



ÇEKMEKÖY KAMPÜSÜ

- ANASINIFI
- İLKOKUL
- ORTAOKUL
- ANADOLU LİSESİ



ÜSKÜDAR KAMPÜSÜ

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PRIVATE DERYA ÖNCÜ EDUCATIONAL INSTITUTIONS

PARENT-STUDENT HANDBOOK

SECONDARY SCHOOL-HIGH SCHOOL



Dear Parents,

As Private Derya Öncü Educational Institutions, our reason for existence is; By removing the obstacles in front of nature, it is to raise "original personalities" who have common sense, heart, taste and are not the object of the age they live in, in the direction of good morality and truth.

Our main goal is to provide a reliable education and training environment for our students, to equip them academically, socially and culturally and to raise them as "happy" individuals in terms of their introspective achievements and "successful" in terms of their outward achievements.

The dizzying changes and developments that have occurred in all systems in the century we live in are also felt in the education system. In today's conditions, which are called the information age, there has been a great explosion of information; The amount of information produced in the last thirty or forty years has been more than the total amount of information produced in previous periods of human history. Those who produce information or produce goods and services based on knowledge are among the strongest economies of the world. Today, having knowledge has become more valuable than having rich underground resources or money.

With the responsibility of producing information, accessing the right information at the right time, using information on the spot, knowing the importance of being virtuous and principled, living and keeping love alive, and being able to empathize, we are renewing and developing for our students who are citizens of the world who have internalized social values.

At Derya Öncü Educational Institutions, we offer options for our students to develop their potential to the fullest, motivate them, and aim to provide them with emotional and behavioral foundations. Our aim is to provide a constantly evolving and comprehensive program that encourages and instills these feelings in order to ensure that our students are balanced, responsible and sensitive individuals in terms of social values, to be self-confident, honest and sincere, to respect others, and to prepare them for life.

I am very happy to welcome the entire Derya Öncü Family to the 2024-2025 academic year. Dear parents, we expect you to work with us in achieving our goals and to be active participants in our school community. This parent handbook is designed to provide you with comprehensive information about our academic programmes, assessment processes, daily schedules and, as you will want to know, the operation of the school. We believe that the handbook will be an invaluable tool for you to support your child's work in school life. This information we have compiled for you will answer many of your questions and prevent unnecessary waste of time. We ask you to review and learn this information. You can also access our parent handbook on our website; So you can keep up with new information and the latest developments.

By regularly visiting the website of Derya Öncü Educational Institutions, you can get information about upcoming organizations, student events, important dates, and information about school life.

I wish you love, peace, health and outstanding success in the new school year.

Derya Oncu Educational Institutions
Founding General Manager

- ❖ Our parents; For the efficiency of their educational activities, they should not go to the floors and corridors between class hours, and should wait in the section reserved for them on the ground floor.
- ❖ Our parents; They should not talk on the phone or loudly in waiting areas within the school or in a section where education is carried out.
- ❖ Since some students have food allergies, parents should not bring outside food and drink to the classroom for students without the knowledge of the class teacher.
- ❖ Only gifts and flowers made by children's own handiwork can be accepted by teachers.
- ❖ Derya Öncü Educational Institutions is a non-smoking school in any area of any campus.
- ❖ Our students should not come to school with their mobile phones, and students who bring them with the written permission of their parents should deliver them to the designated place during the academic hours.

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CHAPTER 1

FOUNDATIONS OF THE SCHOOL

1. Establishment and Structuring

•Corporate Structure

Derya Öncü Educational Institutions have been formed with the solidarity and partnership of people who believe that the sacrifices made for education are at the forefront of the sacrifices that should be considered sacred, who think that the investment made in people is the biggest investment, and who are sensitive to education.

It has a wide social base with its multi-partner structure. Derya Öncü Educational Institutions, which are not affiliated with any community or association, were established under the roof of a joint stock company formed by people who are committed to their national and spiritual values.

•History of the Institution

Our institution, which started to serve in Istanbul Büyük Çamlıca in 1995 as a 5-year primary school affiliated to Derya Öncü Education Health Construction and Trade Inc., continued its service with its new and multi-partner partnership structure within Öncü Derya Education Hiz.

Our institution, which provides service in our Üsküdar and Çekmeköy campuses, contributes to the training of highly educated people within the framework of the understanding of being a bridge between the past and the future by increasing the quality of service and with original practices.

Our institution, which provides service with detached Kindergarten, Primary School, Secondary School and Anatolian High Schools in both Üsküdar and Çekmeköy campuses, is proud of walking towards new goals by increasing the momentum of its successful service since 1995.

•Board

Our members of the board of directors of our institutions can be reached at <https://www.deryaoncu.k12.tr/yonetim-kurulu>

The board of directors of our school consists of the following members:

Chairman of the Board of Directors: İlyas YÜCEDAL

Vice Chairman of the Board of Directors: Şükrü ALKAN

Member: Recep ÖZKAN

Member: Şükrü ÖZKARA

Member: Sedat AYYILDIZ

Member: M. Zahid ÖZKARA

Member: Celalettin CİNGÖZ

2. The Reason for the Existence of the Institution

•Mission

"Sufficient" in terms of knowledge, technique, experience"

Consistent in terms of emotion, thought, behavior"

Healthy in terms of mind, soul and body"

To raise individuals who are "at peace"

with themselves and their environment, "attached" to national and spiritual values

, and "respectful" to universal values.

Thus, to contribute to the effort of the intention of "being a free man" by removing the obstacles in front of nature. To reveal the "original" personalities who are "not the object, but the subject" of the information and technology age.

•Vision

All of his students are "happy" in terms of their introverted achievements;

To be a model educational institution that will establish the "longed-for society" by raising them as "successful" individuals in terms of their outward achievements.

● Our Basic Principles and Values

1. Holistic education approach

- ★ Our students; To consistently support social, emotional, academic and spiritual development processes from the most basic level to high school.
- ★ To prepare a suitable ground for them to develop and realize themselves in the direction of their nature.
- ★ To provide opportunities and opportunities for them to discover their own selves and talents in a healthy way.

2. Conscious belief, value and cultural life

- ★ To have a coherent belief system based on solid and authentic foundations.
- ★ To have decency in all areas, to have the determination to reach moral maturity and to live in accordance with the values they believe in.
- ★ To have a sense of belonging to the culture in which they are located, to know their mother tongue and history well.
- ★ To continue the education of the heart in such a way that it has the ability to think idealistically and transcendently, inspired by our cultural roots in the development of will and morality.

3. High academic standards

- ★ To train the mind in a meaningful way with critical-analytical evaluation and healthy interpretations along with conceptual thinking skills.
- ★ To aim for the highest standards in obtaining, producing and proactively using information.
- ★ To have a deep knowledge of educational disciplines in order to recognize and solve the problems of the world along with the region they live in.

4. Meaningful, effective and continuous learning

- ★ To learn together and from each other, to keep the excitement of learning alive at all times.
- ★ To follow the developments effectively and adapt them to the living space.
- ★ To approach learning participatorily and effectively.

5. Healthy communication and responsive approach

- ★ Valuing and respecting people's individual differences.
- ★ Creating a value-centered relationship network, not a self-centered one.
- ★ To be able to establish a balance between freedom and responsibility.

6. Continuous development, innovative perspective and competent use of technology

- ★ To make adequate use of technology without being a prisoner.
- ★ To expand one's capacity as much as possible by getting to know oneself, to constantly nurture one's sense of curiosity.
- ★ To have the determination and enthusiasm to work in order to achieve their goals.

7. Loving all creatures and altruism

- ★ To be respectful to the values of society, self-identity, the rights and thoughts of others.
- ★ To know and fulfill our social responsibilities and to willingly make sacrifices when needed.
- ★ To wholeheartedly adopt the principles of honesty, fairness, fraternity, solidarity and sharing.

3. Education and Training Approach

In Derya Öncü Educational Institutions; Project-based modern teaching methods have been adopted that reveal students' discovery skills, develop their individual differences, make

learning enjoyable, and put the perception of values on solid foundations. Our education and training activities are structured on the basis of the Curriculum Programs of the Ministry of National Education, taking into account the academic, social, cultural, physical development and individual differences of the students with the "Pioneering Perspective".

"Premise" students grow up as sensitive individuals who learn lifelong learning, are open to development, have acquired spiritual and moral values, reflect them in their behaviors, are academically and technologically competent, have developed inquisitive thinking skills, are at peace with their past and have a vision that can shape the future, have self-confidence and take initiative.

