In 1st grades, introduction of guidance service, adaptation to school, positive friendships, recognition of emotions, emotional management, picture completion studies
- In 2nd grade, introduction of guidance services, recognition of emotions, personal boundaries, positive friendships, responsibility, conscious use of technology

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•In 3rd grades, compliance with school rules, gaining responsibility, developing positive peer relationships, conscious use of technology,

•In 4th grades, compliance with school rules, gaining responsibility, correct communication in peer relations, conscious use of technology, efficient studying, interests and tendencies

b.2nd Term

•In the 1st grades; knowing oneself and recognizing individual differences, personal boundaries, sharing and helping each other, my dreams about moving to the next grade

•In 2nd grade; time management, developing a positive attitude towards making mistakes, conscious use of technology, problem-solving skills, sensitivity, my dreams of moving to the next grade, evaluating guidance work

•In 3rd grade; being able to recognize strengths and weaknesses, recognizing emotions, developing problem-solving skills, developing active listening skills, my dreams of moving to the next grade

•4th Grade; anger management skills, ability to recognize emotions, development of interpersonal problem-solving skills, development of effective listening skills, preparation for adolescence, preparation for middle school.

d) Individual Psychological Counseling Services

These are periodic, one-on-one meetings conducted by the school counselor, aimed at helping students better understand themselves, develop their skills, and develop coping skills for academic, personal, and social problems. Individual counseling sessions are conducted as needed. These sessions are held confidentially. Information deemed to be in the student's best interest is shared with the relevant individuals if necessary. Records are digitally recorded in the Education Portal Guidance Tracking System, accessible to the relevant counselor.

d) Lesson Observations

Guidance counselors, with the knowledge of the course teacher, conduct student observations in the classroom when deemed necessary. Guidance counselors conduct student

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observations to monitor individual student development, identify diverse learning needs to plan preventive and remedial measures, and assess student development in terms of the IB Learner Profile characteristics and learning approaches. These observations are recorded on the education portal .

e) Consultancy Services

The following studies are carried out to develop cooperation and common understanding regarding family and educator training and practices.

1. At the beginning of each academic year, meetings are held for parents and teachers to discuss introductions, adaptation to school, and the developmental characteristics of the student.
2. Students are observed as they adapt to school at the beginning of the year, and parents are provided with feedback on their adaptation skills at the end of the month. For students whose adaptation period is prolonged, rescheduling is undertaken.
3. The classroom teacher and the guidance counselor meet periodically to assess student progress. Students' achievements and goals are discussed, and plans are made to address areas of student development.
4. The classroom and guidance counselor conduct individual family meetings as needed. Feedback is provided to the family regarding the student's strengths, areas for improvement, and progress. Student achievement of goals, based on planned activities, is recorded on the Education Portal at each stage.
5. Digital parent newsletters are published monthly on the Education Portal . The topics of these newsletters are designed to guide families by addressing the developmental needs of each age group. (Fear and anxiety, conscious technology use, family communication, taking responsibility and setting boundaries, play, etc.)

Chapter Three

Meeting the Learning Needs of Individuals with Different Educational Needs

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ARTICLE 11- (1): Observations Made to Determine Individual Differences

criteria related to social and cognitive development to understand their strengths and identify areas of development that are open to improvement. When observing students' social development, teachers consider factors such as tardiness, friendship skills, teacher relationships, expressive language skills, ways of spending their free time, and taking responsibility and initiative. When observing students' cognitive development, teachers consider class participation, time management skills, motivation for individual and group work, the quality of homework, consistency, and enthusiasm, assessment results, furniture organization and use, and the ability to interpret information.

ARTICLE 11- (2): Monitoring Process Steps for Determining Individual Differences

Teachers monitor their students' cognitive and social development processes by taking into account their students' developmental characteristics through the steps outlined below.

- Observation
- With the student individual communication
- Observation records eclipse
- School management to inform
- Guidance Unit to inform
- Directory teacher observation
- Directory teacher studies
- Guardian information – collaborative studies planning

ARTICLE 11- (3): Studies on Individual Differences

- Studies Conducted for Students with Intellectual Disabilities:
 - Learning environments are designed to meet student needs. Students are encouraged to participate in learning activities in a way that allows them to progress and follow along comfortably using all their senses.

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- In order to ensure that learners progress within their own potential according to their individual differences, tasks/achievements or goals that are decided to be achieved are guided in small steps in small pieces, skills are cascaded and progress is guided through experiences.
- Teachers use cues to help learners develop and become independent (physical assistance, verbal instructions, modeling, pointing cues, gestural cues) .
- Learners are encouraged to see their own progress. Their development is nurtured through frequent reinforcement and cause-and-effect relationships, along with feedback (verbal praise, granting privileges, allowing them to engage in a favorite activity, etc.).
- Learners are provided with concrete experiences that will enable them to develop their skills as subjects.
- By taking into account their individual characteristics and interests, they are encouraged to focus on their interests and tendencies. These interests and tendencies are used as a means of encouraging their progress.
- Education and training planning is made based on the individual characteristics and differences of the learners.
- Teachers are open and tolerant to plans that will provide more frequent repetitions and re-learning experiences in different ways to support students' development and learning.
- In order to ensure development and progress in students, even if they work with the same material, in the same environment, with the same teacher, they must first and foremost have a certain level of learning.
the skill is achieved, it is created with the opportunity for the student to perform the skill with different materials, different environments and different teachers or friends.
- Teachers work in collaboration with other members of the learning community to ensure that students adapt to common rules within school life and develop their social competence.

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- Students are encouraged to work in groups. In group work, students are given responsibilities they will have no difficulty fulfilling, ensuring their inclusion in the group.
- Assessments are conducted using content and practices that take diversity and competencies into account. Areas where students experience difficulties are considered, and methods that allow them to express themselves better are chosen based on their individual differences. Short-answer and fill-in-the-blank assessments are designed for students who struggle with written expression. In subjects like math and science, student progress is assessed holistically and through the process.

b) Studies Conducted for Students with Learning Disabilities:

1. For students who learn differently in the field of reading;

- Appropriate reading texts are provided to support reading skills.
- Before reading, students are encouraged to set a purpose and review the text.
- While reading, it is possible to monitor reading comprehension, use prior knowledge, make predictions about the text, clarify the text, adjust the reading speed, mark, highlight or underline important parts of the text, take notes and visualize.
- After reading, the following methods are followed: re-reading the text, summarizing the text, listing the events in the text, generating questions about the text, and answering the questions in the text.
- Students are always guided on methods that will improve their reading comprehension and fluency skills.
- Students are provided with a model for methods that will support reading comprehension and fluent reading skills.
- Students are given frequent corrective feedback and their strengths are prioritized.
- In addition to studies that support the areas in which students have difficulties, opportunities are provided to showcase their strengths in order to stay motivated.

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- Peer modeling and collaboration with peers are used as a method when supporting students.
- Reading charts are created so that students can monitor their individual development.
- 2. For students who learn differently in the field of writing;
 - In the preschool period, activities that support small motor skills and pencil control such as kneading and shaping, putting on and taking off, assembling and separating, stringing beads, cutting with scissors, painting, connecting dots, writing in the sand, and holding a pencil are carried out in a planned manner.
 - When teaching a new letter for the first time, techniques such as showing the letter to the students, drawing it in the air with a finger, showing the direction of drawing on the board, and explaining how the letter is drawn are carefully used.
 - Environments with ergonomic arrangements that will positively affect students' writing are prepared.
 - In writing activities, students are given time that matches their differences in learning needs.
 - Students' motivation is supported by monitoring their development with prepared graphs.
 - Students are also frequently encouraged to use the methods in which they are strong in order to reveal themselves and their potential regarding their development.
 - Classroom environments are created where students support each other regarding the challenges they face due to their differences, encouraging cooperation. Differences are transformed into a space where students can develop the characteristics of the IB learner profile .

c) Studies Conducted on Students with Pervasive Developmental Disorders:

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- Teachers reach students using simple, short and clear instructions in classroom activities.
- Students are encouraged to connect with a safe adult at school, other than their parents, whom they can contact first in case of an emergency or special situation. Learners' interests are used as a tool to establish this connection.
- with PDD , everyone in the learning community maintains a low tone of voice when communicating with them. Teachers understand the importance of engaging and engaging students with PDD by engaging them in a way that fosters curiosity.
- Routines are created to meet the needs of students arising from their learning differences. All members of the learning community are knowledgeable about and implement these routines. Classroom activities and activities are presented in a sequential order, establishing specific routines (sequences). Students are informed about potential changes in school life in advance and prepared for them through a preventative approach.
- Teachers create an environment that encourages learners to take on responsibilities that they can fulfill in line with their interests.