Every student can do it, they can do it. Taking into account individual differences in the planning of the learning process, the interest of the instructors, and the support of the family increase success. Physical equipment and diversity in education and training methods improve learning and teaching and make it enjoyable. Students are the focus of all our activities and the main goal is for them to learn to learn. From this point of view, our classrooms, which are equipped with the latest technology that allows the implementation of all activities that will carry students beyond the age in the modern education environment, have smart boards with touch screens and computers.

Our students continue their education in a spacious environment where they can meet their information and social needs quickly and accurately with laboratories, art and music workshops, library and computer-aided research rooms, sports and cultural activity areas organized in line with scientific developments.

Effective cooperation with our parents is ensured at every stage of education and training practices. Parent trainings are carried out through seminars, meetings and conferences. Our guidance unit monitors the individual development and differences of the students, aims to identify and solve the problems that may occur depending on the age period in advance and to gain the right behaviors.

4. Campus Contact Information

Our corporate information officers will answer all your calls to serve you between 08.30-17.30 on weekdays and 09.00-14.30 on weekends.

Web Page: <https://www.deryaoncu.k12.tr/>

Our Corporate Managers: <https://www.deryaoncu.k12.tr/yonetim-kadromuz>

Üsküdar Campus

- Address: Bulgurlu Mahallesi Bulgurlu Caddesi No: 69 Üsküdar / Istanbul
- Phone: 0 216 335 09 08
- E-Mail: deryaoncu@deryaoncu.k12.tr

Çekmeköy Campus

- Address: Nişantepe Mahallesi Kümeevler Sokak No:6/A Çekmeköy / Istanbul
- Phone: 0 216 939 25 25 / E-Mail: deryaoncu@deryaoncu.k12.tr

CHAPTER 2 ACADEMIC PROGRAM

1. Teacher Qualifications

Our teachers in our institution are in harmony with our *raison d'être* and our basic educational goal in terms of safety, personality and competence. First of all, we expect our teachers to show the will to walk the path with their students as reliable, exemplary and fully equipped guides in their field. Teachers are companions who reveal the talents and skills of their students and prepare the ground for their development, and teach them to be themselves.

All teachers working in the institution:

- ❖ Knows the vision, mission and values of Derya Öncü Educational Institutions; It carries out its work in line with these principles and principles.
- ❖ It always fulfills the duties and responsibilities assigned to it inside or outside the institution in the best way by taking an active role.
- ❖ He is friendly, tolerant and sharing. Strives to be an exemplary individual with their knowledge, culture and behavior in social and professional environments.
- ❖ It always sets an example for students and other employees of the institution with its behaviors and appearance in accordance with the corporate culture inside and outside the institution.
- ❖ It has a good command of its field, constantly renews and develops itself, closely follows the developments and changes in education and training, and current events.
- ❖ He has good morals and is fair, he sets an example by living.
- ❖ Identifies the individual differences of the students and approaches accordingly.
- ❖ Can produce alternative solutions to problems.
- ❖ Communication skills are developed.
- ❖ It determines the educational goals according to realistic criteria in the light of the goals of the institution and implements them together with its classmates.
- ❖ While working at Derya Öncü Educational Institutions, she always and everywhere represents her institution in the best way possible. While protecting its own rights, it also protects the rights of the institution and its colleagues.

2. Why Derya Öncü Educational Institutions

Derya Öncü Educational Institutions have been continuing their education life since 1995 for a generation that has assimilated our national culture with a love-first, human-centered education approach, aims at universal competence, and has grown up with superior academic success.

We try to turn the values that come from our beliefs and encompass universal expectations into permanent behaviors in our children through activities and experiences.

The most important tool of an educational institution in achieving a high goal is the understanding of education and the staff of educators in accordance with this understanding. One of the main differences of Derya Öncü Educational Institutions, which accepts its students as a trust entrusted to them, is the understanding of education that sees them not only as students but also as Muslims and human beings.

The teaching staff, which has been shaped on the axis of this understanding, has a harmonious, determined and stable integrity in achieving the desired goals.

Derya Öncü Educational Institutions:

- ❖ It has evaluated the education and training it offers in detail, analyzed and developed it in depth.
- ❖ The educational approach aims to develop the student in all aspects.
- ❖ It delivers on its promises.
- ❖ It is open to evaluation according to objective criteria.
- ❖ It plans the future in the most effective way and takes precautions.
- ❖ The curriculum aims at life success with a belief and values approach, a sense of continuous development and learning.
- ❖ It educates students who produce dexterity, not excuses

3. Principles of Communication with Students

- During Educational Activities

- ❖ We accept him as an individual and respect him so that his self-confidence increases.
- ❖ We call him by his name so that he feels valued as an individual.
- ❖ We keep our promise to him so that he learns to keep his word; Trust us and learn to trust us.
- ❖ We greet him or thank him so that he understands that he is valued.
- ❖ We apologize to him when necessary; Let him know that he is respected, and let him also learn to respect us, not fear us.
- ❖ We encourage him so that he learns to improve himself.
- ❖ We listen to him when he speaks so that he learns to listen.
- ❖ We respect his rights so that he learns to respect the rights of others.
- ❖ We allow him to ask questions so that he can "learn to learn."
- ❖ We evaluate him without comparing him with his friends so that he realizes that he is valuable as an individual.
- ❖ We respect him and treat him accordingly so that he learns to be respectful.

• During Teaching Activities

- ❖ We explain the topics by connecting them with life so that they have the opportunity to apply what they have learned.
- ❖ We explain the topics by connecting them with each other so that he can see the integrity of the information.
- ❖ We control the assignments and tasks we give so that he learns to work in a planned and timely manner.
- ❖ If he learns the result of his assignments, projects, or exams on time, he will have time to correct his mistakes and make up for his shortcomings.
- ❖ We include the student in the measurement and evaluation process so that he knows himself and is open to criticism.
- ❖ We show them their mistakes immediately and constructively so that they learn that what they learn is not only about school, but also about life.
- ❖ We support and nurture the student's curiosity so that he becomes a good researcher.

• Principles of Communication with Parents

- ❖ Healthy communication with our parents will strengthen us in getting to know the student and creating a common language in the student's development process. Timely and timely information about our work will increase the trust of our parents in our institution and teachers, and it will be ensured that our students are surrounded in all aspects.
- ❖ In general, it is essential to provide periodic information about the academic, social and emotional development of the student.
- ❖ In case of emergencies such as health, accident or injury, it is a priority to contact the parents immediately and to inform the parents before the student reaches home.
- ❖ Classroom counselor teachers periodically make parent calls.
- ❖ Depending on the class density they enter, branch teachers search for parents and communicate effectively.
- ❖ Branch teachers enter their opinions about students into ETS.
- ❖ A special case; In case of unusual exam results, emotional problems, etc., the relevant teacher makes an emergency call.
- ❖ The advisor teacher shares the communication roadmap drawn for the student with the parents.
- ❖ It reminds the parent that it is an important responsibility to assist the student in fulfilling their responsibilities related to the school.
- ❖ It shares the problems and solution proposals in the classrooms with the class counselor, guidance service and school administration, and notifies the parents when necessary.
- ❖ Shares the issues related to the student with the parents at the appropriate time and style.
- ❖ It is emphasized that strong communication with teachers is important and reminds on every occasion that participation in meetings should not be neglected.

❖ Information via Derya Öncü Education Tracking System (ETS)

ETS is the first preferred way of written information in communicating and informing parents.

❖ Notification via corporate e-mail

First of all, it is essential to respond to the e-mails sent by our parents via ETS in a timely manner and to inform them about the official processes via corporate e-mail.

❖ Informing by establishing a communication group

In the mobile application groups established with parents in order to ensure fast communication, the administrator should be the teacher or our teachers, the sharing should be created as a broadcast group (mass message group) that includes one-way notification, not a chat group, information should be made as much as possible during the day, and care should be taken not to share information at late hours.

Communication with ETS and corporate mail is a priority. Although such a communication group is not preferred, if it is to be established, the information and approval of the school administration must be obtained.

4. Activities to Support Student Spiritual Development

In Derya Öncü, we approach the concept of "value" with a holistic perspective. We consider values an integral part of not only the spiritual development process, but also the academic processes. We see being a role-model as a principle that surrounds all our employees and stakeholders, starting with our teachers. In this way, we realize an experience of "value education" that pervades the whole school climate and culture.

The main axis of our institution's educational practices is "**moral development**" studies. The basis of our understanding of morality, which forms the basis of these studies; "It is the engraving of the values that make a person human into the heart of the individual in accordance with nature." In our opinion, an "**ideal person**" is a person who can integrate Islamic and human qualities in his mind and heart and reflect them in his life. In this context, the exemplary human model for us is the Prophet Muhammad, and at the core of our educational philosophy is his hadith, "I was sent to complete good morals".

We consider religious and moral education as an inseparable whole. Our main goal is to make religious practices meaningful in life and turn them into moral behaviors.

Moral and religious education is carried out through social activities and club activities rather than lessons, and teachers are supported in this regard. The desire for lifelong learning in students is an important factor in knowing their religious, cultural and moral values and transferring them to their lives. With the infrastructure created by this request, our students' aesthetic and artistic perceptions will develop and enable them to use information technologies correctly. In this respect, our students will also gain an entrepreneurial personality. These are vital outcomes for our students.

The development of our students' personality and belief; We support them with targeted lessons embedded in the curriculum, consultancy activities, and social responsibility projects carried out inside and outside the school

Efforts to support spiritual development are based on the principle of creating grounds for our students to realize the basic values they gained in the previous school period. Social Responsibility Projects and other practices implemented for this purpose give students **the opportunity to discover the meaning and beauty of being "valuable"**.

Within the framework of this common goal, but taking into account the pedagogical differences between the levels, **the main lines of our "moral development" program are as follows:**

1. Matching course outcomes with appropriate values in a way that supports spiritual development
2. Consulting activity
3. Active volunteers projects (Generations Embrace, Orphan Awareness, No Excuse for Life, A Look at World Issues)
4. Let the day be on the agenda event (oil lamp and spiritual days)
5. Ramadan activities
6. Friday time app
7. Spiritual development camp
8. Qur'an and prayer operation
9. Parent-student-teacher seminars
10. Excursions and seminars to support spiritual development
11. Teaching Hadith and gaining Sunnah behaviors with Game-Based Teaching Activities (Hadith, Comprehension Map, Tracker, etc.)
12. Elective Arabic course (at 6th and 7th grade level)

In addition to these studies, the following activities are carried out in our high school.

- ❖ We Are Friends With Our Differences (9th Grade)

- ❖ Sister Hand Project (10th Grade)
- ❖ We Also Teach Activity - Seven colors Social Projects (11th Grade)
- ❖ Bazaars and Charity Campaigns (Grades 9-10-11)
- ❖ Nature Readings Activity (Grades 9-10-11)
- ❖ "Our Direction is the Prayer Operation, Our Intention is the Reason to Feel" Activity
- ❖ Moral Awareness Seminars
- ❖ Writer-Poet Meetings

5. Religion and Qur'an Education

Within the scope of religious education, starting from kindergarten, our students are taught:

- ❖ Having the belief of Ahl al-Sunnah,
- ❖ Performing the prayer correctly and consciously,
- ❖ Understanding the life and exemplary morality of the Prophet Muhammad (S.A.W.), the leader of the universe,
- ❖ Recognizing and imitating the Companions, scholars and heroes,
- ❖ Correct reading and understanding of the Holy Quran,
- ❖ It is tried to give the awareness of living with the ideal of serving humanity.

Within the scope of Quran education, starting from kindergarten, our students are told:

With the idea of teaching tajweed and fluent reading in the best way

- ❖ One-to-one education is provided in kindergartens,
- ❖ In primary school, classes are divided into small groups and education is carried out,
- ❖ In middle and high school, students were divided into small groups according to their levels and female teachers were assigned to female students; Male students are taught by male teachers and the translations of the surahs recited are emphasized.

6. Art and Music Education

From an individual point of view, it is a tool of emotions, thoughts, dreams, exploratory efforts and self-realization; Art education, which is an important social culture dynamic with its integral aspect in integrating societies, is carried out in many different activities in our school.

Art education, which allows people who understand, criticize and respect each other in society, provides the individual with the opportunity to think freely. At the same time, it plays an active role in protecting our own culture, keeping it alive and transferring it to future generations.

Art education begins with play and creates an environment for students to discover their own tendencies, skills and predispositions. It aims to gain the power to express their feelings and thoughts through art. The purpose of our art education is not to train artists. It is to prepare an environment for our students to realize themselves and be free in order to be truly happy.

In artistic works, self-expression, communication through this expression, exploratory thinking, problem solving, text, fiction, information and material selection, an understanding that attaches importance to quality is taken as a basis.

In secondary school music lessons, the basic piano education given in primary school is continued. In addition, optional evening art courses offer hands-on lessons in a variety of instruments. At the end of the year, an end-of-year concert with wide participation is presented to our parents accompanied by a professional orchestra.

Traditional Handicrafts (Marbling) and Ceramics lessons are given in the form of workshops at certain class levels during class hours. In the courses opened under the headings of charcoal, oil painting, etc., our students have the opportunity to develop their painting skills. All artworks made during the year are presented at the Visual Arts Exhibition at the end of the year.

7. Foreign Language Education

English language education at Derya Öncü Schools is carried out in line with the original English curriculum at Derya Öncü Schools, which is prepared on the basis of the Common European Framework of Reference for Languages (CEFR).

To enable them to use language skills that coincide with CEFR standards in the academic field and throughout life; to gain intercultural communicative skills, to gain research, synthesis, analysis and presentation

skills; Our main goal is to raise individuals who have a critical perspective and have developed language confidence.

In the curriculum, it is aimed for students to have knowledge on various subjects through the target language, while language acquisition is aimed as in the mother tongue learning model. Our English curriculum is carried out by giving equal weight to the 4 basic language skills 'Listening', 'Speaking', 'Reading' and 'Writing'.

The program, which is prepared in a way that allows our students to learn English with pleasure and use it with confidence, aims to enable students to gain 21st century skills and to develop their English skills at an age-appropriate level.

Learning experiences are designed in line with the principles of 'Communicative Approach' method and 'Differentiated Instruction' in order for students to integrate their communication skills in the target language into their lives.

In our English curriculum, our assessment and evaluation principles are applied to encourage learning. (Assessment for Learning) In addition to the tools we apply in this regard, the language development of our students is also evaluated with process-oriented studies through internationally recognized and accredited exams.

At the beginning of the academic year, our 5th grade Flyers (A2 level) and our 6th and 7th grades are determined by the 'Placement' exam. With the 2nd exam held in May, their development and progress are measured and the process is evaluated. Exam results are reported in detail and shared with our parents with result certificates.

According to the results of these internationally recognized and accredited placement exams administered at the beginning of the academic year, extra studies that continue throughout the year are organized with our students who need to be supported according to the target level at the grade level and who are above the target level.

Language teaching is based on a student-oriented approach, and learning environments are provided where our students can work together in cooperation and by taking responsibility. Foreign language is used as a communication tool in games and activities based on visual, auditory and learning by doing designed according to this method. In this direction, our 5th grade students share all the work they have prepared during the year with their families through the 'Portfolio' show at the end of the year, improving both their self-confidence and public speaking skills.

In-class and out-of-class activities are important at Derya Öncü Schools. Thanks to the wide variety of in-class and out-of-class activities organized throughout the year, our students develop their higher-order thinking skills, have the opportunity to develop themselves with skills such as solidarity, innovation, creativity and problem solving, to reinforce the language they have learned and to exhibit their work.

In addition to extracurricular activities at our school, our students reinforce what they have learned and enrich their general culture through summer school trips abroad.

As a 2nd foreign language, German provides our students with English language education in the 5th and 6th grades; It is offered within the scope of a holistic education program in which the four basic language skills complement each other.

Our main goal in German language teaching is to create the basis of written and oral communication skills that our students can use the target language they have learned throughout their lives, and to raise awareness in their language learning adventures that will continue throughout their future education life.

Arabic as a 3rd foreign language continues with our 6th and 7th grade students.

While our students gain the ability to express themselves in three different languages, they have the opportunity to get to know and internalize different cultures, and they stay in the natural flow of the language and make their learning processes permanent by experiencing them with drama, songs, games and various

competitions.

At the beginning of the academic year, the levels of our high school 9th, 10th and 11th grade students are determined by the 'Placement' exam through internationally recognized and accredited exams. Exam results are reported in detail and shared with our parents with result certificates.

For our 9th and 10th grade students, English classes are organized in accordance with their foreign language levels according to the results of these exams, and our students continue their language education in their classes suitable for their level throughout the year. Course materials and resources are also selected according to language levels.

In our school, our students reinforce what they have learned and enrich their general culture through summer school trips abroad.

8. Guidance and PCG Approaches:

Our Guidance and Psychological Counseling Unit has a special and important place in the realization of our educational goals. The main purpose of our guidance activities is to help students develop mentally, emotionally, socially and morally by removing obstacles to education and training goals.

The understanding of guidance is not only aimed at their mental development, but also aims at their physical, social and spiritual development. Ensuring that our students grow up by developing their talents and skills and gain emotional and social maturity during these periods forms the basis of our guidance and psychological counseling activities. It strongly supports the personal, academic and social development of our students. Based on our national and spiritual values, it helps our students shape their characters and fully reveal their potential.