c) Studies Conducted for Students with Hearing Impairment:

- In the initial assessment, the student's diagnosis age, preferred communication style, and the initial meeting with the family are determined through work with the child.
- Collaboration is established with the family, and the family is informed about the goals for the student.
- Through a detailed evaluation, students' current performance regarding their academic skills and communication skills is determined.
- Students are guided in their learning through visual-based materials.
- Learners are supported through the use of technology.
- The entire learning community is informed about students who use hearing aids.

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- Educators remain in the student's field of vision during activities and communication with students with hearing impairments. They use concrete concepts. Instead of speaking while writing on the board, they continue explaining after the writing is completed.
- For students who benefit from lip reading, educators pay attention to being face to face with the student during communication and explanation.
- While speaking, teachers use clear, concise and understandable sentences that students know, and check whether students understand the expressions.
- All kinds of written, audio and visual materials used in teaching (videos, PPT presentations, images, written texts, etc.) are provided.
- Before starting any activities or studies, it is checked whether the child's hearing aid, if any, is working.
- Communication is established by maintaining eye contact and not covering the mouth while speaking. This communication style is ensured to be adopted and implemented by the entire learning community.
- Taking into account students' individual differences, activities that will increase their participation in activities and group work are planned.
- Students with hearing impairments are treated with patience and given opportunities to participate in class.
- the students' IEPs and the individual pace of each student have been achieved (written exams, projects and assignments, actions, etc.).

d) Studies Conducted for Visually Impaired Students:

- It is determined which reading and writing tools students prefer and use.
- Upon enrollment, students are introduced to the school's departments, classroom locations, and their positions within the classroom. To help students find their way around the

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school, the school's departments are designated using Braille or, for those with low vision, larger fonts, based on color-background contrast.

- Classrooms are designed to allow students to move easily and safely. Physical conditions are provided to ensure safe movement within the school. Precautions are taken to prevent accidents.
- The sense(s) students use are determined. Instructional materials such as maps, posters, and banners that appeal to the senses students primarily use in learning are prepared, with non-glare materials preferred.
- Regardless of the tool used to read and write, every student with visual impairment is taught the skills to use a keyboard and screen reading software in line with advancements in information technologies.
- Lighting is planned to accommodate students with visual impairments. Good, but not bright, lighting is preferred in classrooms.
- The operations performed on the board are also expressed verbally so that the student can follow the lesson.

e) Studies on Students with Attention Deficit Hyperactivity Disorder (ADHD):

- In collaboration with the family and, with the family's approval, the specialists who follow up on the student with ADHD, the student's diagnostic history is evaluated and the process is followed.
- School areas are planned by taking into consideration the differences of the students and are prepared as environments in which they can adapt.
- Visuals of the joint decisions made with the students are made available in written form in the spaces used by the students.
- To ensure the sustainability of students' self-management skills, their positive behaviors are reinforced by presenting a cause-effect relationship.

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- It is expected that students' development will occur in small steps.
- Throughout the process, students are given eye-catching, concise and clear instructions.
- Activities that support students' self-confidence are planned and implemented.
- It is ensured that members of the learning community are knowledgeable and competent in all applications and plans.
- Learning community members acknowledge the differences of students diagnosed with ADHD and their families and approach them with an accepting attitude.

f) Studies Conducted for Students with Physical Disabilities:

- Necessary physical arrangements are made in school environments to facilitate access of students with physical disabilities to classrooms, canteens, gardens, toilets, etc. within the school.
- Students with physical disabilities are positioned close to the door.
- Taking into consideration the physical disabilities of students, arrangements are made to ensure that they can access the materials they need in the school and classroom.
- Students with physical disabilities should be provided with social support that includes family participation, ensures the social development of students, creates social awareness, supports cultural development,
 - of resources for their benefit, and their participation is encouraged and incentivized.
 - Learning community members support the development of self-confidence by highlighting the areas in which students with physical disabilities are successful and reinforcing their success.
- Peer support for students with physical disabilities is structured by educators and shared with students to ensure its implementation.