It tries to provide a safe environment with school stakeholders for our students to discover their individual characteristics and express themselves comfortably. It supports the development of our students by equipping them with values such as honesty, love, respect, responsibility, tolerance and diligence and making them question themselves, their feelings and behaviors.

In the education and guidance process, it attaches importance to developing its social skills while directing its students to academic success. Social skills such as good communication, cooperation and empathy skills are supported by activities.

The Guidance and Psychological Counseling Unit makes an action plan in order to ensure the necessary change and development by using as much data as possible in all processes and implements it in cooperation and harmony with all relevant parties.

The unit carries out its activities such as individual interviews, family counseling, group work for students, group studies for parents, in-class guidance practices, orientation studies, bulletins, seminars, field selection and vocational counseling in cooperation with all relevant teachers, administrators and units.

First of all, one-on-one meetings are held to get to know and help our new students who have joined the Derya Öncü Family in every aspect.

Individual guidance studies:

- ❖ Problems with academic achievement/learning
- ❖ Peer pressure and social cohesion
- ❖ Mother, father, child communication
- ❖ Developing positive behaviors
- ❖ Coping with test anxiety
- ❖ Anger management-conflict resolution skills
- ❖ Psychological problems

Then, with all our students, in certain periods:

- ❖ Individual Interviews
- ❖ Group Interviews
- ❖ Goal Setting Interviews
- ❖ Motivation Interviews
- ❖ Group Advisor Teacher Interviews

- ❖ Motivation Trips are made. The results are evaluated.

Group guidance activities:

- ❖ Social skills development
- ❖ Coping with test anxiety
- ❖ Efficient working methods
- ❖ Effective communication
- ❖ Improving academic achievement
- ❖ Motivation

While carrying out educational activities, students are guided based on observations inside and outside the classroom, while on the other hand, a wide variety of tests are applied and interpreted and shared with the relevant parties in order to discover themselves and make their school life more qualified.

Test Applications for Self-Knowledge

- ❖ Tests (Aptitude / Personality / Occupation)
- ❖ Learning Style
- ❖ Multiple Intelligences
- ❖ Field Orientation
- ❖ Profession Orientation
- ❖ Work Habit
- ❖ Occupational Trend Identification

CHAPTER 3

ACADEMIC AND SOCIAL LIFE IN DERYA ÖNCÜ EDUCATIONAL INSTITUTIONS

1. Academic Study Schedule

Under the leadership of our school administrators, an academic calendar is created by taking into account the work calendars from the Ministry of National Education. This calendar is uploaded to ETS. The information that our parents and students need is announced both at the school, on the website and at ETS.

On the academic calendar:

- Written histories
- Mock exam dates
- In-service training schedule
- Project assignments
- Academic study camp
- CCO meetings
- Board meetings
- Survey studies
- National and international extracurricular competitions
- Weekend courses
- Group Private Lessons

2. Social Event Calendar

A social activity calendar is created under the leadership of our school administrators. This calendar is uploaded to ETS. The information that our parents and students need is announced both at the school and on the website and at ETS.

On the calendar of social events:

- Excursions
- General Parent meetings,
- Branch parent meetings (parent teas)
- Sporting activities
- Salon events (theater, seminars, etc.)
- Social responsibility projects
- Consulting activity

- Camps
- Graduation programs
- Exhibitions
- Club activities (publicity work, club selections and announcements)
- Extracurricular activities (Science activities, etc.)
- Competitions and debates

3. Student Orientation and First Day/Week of School

- ❖ One or two weeks before the schools start education, students at the beginning of the grade and students who are transferred to intermediate classes are invited to meetings under the coordination of school counselors, corporate communication unit and administrators. Sometimes there are collective interviews with students, sometimes individually and sometimes with parents.
- ❖ The student's special situation, the expectations of the family, etc. are discussed.
- ❖ In addition, general information is given about the operation of the school (timetable, book, clothing sales, service, etc.).
- ❖ According to the need, general information is carried out with the participation of the vice principal of the school. The placement of transfer students in the classrooms (taking into account the principle of balanced and peaceful classrooms) is planned in cooperation with the school counselor and the school administration.
- ❖ The school counselor shares the interview information with the class teacher.
- ❖ On the first day of school, the first two classes are attended by the class teacher-teachers of each class.
- ❖ Topics such as introduction, integration of new students with old students, sharing of the curriculum, formation of classroom seating plans, sharing of classroom lockers, etc. are arranged by discussing the first lesson on the first day.

During the school orientation week, students are given detailed information under the following headings according to their levels.

● Introducing the School and the Environment to Students

- ❖ On the first day of school, guidance counselors organize a general information meeting for all transfer students. School units are introduced. Class teachers who are available also attend the meeting. Lunch is eaten together.
- ❖ In addition, in the weeks before the new registration period, the 'We are Middle School Today' program, which is planned by the secondary school vice principals, is carried out for the 4th grade students of primary school. After the breakfast program, students attend the classes determined by the groups for half a day. The same program is given to 8th grade students by the high school administration **under the title of 'We are High School Students Today'**.

● Bonding Activities for New Students and Other Students

- ❖ At the beginning of the year, meet-and-greet breakfasts are organized, and in-class bonding is provided. The school counselor actively follows this process in cooperation with the classroom counselors.
 - **The way the course is taught, how to prepare students, how to use resources**
 In the first week, all branch teachers inform about the method of teaching the course, the resource books to be used, homework days, study techniques and etude, etc.

● Garden, corridor, hobby garden, washbasin use

The tiers use different gardens. Recesses are held in accordance with the timetable. The text of the joint agreement, which includes the rules to be followed in the garden, playground and corridors, is shared with the student. (Annex 4-Garden-Corridor Use Joint Agreement Text)

● Lunch, afternoon breakfast, landings in the dining hall and queue for food

The text of the joint agreement, which includes the requirements to be followed, is shared with the student. (Annex 5-Cafeteria Use Joint Agreement Text)

● Observance of cleanliness, tidiness and order in every moment

In the use of common spaces (classrooms, gyms, masjid, dining hall, etc.), cleanliness, order and order are respected, and care is taken not to create waste.

- Frequent use of politeness phrases:

Our teachers communicate with the sensitivity that we are a big family in the common living area, that we are a big family in the common living area, that expressions of kindness and positive words will strengthen this family and make a significant contribution to the education of our students, paying attention to the procedure and style in our communication with students and parents.

- Use of conference and seminar halls, etiquette of listening to the speaker

We ensure that all our students perform and listen to the program in a healthy way by having the teachers in charge in the hall, with the course teachers at the beginning of their classes.

4. Expectations from homework and assignments, how to make checks and grade

Homework assignments are studies that give parents the opportunity to be interested in children's school life, enable students to take responsibility, gain the habit of researching, examining and drawing conclusions on a targeted subject, and reinforce what they have learned in the lesson.

Your assignments; It has many effects that we can list as checking whether the teaching objectives of the course have been achieved, helping the student identify the areas that need help, informing parents in terms of informing them of what their children have learned, encouraging students to academic development outside the classroom, and providing learning opportunities.

At the beginning of the year, homework is assigned according to the planned branch homework days, and the homework day schedule and homework follow-up approach are shared with the parents. Assignments and control of assignments are recorded in ETS. In the first lesson at the beginning of the year, each teacher informs the students about their homework follow-up and expectations in a concrete way. The parents of the student who does not do their homework three times in a row are called and informed. In this information, the teacher shares concrete practices about how to follow the process at school in order to develop the student's sense of homework and responsibility within the school, and expresses their expectations about what our parents can do at home. If the situation of not doing homework continues despite these measures, the student stays at the school between 16.20 and 18.00 on Monday evenings in cooperation with the parents for homework follow-up.

Our expectations from our students in terms of homework:

- ❖ First of all, realizing that homework is not an end, but a tool for repetition
- ❖ After relaxing a little at home and spending some free time/hobby time, start homework
- ❖ Planning after-school time with the family
- ❖ Assignments to be completed and submitted within a certain time frame
- ❖ Seeing homework as a review and reinforcement exercise rather than a success criterion
- ❖ Adopting homework as a basic task and doing it himself, not using someone else's work as his own homework
- ❖ Indicate the sources used in research assignments
- ❖ Since all course topics are related to daily life; It is to know that activities such as reading magazines/newspapers, listening to news, watching documentaries, following current events will improve the general culture and will make a great contribution to their homework.

5. Meetings & Interviews

- Parent Meetings

Parent meetings are held in the form of general information at the beginning of the year, individual information at the end of the 1st term and individual information meetings at the end of the 2nd term, according to the planning made by the school administration, on weekdays in the evening or on weekends. Our parents obtain the development/change situations related to the academic, spiritual and social aspects of the student and the achievement goals in the lessons by making face-to-face interviews with the teachers.

Interviews are kept as short and efficient in terms of time as possible, and if there is a situation that requires a private meeting, the parent is invited by appointment.

In the general parent meeting held within the first month following the opening of the schools every year, the groups make detailed presentations about their general objectives, course teaching methods, expectations, and activity contents. In the presentations made by our educators and administrators, our parents find answers to all their questions.

Within the framework of a certain program, regular phone calls are made with our parents, both with class and branch teachers and with administrators.

●Branch Parent Meetings (Parent Teas)

The class is planned and performed by the advisor teachers once a semester and twice a year. The school counselor and other teachers who attend the class also attend the branch parent meetings. The implementation and planning framework is under the responsibility of the school management and can be planned in the form of group, small groups or individual interviews.

●Teacher-Parent Interviews

Parents who want to meet with the education staff on any subject; Since it is not possible for our teachers to answer the phones received during class hours, they can communicate with the teachers and administrators they want by making an appointment from the school counselors or by using our Education Tracking System. Teacher interview days are announced on our website at the beginning of each year.

Our experts in the public relations unit of our schools will also assist with appointment requests, suggestions, requests and feedback from parents.

The teacher plays an extremely important role in communication by acting as a bridge between the institution and the parent and, when necessary, between the student and the parent. It is extremely important for the institution and expected from teachers that teachers exhibit attitudes and attitudes that will set an example for the school community, and that they always behave respectfully and virtuously.

Teacher-parent interviews are conducted face-to-face or by phone. Face-to-face meetings are held in the appropriate place reserved for the interview at school. If the interview area is not available, suitable places such as the library are used with prior notice. The results of the interview are recorded by the teacher in the relevant department of ETS.

●Informing Parents About Student Performance

Our parents are informed during phone or face-to-face meetings. The results of the assessment and evaluation carried out specifically for the branch are shared concretely. Taking into account the individual situation of the student, it is clearly stated by the teacher what will be done to improve the situation in the next stage.

- Written exam results
- Mock exam results
- English Proficiency Exam Results
- Project assignment results
- Social and psychological status, friendships
- Participation in values education and social responsibility projects
- Fulfillment of responsibilities and assignments
- Feedback is given on the results of observation and evaluation in different areas.

●Appointment Parent Interviews

Parents who want to meet with the education staff on any subject; Since it is not possible for our teachers to answer the phones received during class hours, they can communicate with the teachers and administrators they want by making an appointment from the school counselors or by using our Education Tracking System.

Teacher meeting days are planned by the school administration according to the free courses and announced at the beginning of each year on ETS and our website.

Our experts working in the public relations unit of our schools will also assist our parents and teachers with appointment requests, suggestions, requests and feedback from parents.

6. Rights and Responsibilities of Students and Parents

School-parent cooperation is one of the important factors that increase student success. Parental involvement plays a major role in ensuring a safe and orderly school environment. The primary purpose of parent participation is to support the school staff who direct the educational activities of the school, to

contribute to the studies at different levels in line with their professions and competencies, and to contribute to the education process of the student by establishing close ties between the school and the home.

● Student's Rights

- ❖ Being in a safe and healthy school and classroom environment
- ❖ Expressing your thoughts freely
- ❖ Respect for individual differences
- ❖ To learn the results of his/her evaluation in a timely manner and to discuss his/her ideas on the results with the relevant parties.
- ❖ Ensuring the confidentiality of his/her private information
- ❖ To be informed about the operation of the school, its rules and the decisions taken
- ❖ Equal treatment of all students in the application of school rules
- ❖ Getting to know oneself and other students, career planning, decision making and getting consultancy on similar issues
- ❖ Participating in extracurricular activities that will support academic and personal development
- ❖ Representation and representation in school management
- ❖ Supporting and rewarding the success of academic and social performances by the school,
- ❖ Rewarding and supporting students who are successful in national and international academic, art, value and sports competitions, projects, etc.

● Student's Responsibilities

- ❖ Respecting the rights and personal differences of all people in the school
- ❖ Being at school 10 minutes before the bell rings in the morning, not being late for midterm classes
- ❖ As soon as the entrance bell rings, be present with the necessary course materials, ensure the classroom order before the teacher comes to the class
- ❖ Compliance with the rules established in the classroom during the teaching of lessons. Avoiding behaviors that disrupt the flow of the lesson and distract friends and the teacher
- ❖ Do not leave the classroom in any way without the permission of the teacher during the lesson
- ❖ Not requesting any other leave other than infirmary leave, permission for the guidance service, activity leave, out-of-school leave, and knowing that out-of-school leaves will be with the knowledge of the family.
- ❖ Not engaging in behaviors that will hurt, upset and disturb the feelings of the other person (such as teasing, gossiping, disturbing them by e-mail and phone)
- ❖ Participate in and make the most of extracurricular activities
- ❖ Not damaging the belongings of friends and the school; Compensation if it causes damage
- ❖ Complying with the rules set at school and the rules to be determined by the class
- ❖ Contributing to the school management (with ideas, criticisms, suggestions and studies)
- ❖ Not resorting to brute force and pressure in any way
- ❖ Protecting the tools and equipment in the indoor and outdoor spaces of the school, warning those who damage them and reporting them to the relevant parties
- ❖ Contributing to the school's science and art boards with texts and photographs, not damaging the materials such as texts, pictures, etc. on the boards
- ❖ Not leaving the school without a written permission petition from the parents and without permission from the school administration
- ❖ Failure to attend classes unless there is an important reason acceptable to the administration
- ❖ Delivering the information, evaluation and meeting call letters given by the school administration to the parents in a timely manner
- ❖ Representing our school in the best way in their out-of-school behavior
- ❖ Doing homework, projects, etc. on time and regularly and submitting them on time
- ❖ Complying with the general and dress code of the school
- ❖ To make the most of the academic and social opportunities offered
- ❖ Complying with the rules specified in group work and/or pair work
- ❖ No cheating; Doing all kinds of exams and assignments based on their own knowledge, making sure to cite the source in the citations
- ❖ Do not lie in any situation

- ❖ Not chewing gum in schools and gardens, not eating or drinking in the classroom, libraries and laboratories, not talking loudly indoors
- ❖ Not using other people's belongings without permission
- ❖ Not having more money than the daily requirement
- ❖ Not to make jokes, not to jostle, not to hit, not to kick, not to trip, not to throw any object at someone, that is, not to do anything that will endanger the safety of others, cause injury or injury
- ❖ Compliance with the dress code issued by the school administration at the beginning of each school year in school and school buses.
- ❖ Acting in accordance with the service rules in service vehicles
- ❖ Bringing the tools and equipment related to the lesson completely, not bringing materials other than the tools required for the lesson to the school
- ❖ Paying attention to environmental cleanliness, not damaging green areas, not engaging in sports activities outside the sports fields for their own safety
- ❖ Taking responsibility for your own belongings
- ❖ Following the rules on field trips
- ❖ Keeping their lockers tidy and clean, never putting anything but school stuff
- ❖ Knowing that you will not come to the school with a mobile phone, but turning off the mobile phones brought with the knowledge of the parents and for different reasons as soon as they enter the campus, and handing them over to the designated officer.
- ❖ Knowing that if he does not comply with the above-mentioned rules, he will face sanctions that the school administration deems appropriate

●Parent's Rights

- ❖ To be informed about all issues related to the education and training of the student
- ❖ To be treated fairly and respectfully
- ❖ To know that students will be provided with qualified resources, education and opportunities in the school environment
- ❖ To be informed about the operation of the school at regular intervals
- ❖ To participate in environments where they can offer suggestions on the operation of the school
- ❖ To be informed at regular intervals about the student's development process at school.
- ❖ Taking advantage of the school's parent training seminars

●Parent's Responsibilities

- ❖ Helping a student go to school every day on time, ready to learn, and in accordance with the school's dress code
- ❖ Taking part in extracurricular activities to be organized by the school for students within the framework of possibilities (school library, club activities, end-of-year shows, etc.)
- ❖ Follow the school's announcements and publications
- ❖ Fill out and return in a timely manner all kinds of questionnaires and forms sent for the purpose of obtaining and collecting information
- ❖ Participating in Parent-Teacher Association elections and parent meetings
- ❖ Monitoring and controlling the student's studying, sleep, nutrition, leisure time (reading books, watching computer, TV, mobile phone, social activities, etc.)
- ❖ Supporting your child to spend more time reading and researching
- ❖ Participating in educational activities organized by the school
- ❖ Assign age-appropriate responsibilities to the student
- ❖ Taking the necessary measures to ensure that the student complies with the school rules
- ❖ Informing the school in a timely manner about changes in the mental and physical condition of the student
- ❖ Not allowing physical and psychological violence in the family environment
- ❖ Complying with the calls to be made by following the development of the child in cooperation with the School Guidance Service and the classroom teacher
- ❖ Supporting the student to be informed about the social and cultural activities that will take place in the city and to provide a wealth of life
- ❖ Prevent a student from accessing sites that contain harmful content on the Internet
- ❖ Supporting students to volunteer in community service institutions

7. Assessment and Evaluation General Policies

Assessment and evaluation in the education process; It aims to determine the achievements, knowledge and skills that students are expected to acquire at their grade level, to monitor their development, to determine

the points that require improvement, to decide whether the determined educational goals have been achieved and to guide the students correctly.