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g) Studies Conducted for Specially (Gifted) Talented Students:

- In-school activities are planned to address the special interests and tendencies of gifted students and students are ensured to perform.
- Students' areas of social and emotional development are identified, activities to develop these areas are planned in joint planning meetings, and students are supported.
- Teachers create a classroom environment where love and trust prevail, and where students are held accountable for each other's behavior, without excessive competition.
- Regular communication is established with the families of these students and cooperation is ensured to maintain a consistent and common attitude towards the students.
- Students are administered self-assessment forms regarding their social development. Evaluation meetings are held with students to make necessary adjustments regarding their development and areas of improvement.
- Students are given differentiated responsibility work appropriate to their individual differences. Care is taken to ensure that responsibility work (homework) is prepared in a way that develops students' research and problem-solving skills.
- Every educational activity in the school is seen as an opportunity for the development of students' leadership and cooperation skills.
- Various activities are planned in collaboration with relevant experts according to the students' abilities and interests.
- Opportunities are created for students to develop special projects on topics they are interested in and to share these projects with the learning community.

h) Studies Conducted for Students Having Difficulty in Managing Emotions and Behaviors:

- Learning community members have a clear and cause-effect relationship in their communication with students.
- Students are given reinforcement for their sustainable behavior.

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- These students are given opportunities to experience a sense of accomplishment. They are assigned tasks that align with their interests and individual potential. Through collaboration, students' achievements are recognized and recognized.
- Instead of a competitive environment, a classroom atmosphere of love and trust is created.
- Collaboration and a shared approach are fostered with students' families. Teachers and parents make joint decisions regarding consistent approaches to these students at home and at school.
- Plans are made for the development of students in the field of social skills and these plans are implemented during the teaching process.
- Teachers develop and implement collaborative strategies with students to develop self-management skills in emotional and behavioral areas. For example, a behavior chart can be created with students to help them self-assess at the end of the day, allowing them to monitor their progress and reflect.
- When necessary, collaboration with experts working in university or hospital psychology departments is provided with family permission and approval to find solutions to emerging situations. Guidance counselors monitor the progress of students referred to specialists.

i) Studies Conducted for Students with Speech and Language Disorders:

- Students who are thought to have a serious voice disorder are first referred to a doctor.
- Students with speech and language disorders are referred to speech therapists according to the degree of difficulty, in cooperation with the family.
- The exercises recommended by speech and language therapists are also implemented at school in cooperation with the family.

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- Learning community members are aware of being the right model for all students with the language and speaking style they use.
- Learning community members are aware of the importance of listening to students with speech and language disorders within the school environment without interruption and constant correction.
- In the teaching of these students, activities related to language skills are included that cover objectives such as expressing their wishes appropriately (through speech, gestures or pictures), understanding what is said, remembering and using appropriate words in conversation, and reading and writing as much as necessary.

Nesibe Aydın Schools Learning Environments

ARTICLE 12- (1): The learning environments at Nesibe Aydın Schools are equipped to meet the needs of all students, are safe, warm, and protective, and are respectful and sensitive to diversity. They have a classroom climate that values emotions, embraces differences, and sees them as enrichment, embracing them openly and welcomingly. In this classroom climate, students feel a sense of belonging, safe, understood, valued, and secure.

The criteria for joint decisions made with the learning community in organizing learning environments are set out below:

1. Learning environments are equipped with elements and physical facilities that will support the physical development of students and the requirements of the course.
2. Nesibe Aydın Schools ensures the creation and development of learning spaces equipped to meet the needs of all students. It also plans and allocates the necessary resources for this purpose.
3. Learning environments are dynamic. Teachers encourage learners to reorganize their learning environments through their curiosity, interest, and creativity as subjects of inquiry.

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4. Learning continues beyond the classroom walls to support and enrich learners' development. Planning, organizing, and enriching content in environments outside the classroom are also undertaken.