In this context, the level at which our students gain the targeted learning values in our schools is determined by using valid, reliable and objective measurement tools. The results are interpreted and necessary studies are carried out. We consider assessment and evaluation in a diagnostic and objective manner. In the assessment process, we help the student achieve their learning goals by making them aware of the student's strengths and weaknesses.

Process evaluation is applied as effectively as result evaluation. Assessment and evaluation tools are designed to appeal to different learning styles. A measurement tool suitable for the targeted student attainment is used.

However, we accept assessment as a fair, transparent and provable tool used to achieve the goals of education programs.

In general, measurement and evaluation applications are as follows:

- Written exam administration
- Multiple-choice exam application
- Preparation for central exams (LGS-YKS)
- National and International exam practices
- Achievement determination exam application
- Book analysis app
- Periodic homework practice
- Application for preparing project assignments

All exams at Derya Öncü Educational Institutions are held in accordance with the directives of the Ministry of National Education (MEB) and the Derya Öncü Educational Institutions Exam Implementation Directive. The preparation of exams with validity and reliability and the implementation of the exams within the framework of the determined rules ensure that students are evaluated objectively and fairly.

In our high school level, the following issues are taken into consideration.

- ❖ It is essential that students' academic achievements are measured objectively and evaluated in a personalized way.
- ❖ In determining the academic success of the students, it is essential that their performance grades as well as their written grades are measured with objective criteria and evaluated in a personalized way.
- ❖ In the creation of performance grades, students' behaviors in the classroom and school, their contributions and productions in social and cultural activities are taken into consideration.
- ❖ At the end of the year, the registrations of students whose academic achievement is not at the desired level (whose weighted year-end average is below 50) and who exceed the legal limit for absenteeism are not renewed.

• [Approach to Students Who Do Not Participate in Assessment and Evaluation Practices](#)

Students who do not participate in the official exams are processed within the framework of the directives and regulations of the Ministry of National Education. However, the situation of the student who cannot attend the exams for any reason or who cannot submit the project on time is reported to the parents by the school administration. Parents must notify the school administration in writing of the reason for their student's inability to attend the exam or to submit their project on time within five working days at the latest.

Students who do not participate in the exams held by the teachers and whose disability is approved by the school administration (report, illness, etc.) are announced to the student in advance at a time to be determined by the course teacher and taken to the evaluation activity to be held according to the nature of the course. This assessment and evaluation activity can be done while the lesson is being taught with other students in the classroom or it can be done outside the classroom. Students submit their projects within the time period determined by the teacher.

Students who do not participate in the exams held by teachers without a valid excuse and the common exam held with the central system or who do not submit their projects on time are not evaluated with points. However, in the calculations of the semester score and the score based on placement in secondary education, the number of exams and projects is taken in full.

Students who are unable to attend applied courses due to their health conditions or physical disabilities must document their status with a report from health institutions and organizations. Students in this situation are not held responsible for the activities specified in the report in these courses during the report period. The application for apology regarding the applied courses is made to the school principal with a petition by the parents of the students. Reports that are not duly received will not be accepted. If the period is not specified in the reports to be received, it is considered valid only for that academic year.

•Writings and Analysis

- ❖ Written exams are held in accordance with the relevant MEB regulations.
- ❖ During the semester, two written exams are held, a project assignment is given, and the participation grade is evaluated according to the weekly course hours and the written exam scale is prepared in advance.
- ❖ Written exam dates are entered into the e-school at least two weeks in advance. At least one week before the written exam, the subject achievements are recorded in ETS and parents and students are informed.
- ❖ During the exam week, a common exam is applied by leaving a gap of one day as much as possible.
- ❖ Written exam questions are prepared by the relevant group using open-ended or open-ended and short-answer question patterns. Turkish and foreign language courses consist of two parts: written and practical exams. These exam scores are; It is calculated by taking 50% of the written test, 25% of the listening test and 25% of the speaking test.
- ❖ Common exams are administered in all classes on the same day and at the same time in accordance with the directive.
- ❖ During the exam, all invigilator teachers are expected to act in accordance with the exam application instructions.
- ❖ After the evaluation, the teachers distribute the exam papers to the students and focus on the correct answer to each question and the general mistakes made. Teachers answer every topic that students want to know about exam questions in or out of class.
- ❖ Exam results are processed into the e-school within 10 days at the latest.
- ❖ Reinforcement courses are held at least twice according to the need with the groups of students whose written exam results are below 50% and are in the range of 50%-75%.
- ❖ Before the written reinforcement studies, which should be started at least two weeks after the written exams, parents are informed by ETS under the title of 'Written Reinforcement Study'.
- ❖ Students who do not take the written exam are followed up by the relevant course teacher and the report or parent petition is submitted to the relevant vice principal.
- ❖ The relevant written exam is held according to the make-up exam calendar created by the school administration and group presidents.

•Mock Exams and Analyses

- ❖ At the beginning of the year, a readiness exam is held for the classes and students determined by the groups.
- ❖ Although it varies according to the grade level during the year, a multiple-choice practice exam is applied every week to our LGS-YKS students who will take the central exams. If the exams are in the near future, this period is intensified.
- ❖ Mock exams are selected from different publishers at different difficulty levels, and a trial calendar is created and uploaded to ETS.
- ❖ At least 2 achievement evaluation exams at each level are also added to the trial calendar. 6 and 7 in middle school. An Achievement Monitoring Exam is administered every two weeks in the classrooms.
- ❖ Detailed analysis of the results is made by the class teachers, shared with the students both in the classroom and individually, and it is aimed to see the mistakes and to realize higher learning.

•Project work, evaluation criteria

Project assignments are given at least once a year. Project assignments are given by the class counselors in November of the first semester in a way that students are given the right to choose from the two branches they want. A branch is selected according to the density. The self-evaluation form is also included in the project directive and is printed in two copies, one of which is delivered to the student against

signature. The project directive is prepared and the project process is followed and feedback is given on the three control dates notified to the student. The project assignment is due at the end of April. (Annex 3-Project Directive)

8. National/International Exams and Competitions

Participation in project competitions is provided in order to encourage our students to work in the fields of basic, social and applied sciences, to direct their studies and to increase their thinking potential.

•TÜBİTAK etc. Olympic Studies

- ❖ At the beginning of the year, the situation of teachers and students is evaluated, and studies are planned and implemented with support from outside the school, depending on the situation.
- ❖ For Teknofest, external support is obtained for research, planning and implementation, if possible, and participation is ensured.

•Studies for National/International Academic Competitions

- ❖ Participation in provincial, national and international academic competitions is ensured in order for our students to measure themselves on different platforms by using the achievements, knowledge and skills they have learned at school outside the school, to improve themselves in the subjects and courses they are successful in, and to increase their positive attitudes towards these lessons.
- ❖ According to the announcements of national and international competitions and according to the nature of the exam, qualified students are determined and studies are carried out with willing students. Or, if general participation is required, work is done in this way.
- ❖ From the beginning of the academic year to April, BBGÇ prepares for the exams by conducting "Scientific Skills Development Studies" with the students who will participate.
- ❖ Participation in exams such as Tales, Kangaroo, SASMO, AMO, Matbeg, Fenbeg, URFODU, Caribou, ISBO etc. is provided.

•Studies for National/International Sports, Art and Cultural Competitions

Our students are encouraged to develop their talents in areas such as fine arts, sports, etc., and gain both individual and teamwork skills, and develop their skills in these areas through school lessons and club activities.

In sports, our students enter school teams by our sports instructors in order to gain competence in branches such as basketball, football and athletics. All of our successful students represent our school in provincial, district, national competitions.

As a result of the guidance made by our music teachers, they start instrument and voice training and join our school's choir and orchestra. Depending on the situation, our students are directed for higher education and competitions.

In the painting course, our students receive special training from their visual arts teachers and exhibit their works every year in our end-of-year painting exhibition and participate in provincial, district and national competitions.

•Preparation for Central Exams LGS-YKS

The Transition Exam from Basic Education to Secondary Education is a difficult period that our students face in the 8th grade. In order for them to get through this process in the most trouble-free way, necessary measures are taken as a school for our students, who are supported academically, socially and spiritually, to achieve outstanding success.

In this context:

Our students are in grades 5 and 6. Starting from the class, he starts to prepare for the LGS exam by taking practice exams with the "Skill-Based Question Solution" applications in the lessons. The content of the curriculum is planned by taking into account the LGS course weights in the 7th and 8th grades.

In the 7th grade, the subjects are completed early and as of May, the 8th grade in the basic courses. The first topics of the class are taught. At the end of the 7th grade, what should our students pay attention to during the summer vacation, what achievements should they repeat? etc. An informative meeting is also held with our parents about the LGS process.

Our work with our students in the 8th grade starts in August and this work continues intensively until June.

Our 8th grade students take an average of 45 practice exams throughout the year. After the mock exams, the questions that our students cannot do are solved for each course.

Two advisors are assigned to each class. Advisor teachers follow our students academically and evaluate them after the mock exams. During the November and April midterm holidays and semester breaks, LGS camps are held with our students.

The subjects are completed at the end of April and the general repetition program starts from May. The resource books used in all courses are meticulously selected and all of them are used effectively. 7th and 8th grade students are followed academically by the classroom teacher with the "Student Follow-up Book".

The guidance unit carries out LGS studies in two dimensions in the form of Academic follow-up and Motivation studies. In academic follow-up; First of all, at the beginning of the year, informative studies are carried out on efficient study methods, testing techniques, exam management and strategies. Some of these are organized in the form of seminars, while others are organized in the form of individual and group meetings.

After the trials they have entered throughout the year, the achievement evaluation is made and study plans are prepared. According to the ups and downs in their success, both the student himself and his parents are informed and guided. The motivation study starts with the LGS informative presentation at the beginning of the year, and motivational presentations are made. Advice is given and accompanied while organizing students' trips and activities.

- ❖ In individual and group interviews, motivational elements are evaluated and put into action in accordance with the needs of the student. Students who experience exam anxiety are identified and the necessary support is given individually. Major problems are prevented by monitoring and observing until the exam day. We cooperate with families throughout the year.

The LGS commission, which meets weekly, rewards those who rank according to their trial analyzes and those who score the best according to their previous exams, while study plans are determined according to the needs and ETS is also defined. At the end of each month, the evaluation and measures to be taken are discussed with the commission with wider participation (with the participation of the school administration, class and school counselors, group heads and the responsible of the measurement and evaluation unit).

Our studies within the scope of YKS in the 11th and 12th grades are as follows:

- ❖ At the beginning of the 11th grade, the classes are classified according to the student's academic performance and field preference at the end of the 10th grade.
- ❖ In accordance with the principle of differentiated instruction, the curriculum acquisition goals of each class are determined by the groups.
- ❖ Level differences are also taken into account in the exams of the 11th and 12th grades.
- ❖ In 11th grades, apart from the written exams, 4 PDS, 2 in the semester (Performance Evaluation Exam), 16 KDS (Achievement Evaluation Exam) and 6 TYT (Basic Proficiency Exam) are applied, 8 of which are applied in the semester.
- ❖ In addition to the written exams in the 12th grade, KTT (Subject Screening Test), TYT (Basic Proficiency Exam), AYT (Field Proficiency Exam) are applied as needed.
- ❖ In the 11th grade, classes continue on Saturdays under the name of YKS reinforcement course, and it is essential for all students to participate in this course.
- ❖ In the 12th grade, reinforcement studies are organized after school on weekdays. General assessment exams are held on Fridays.
- ❖ Starting from the second semester in the 11th grade and from the first semester in the 12th grade, the curriculum is reshaped by taking into account the YKS.
- ❖ In the 11th grade, YKS Preparatory Camps are organized for a period of 1 week before the semester break and 3 weeks before the summer vacation.
- ❖ YKS Preparatory Camps are organized in the 12th grade for 3 weeks before the opening of schools, during the midterm holidays, in the 1-week period before the semester break and in the first week of the semester break.

9. Detailed Follow-up and Solutions of Student Academic Development

The individual development of the students is monitored by the course teachers and all kinds of support and additional work needs are met. Classroom counselors and guidance counselors are also responsible for following the development processes of the student in social, sports and artistic fields, especially exams, and taking precautions.

In order to support the academic and social aspects of the students within its structure, the institution plans or asks teachers to organize studies on weekdays, after school or on weekends.

The teacher registers the student he/she deems appropriate to participate in the study to ETS and informs his/her parents.

The studies that the student will stay after leaving in the evening are definitely notified to the relevant level vice principal. The assistant level manager conveys the information of the students and ensures that all necessary units are aware of the subject.

• Supporting Activities of the Course Teacher

By determining the needs of the student, if possible, other branch teachers and classroom teachers are contacted and their deficiencies are eliminated through individual or narrow group work.

• End of Day Studies

- ❖ The analysis of the mock exams is followed on ETS (below the line section).
- ❖ As a result of the written results or the in-class evaluations of the teachers, the students who will remain in the study are determined.
- ❖ According to the weekly trials in the 8th grade, the LGS commission determines the students who will stay in the study by making joint planning with the guidance.
- ❖ A study invitation is sent to the students via ETS by the relevant branch teacher.
- ❖ Routine study days are established three days a week in 8th grade and one day a week in 7th grades. Regular participation of students is ensured in level groups.

• Student Reinforcement Courses

In case of need, one-on-one or special groups are carried out with the students at the exits.

• Student Studies Without Academic Development

After the essays and written analyzes, etude and special group lessons are held according to the needs determined. The student is assigned additional work and assignments. A strict follow-up is carried out with the support of PDR experts and parents.

• High-Level Academic Studies

After the essay and written analysis, if the student's developmental status is good and very good, etude or special group lessons are held to make the student much better and to prepare him for national or international exams.

The student is assigned additional studies and high-level assignments. A strict follow-up is carried out with the support of PDR experts and parents. The level of development is meticulously monitored and its potential is revealed and its level is pushed higher in a positive way.

Priority is given in exams and events such as Science Olympiads, BBD (Studies to improve scientific skills in the field of science and mathematics), TÜBİTAK, Tales, Kangaroo, Olywmpia, etc.

10. Disciplinary Policy

• Steps to Follow in Problems with Students

Although there are some differences according to the grade level of the student in solving the problems related to the students, the following main steps are followed in high school. The relevant forms are submitted to the teachers by the school administration at the beginning of the year.

1. Verbal Warning (Teacher)
2. Warning Agreement/Interview (Class Teacher)
3. Case Petition (School Administration)
4. Conduct Agreement (Guidance Service)
5. Notify the Family

6. Student Behavior Review Board (Middle School), Disciplinary Board Procedures (High School)

7. Failure to Refresh Registration

The primary and essential thing in this process is to raise the awareness of the student, to increase his awareness, and to ensure that he comes out of the situation stronger. On our part, the language of love and compassion, healthy communication, unprejudiced approach, and conscious guidance should be our prerequisites for solving problems. However, the following steps are some of the steps to be followed during the process:

- ❖ First of all, the teacher establishes a meaningful communication with the student, and if necessary, he or she interviews the problem several times in different settings.
- ❖ If he/she thinks that it will be useful during the meetings with the student, he/she also gets opinions and information from the other teachers who take the lesson, and asks them to have an interview depending on the situation.
- ❖ When it foresees that it will be beneficial, it conducts awareness activities for the student to understand his mistake and assigns social responsibility tasks.
- ❖ The student informs the class teacher and acts together for the solution.
- ❖ Informs the guidance unit.
- ❖ When deemed necessary, the guidance unit informs the relevant teachers and the administration and conducts observation and follow-up work.
- ❖ The guidance counselor interviews the student(s) who have problems and informs the parents according to the situation.
- ❖ In case of repetitive negative behaviors, the student meets with the administrators and signs a contract.
- ❖ Parents are invited to the school and informed by the guidance unit or administrators.
- ❖ At the last stage, the student behavior evaluation board / disciplinary committee does the necessary work.
- ❖ Some of these steps can be skipped in order to find solutions for urgent, high-grade problem behaviors.

11. Year-End Shows and Events

Our students hold end-of-year shows near the end of the year and commemoration and celebration activities on certain dates. Thus, they both demonstrate their communication and presentation skills on stage and give good moments to their family and friends. These shows include communication, presentation and stage skills, as well as values education. Special programs and stage shows related to foreign languages are also held.