ARTICLE 12- (2): Differentiated Classroom Principles to Develop a Positive Classroom Environment

1. Students are listened to, accepted and valued as they are.
2. Teachers encourage students to explore their individual learning paths. Students are highly motivated to learn but realistically tailored to their individual differences. They are provided with opportunities for success.
3. In differentiated classroom environments, students have learning experiences based on their interests and readiness.
4. Content and activities are planned by taking into consideration the differences and interests of all students and are implemented in a way that includes all learners as subjects in the process.
5. Teachers determine the time and space planning of their work in accordance with the individual differences of their students.
6. Grouping and flexible grouping are frequently used in the classroom to help learners develop respect and acceptance of differences.
7. Learners are provided with opportunities to reflect on their learning. Learners are involved in decisions about their learning.
8. Students have the opportunity to develop and demonstrate the characteristics of their learner profile as attributes and skills.
9. The school offers students the opportunity to develop into internationally conscious, multilingual individuals.

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10. Students are responsible for their own learning, and they are provided with learning experiences that make them aware of their role in the learning of members of the learning community.

ARTICLE 13- (1) : IEP – (Individualized Education Program)

An IEP is an individualized education program that addresses a student's current status, the areas in which they need to improve, and the support they will need to achieve this development. An IEP is a program that determines long- and short-term goals, support services, methods and techniques to be used, and appropriate adaptations and adjustments based on the student's performance level to meet their educational needs in personal, social, functional, and academic skills. It ensures the student maximizes their benefits from the program they are attending. (MEB Teacher's Handbook for Educational Practices within the Integration Framework)

The IEP outlines the student's specific needs and goals stemming from their special needs and/or disabilities, how the student's knowledge and skill gaps will be addressed through educational services, and how these goals will be achieved. This plan details how the student's developmental areas can be developed for each course.

According to the Ministry of National Education's Special Education and Guidance Services Regulation, IEP is defined as a special education program that includes support education services to be given to individuals with special education needs, prepared to achieve the targeted goals in line with their developmental characteristics, educational needs and performances, based on the program they follow and approved by their families.

- Not being able to fully benefit from the educational activities and curriculum offered to their peers,
- Needing some adaptations or arrangements in the educational materials used in the education-training process or in the methods and techniques related to teaching and evaluation,

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- An IEP is prepared for students whose educational performance is negatively affected due to their special needs and/or disabilities.

ARTICLE 13- (2) : IEP Development and Implementation Process

An IEP is a personalized program tailored to the individual needs of each student. A team is involved in developing an IEP, including the student's family and, if appropriate, the student themselves. Effective collaboration and information sharing are crucial in this process.

The IEP development process is a cyclical and dynamic process consisting of Development, Implementation, Monitoring, and Evaluation. The stages in this cycle serve as a guide in the preparation and implementation of the IEP.

The IEP is prepared in collaboration with the Special Education Evaluation Board and the IEP Development Unit and is evaluated in line with the level of achievement of the targeted goals for our student.

a) BEP Development Unit Team:

Under the chairmanship of the school/institution principal or a deputy principal appointed by him/her;

- A special education teacher, if available,
- A guidance counselor,
- The teacher assigned to prepare a training program,
- The student's class teacher,
- The relevant field teachers who teach the student's course,
- The student's parent,
- Student,
- It also consists of a member from the special education evaluation board whose opinions are sought when necessary.

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b) IEP Development:

When developing an IEP, the focus is always on the student's needs. Everyone involved in the student's education—school administration, guidance counselor, classroom teachers, subject matter teachers, support staff, family, and other educational personnel—is involved in the IEP development process. During the planning process, detailed information is first collected and evaluated to determine the student's educational performance and needs.

The IEP includes the student's personal information, information about the student's current educational performance, the type, duration, frequency, by whom, where, and how the support education services required for the student will be provided, the goals set for the student, the methods, techniques, and adaptations to be used in the teaching process and evaluation, educational tools, materials, and arrangements, evidence of the student's success, and arrangements related to the educational environment.

c) IEP Evaluation:

Evaluations in the IEP process are carried out to serve two basic purposes: planning education and monitoring student achievements.

In this process, various tools, methods and techniques are used to determine the student's educational performance, identify their needs and evaluate the student. These are;

- Observations,
- Interviews (family, previous school officials, teachers),
- Previous IEPs , reports on the teaching process,
- Documents showing the student's health status,
- Evaluation results of the student's previous education,
- formal and informal evaluations.

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Utilizing the results of various types of assessments, such as these and similar methods and techniques, is used to develop appropriate and more accurate IEP goals for the student and to provide objectivity for planning services.

Fields where information about the student is collected:

- Academic success
- Participation
- Social behavior
- Communication skills
- Strengths and weaknesses
- Likes and dislikes
- Abilities and interests
- Learning style
- How he/she perceives himself/herself
- Movement skills
- Need for special equipment/tools
- Health status etc ...

d) IEP Application:

After the IEP is developed, the instructional process is planned for its effective implementation. All teachers working with students for whom an IEP is prepared are informed about the IEP and utilize it when planning instructional strategies for these students . A curriculum plan includes the names of the student, teacher, and curriculum; summary statements regarding the student's overall performance level; behavioral criteria; the learning environment; the number of sessions; materials to be used; instructional objectives, steps, methods and techniques; support services; and assessment and data collection techniques.

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e) IEP Monitoring and Evaluation:

IEP is a flexible structure designed to meet the changing needs of the child and serves as a monitoring and evaluation tool for the work of the family, school, and all related units and their contributions to the child.

The monitoring process is a process in which students gather to assess their responses to strategies and their progress toward IEP goals, and the instruction is evaluated. The same evaluation methods, techniques, and tools are used during the monitoring process. The methods, tools, and strategies employed provide important feedback to determine necessary changes and adjustments to the student's IEP. After collecting monitoring information from all teachers and IEP team members, including the student's family and the student themselves, an archive is created for the methods, techniques, and tools found to be effective and successful for the student and even the entire class.

The review evaluates the suitability and effectiveness of the IEP, the progress made by the student in his/her development, whether long-term and short-term goals have been achieved, and how to plan the next steps.

Prepared reports include a review of student learning outcomes and comments from relevant individuals. The student's current performance level in each area provides insight into assessment strategies for reviewing student progress and achievements.

ARTICLE 13- (3) : Support Education Room

a) "Support Education Room" is an educational environment created in schools and institutions by providing special tools and educational materials for students with special educational needs who continue their education in the same class with their non-disabled peers within the scope of inclusive/integrated education practices, in order to benefit from the educational services offered at the highest level.

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b) It is mandatory to open a "Support Education Room" in schools and institutions where students with special educational needs and students with special talents study and continue their education in the same class with their non-disabled peers within the scope of education practices through inclusion/integrated.

c) More than one support education room may be established within a school or institution, depending on the number of students receiving education in the support education room. Separate support education rooms may be established for students with special educational needs, taking into account the school's physical conditions, student numbers, types of disabilities, and areas of ability.

d) In schools where support education rooms cannot be opened due to physical conditions, suitable areas such as science laboratories, art workshops, music rooms, etc. can be used as support education rooms with the approval of the provincial/district national education directorates.

e) In the support education room, students with special educational needs and students with special talents who continue their education in the same class with their peers without disabilities within the scope of education application through inclusion/integration in schools and institutions can receive education.

f) The students who will receive instruction in the support education room and the courses in which they will receive support education are determined at the beginning of the academic year by the Guidance and Counseling Services Executive Committee, in accordance with the recommendations of the IEP Development Unit. However, this planning may be revised during the academic year if necessary.

g) Every student with special education needs is provided with this education in line with their needs.

h) Training sessions are planned in the support training room, taking into account student performance. Training sessions can be conducted one-on-one or in groups.

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i) Depending on the educational needs of the students, special education teachers, class teachers, field teachers, special education teachers from the school, special education teachers from RAM or teachers from other schools and institutions are assigned to the support education room.

j) For teachers to be assigned to support education rooms, before the teachers in question begin providing education services in the support education room, training seminars will be organized by the provincial/district national education directorates, within the scope of the planning to be carried out by the provincial/district special education services board, covering the types and characteristics of disabilities, special education methods and techniques, and other necessary topics.

k) The school administration plans the days and times students who will receive instruction in the support education room and the teachers who will provide the instruction. Student attendance, etc., is recorded by the school administration through the classroom notebook.

l) In courses requiring practical skills training for students receiving education in the support training room, support training services can be provided in a classroom, workshop, laboratory, etc. environment, in line with the opinions and recommendations of the IEP development unit, in a one-on-one group training manner.

m) The 'Support Education Room' is equipped with tools and educational materials appropriate to students' educational performance and needs, types of disabilities, and areas of ability. Provincial/district national education directorates are responsible for taking measures to provide classrooms, tools, and equipment for special education services in schools and institutions where inclusion/inclusive education is provided. (MEB Support Education Room Guide, 2016)

ARTICLE 13- (4) : Guidance Research Center (RAM) Referral:

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In accordance with the Ministry of National Education (MEB) Special Education Services Regulation, after the teacher identifies a student with special education needs, they gather information about the student and share their observations with the school administration and the guidance counselor. The student's individual differences are jointly assessed, and the parent is informed about the student. The Educational Evaluation Form, available from the RAM website, is completed by the teacher and sent to RAM. The parent makes an appointment with RAM. The process continues at RAM. Based on the report from RAM, the school prepares an IEP plan and makes the necessary adjustments, if necessary. IEP meetings are held twice a year, attended by the parent and the IEP unit. The IEP unit includes the school principal, guidance counselor, the student's classroom teacher, subject matter teachers, the parent, and the student. Decisions are recorded in a file and kept confidential. The student's progress is reported. (MEB Special Education Services Regulation, 2021)

Chapter Four

Nesibe Aydın Schools' Learning Community

ARTICLE 14 (1)

a) Pedagogical Leadership Team Responsibilities

The duties and responsibilities of the pedagogical leadership team regarding the provision of different learning needs are as follows:

1. Takes necessary measures to provide services to students with different learning needs and their families.
2. It ensures the formation of the necessary committees and units to carry out services for different learning needs and ensures that they fulfill their duties and responsibilities.

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3. It creates an environment where all teachers at the relevant grade level can collaborate on their diverse learning needs, support each other, and learn from each other. It also allows all teachers to systematically plan together by scheduling meetings.
4. They are knowledgeable about learning differences, strategies to meet these needs, and classroom management issues. They are responsible for ensuring that all educators in the school are knowledgeable.
5. They are responsible for providing educational materials and equipment and physical conditions that meet the needs of all students.
6. It aims to enable teachers to enrich and nourish each other by enabling peer observations, thus allowing teachers to experience the differences that will enable learners to take their potential to a higher level.

b) Duties and Responsibilities of Class/Branch Teachers

1. Is open to learning and equipped to make plans for different educational needs.
2. Studies regarding the adaptation process of students with different educational needs are planned with the relevant teachers and necessary measures are taken to carry out these studies.
3. individual differences and diverse educational needs, where learners are accepted with compassion, are sensitive to one another, see differences as enrichment, and have a universal awareness.
4. They collaborate with the IEP development unit in developing individualized education programs (IEPs). They implement and evaluate IEPs for students with diverse educational needs, supporting the learning of all students, and ensuring that learning occurs for all students.
5. They organize learning environments so that all students can benefit, taking into account individual differences.

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6. They cooperate with the guidance and psychological counseling services executive committee and the IEP development unit in directing students with different educational needs to another school/institution in line with their educational performance.

c) Duties and Responsibilities of the Guidance Counselor

1. the orientation and adaptation process of students with different educational needs and take the necessary measures for the functioning of the planning.

2. Observes students by conducting lesson observations.

3. By applying individual recognition techniques, the teacher identifies students with individual differences and diverse educational needs. She effectively utilizes the developmental information obtained throughout the educational process, continues to meet regularly with students in need, and leads intervention and remediation efforts.

4. She works with students to help them accept themselves and see their differences as enrichment.

5. Responsible for informing members of the learning community about learning differences and diverse educational needs.

6. Supports the development of student skills and leads the necessary collaboration and partnership work within the learning community for the holistic development of students.

7. Takes responsibility for meeting the different educational needs of students by collaborating with the IEP development unit in the preparation of the IEP.

8. Provides consultancy support to students, parents and/or teachers on matters falling within their areas of duty and responsibility.

d) Responsibilities of the Parent

1. They respect the individual differences of their students and contribute to their personal development.

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2. They monitor and control the attitudes and habits of their students in the educational processes and inform the school administration, teachers and guidance unit about the needs of their students.
3. They collaborate with school administration and teachers to support the development of their students.

Chapter Five

Evaluation Practices for Individual Differences

ARTICLE 15 - (1) Measurement and Evaluation Approach and Principles:

Assessing learning is crucial for teachers to learn about learners, and for learners to learn about their learning and reflect on it. Nesibe Aydın Schools strives to create equal opportunities for learners with individual differences and to eliminate barriers to learning and assessment by implementing inclusive measures, rather than standardized assessments, in its assessment and evaluation practices. These measures are based on the principle of optimal support and are planned in accordance with learner differences to remove or reduce barriers. Through these measures, learners are enabled to successfully demonstrate their understanding and receive support. (Universal Design for Learning: Theory – Practice / Meyer, Rose , and Gordon 2014)

At Nesibe Aydın Schools, evaluations of students with special educational needs are planned in accordance with the items listed below.

1. Student exams or assessments are differentiated based on students' individual differences in their IEP plans, special educational needs, and developmental levels. By providing diverse opportunities for students to demonstrate their skills and express themselves, students are given the opportunity to succeed.

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2. The method, technique, evaluation tool used in exams or evaluations, the time and place of evaluation, where and when the evaluation will be conducted, and who will conduct the evaluation are determined by the guidance counselor and school administration, taking into account the student's IEP plan.
3. The responsibilities assigned to students (homework) are differentiated according to the individual needs of the students.
4. Exam or assessment content and types are determined according to the individual differences and needs of the students. Exams or assessments are planned based on individual differences of students, may contain fewer questions, may be answered with short answers, and assessment tools may vary to meet student needs.
 - a) Written evaluations of students with speech difficulties,
 - b) Oral evaluation of students with writing difficulties
 - c) For students with visual impairments, text should be written in large fonts.
 - d) attention deficit hyperactivity disorder, assessments should be short-answer, or the exam should be taken in a different location and given additional time.
 - e) If necessary, a teacher's support is provided during the evaluation.

Chapter Six

Nesibe Aydın Schools Inclusion Policy with Other Policies

ARTICLE 16- (1) Nesibe Aydın Schools Inclusion Policy is implemented by taking into account its connections with other policies established by the institution.

Assessment Policy: Monitoring, documentation, measurement and reporting of learners are done according to their individual differences and special educational needs.

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Language Policy: The communication skills that learners develop and demonstrate in different languages are supported according to their individual differences and special educational needs.

School Admission Policy: When the admission process of students begins, student recognition studies are carried out, learners are observed in academic, social, emotional and physical areas, and their individual differences and special educational needs are identified and supported.

Academic Honesty Policy: Studies that support students in demonstrating academic honesty are conducted based on their individual differences and special educational needs.

Chapter Seven

Nesibe Aydın Schools Learning Community Activities Supporting the Understanding of Inclusion

ARTICLE 17- (1)

Nesibe Aydın Schools organizes training programs and prepares newsletters to inform and raise awareness among learning community members about the developmental characteristics and learning differences of learners. These newsletters are published through the school portal.

Training for Teachers: Nesibe Aydın Schools provides in-service training to teachers from members of the Nesibe Aydın Scientific Board and other academics from prestigious universities in Turkey, working in various disciplines, to inform them about the developmental characteristics of learners and the learning differences that arise from their individual needs. Teachers are encouraged to collaborate with the Guidance and Psychological Counseling Service and receive consulting services from them.

Parent Training: The Guidance and Psychological Counseling Service provides informative presentations to parents based on grade levels. Parents are informed throughout the

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academic year through bulletins tailored to students' individual differences. The guidance and psychological counseling service provides educational support throughout the academic year to parents of students enrolled in the Individualized Education Program. The IB PYP coordinator organizes workshops and presentations to parents to convey IB educational philosophy, processes, and practices.

Trainings for Students: The Psychological Counseling and Guidance Service conducts classroom, group, and individual guidance sessions throughout the academic year, tailored to each student's grade level and needs. These sessions aim to foster a constructive and empathetic attitude toward diversity and to foster a positive understanding of diversity. This development is supported through presentations, guidance sessions, and group and individual activities.

Source:

ARTICLE 18 (1): This directive has been created by utilizing the following sources.

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➤ **Gölbaşı Campus** ♦ Primary School ♦ Secondary School ♦ Anatolian High School ♦ Science High School ♦ IBPYP ♦ IBDP

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