12. Use of Digital Platforms in Education

Our students are supported with digital learning platforms in order for learning to take place more effectively or to continue in times and places independent of school. Selected publications must have digital applications. In addition, our students have digital platform membership in the informatics course and foreign language course.

13. Weekend Classes

In the weekend course program, which is prepared on the basis of the academic development of the students, it is based on the repetition of the previous week and the academic support of the student. In addition, art and/or sports activities can be added to weekend courses if needed. On weekends, students attend class in free clothes. In addition, after the course activity, a sports school operates in various branches for our own students in the gymnasium of our school, depending on the preference of the professional sports club.

14. Academic Honesty Policy

Every student studying at Derya Öncü Educational institutions behaves according to the principles of personal ethics, social ethics and academic honesty in terms of knowledge, skills, communication management and originality. Activities such as projects, research, and homework are used as tools to provide students with these skills.

All students and teachers attach importance to academic honesty in their studies. Our teachers guide our students in this regard.

All types of exams and assignments, laboratory reports, projects, graduation assignments must belong to the student himself or herself. Students who act contrary to the principles of academic honesty are subject to various sanctions in accordance with the regulations of the Ministry of National Education and within the school.

15. Consultancy Services

Consultancy services that contribute to education and training in our schools, support academic and social units, observe the personal development of students in the finest detail from the first day they come to school until they graduate, and support them in times of need are the consultancy services that work by specializing in themselves.

Counseling plays a critical role in helping our students find their academic, social, and spiritual balance. It provides effective mediation, counseling and guidance support to our students to overcome obstacles in learning, communicating, self-knowledge and contributing to their spiritual development. Each class has a female and a male counselor teacher as much as possible. There are additional guidelines regarding the duties and responsibilities of the advisor teacher.

In our schools, the advisor teachers of the relevant class, the Religious Culture and Moral Knowledge group and teachers from other groups carry out activities such as chatting with students and organizing activities that are appropriate for their age levels and raise spiritual awareness.

16. Timetable-School Hours

Students who do not use the shuttle bus must be at school 10 minutes before the first lesson starts. Our school buses will be at their schools 10 minutes before the first lesson starts, according to the plan.

Our classes are held between 08.50 – 16.10. During school time, the student cannot leave the school unless there is an emergency and without the written/verbal permission of the parents.

The Flag Ceremony is held on Mondays as school begins and closes on Fridays. It is obligatory for all students and teachers in the school to attend the flag ceremonies.

Our students can participate in after-school activities with the permission of their parents and cannot go out without the permission of their parents. In order for the school to progress properly, students cannot bring guests during and after school time. The student cannot use any other bus without prior written permission, and cannot leave the school with other people other than family members without the written permission of their parents.

17. Introduction to the Course

Entry and exit to the lesson is made in accordance with the timetable. Students who are late are directed to the relevant administrator. Teachers leave the group room with the student bell. The teacher enters the classroom as soon as the bell rings. Students; They are removed from the classroom in accordance with the timetable in timed applications such as practice exams, written practices, meal times.

In the first five (5) minutes of the lesson, when the teacher deems it necessary, he/she deals with issues such as the general conditions of the students, clothing, classroom order and cleanliness, and attends and checks.

18. Private Tutoring, Gift Acceptance, Personal Day and Invitation Rules

No teacher working at Derya Öncü Educational Institutions can give private lessons to the student of the institution during the education period and/or during the holidays as long as the contract continues.

Cannot accept gifts (other than flowers and chocolates) with financial value from students and/or parents

19. Official Holidays and Corporate Holidays

The academic year is divided by the Ministry of National Education with mid-term holidays in order to increase the determination and efficiency of students and teachers. There is no one in the institution except for security on official holidays (national and religious holidays, etc.).

20. Rules for Class Breaks and Rest Times

All teachers; During recess, they make sure that the students on the floors they are on are acting in accordance with the school rules in the corridors, classroom teachers and/or teachers on duty ventilate their classrooms, answer students' needs or questions and give them the necessary guidance, and make final checks that they are fully ready for their next lesson.

21. Mobile phone

It is essential that our students do not come to school with their mobile phones. However, mobile phones, which are brought with the knowledge of their parents and for different reasons, are turned off as soon as the

student enters the campus and placed in the lockers in the classrooms under the supervision of the teacher. The student does not consider it a right to use the mobile phone. Students can meet their communication needs from all phones in the school. Administrative measures are applied if a mobile phone is noticed on the student's person or in his locker

22. Canteen Usage Rules

The canteen is only open during breaks, and students are allowed to use it in order and orderly. In general, shopping is not done with money, shopping is done with a canteen card. With this card, the content of the purchase and the amount of spending can be tracked.

23. Lunch Break and Meal Time

Teachers and students can use the time allocated as lunch break and meal time to eat, relax and meet their personal needs within the boundaries of the campus. Our students benefit from the lunches offered at the school at all times when the school is open.

On Fridays, the lunch break is organized in accordance with the Friday prayer. Since the cafeteria is shared, the teachers on duty comply with the lunch schedules of the classes determined at the beginning of the year.

24. Dress Code and Rules

School uniform helps to create discipline and community awareness in students, and develops team spirit and a sense of belonging.

With the school uniform, free clothes that may give wrong messages are prevented. Students who wear school uniforms want to reveal their talents and desire to explore in different ways and improve themselves.

All of our students are expected to be respectful and attentive to both themselves and their schools with their dressing styles. We care that our students do not forget that they represent Private Derya Öncü Educational Institutions in activities outside the school and dress according to the school rules unless otherwise stated.

All students wear the school uniform.

25. Health Service and Infirmary Usage Rules

- ❖ Our school infirmary serves all our students with a full-time nurse during working hours and a school doctor who comes at certain times.
- ❖ At the beginning of each academic year, the health information files of the student are updated and transferred to the relevant program.
- ❖ Students' height and weight are measured and recorded every year.
- ❖ In case of discomfort of the students, the families are informed when deemed necessary. In case of need, sick students are provided with rest in the infirmary for as long as necessary.
- ❖ It is ensured that the student who needs to rest at home is picked up by his parents.
- ❖ In case of injuries and emergencies that occur in the school, the first response is made by our infirmary nurses. Our parents are informed, and with their approval, the student is transferred to the health institution accompanied by a nurse.
- ❖ In order for our students to maintain a healthy and happy education life, the health unit, school administration, guidance service, teachers and staff work in cooperation.

26. Security

All safety rules in our schools have been put in place to ensure that students, employees and visitors to the institution are in a safe environment. All teachers and staff are expected to comply with these rules and assist security personnel.

There are day and night security duties in our school. In addition, the inside and around the school is recorded by cameras.

It is one of the duties of the security unit to control the entrance and exit of the school, to control the school environment, to register the guests coming to the school and to refer them to the relevant unit. Students can leave the school during school hours by showing the document they receive from the school administration to the security guards.

Our students are delivered only to their parents or to the persons notified by their parents to the school administration, and security guards ask someone other than their parents to show their IDs.

27. Admission of Visitors from Outside the School and Hospitality Procedure

Guests arriving at the school are greeted at security by presenting their ID cards and are hosted in the lobby by informing the information desk by the staff. An interview is provided by contacting the person with whom he has made an appointment.

Visitors are expected to come to the campus with the knowledge of the person they want to meet by making an appointment. Admission of visitors during school hours is provided with approval, provided that the relevant Vice Principal is notified in advance.

28. Rules to be followed in case of emergency

There is an "Evacuation Plan" prepared for each campus. The Evacuation Plan for emergencies (fire, earthquake, etc.) that may occur during the day is distributed to all employees at the beginning of the academic year. All employees are obliged to know this plan, the necessary rules, and how and where to meet in case of an emergency.

29. Drills

Fire and earthquake drills are held several times a year, with or without notice. All interested parties are informed verbally or in writing about the drills by the school administration in the first week of the school. In case of emergency, this plan is acted upon.

30. Domestic-International School Trips

The school administration, social activities coordinator and group heads plan the domestic and international trips to be made throughout the year with the meeting held before the academic year and place them in the social-activity calendar. The relevant groups make plans for the upcoming events, and the trips are carried out by obtaining the necessary permissions and parental consents.

All teachers and students who participate in the trips represent the school where they are located. During the trips, teachers and students must comply with the school rules, comply with the standards required by the institution in terms of behavior and appearance, and avoid behaviors that will disturb the peace of the environment and people. Teachers act with this awareness and guide their students in this direction.

31. Lost & Found

Items that are not owned in the units of the school are transferred to the locked and found room determined by the school administration by the school officials and kept. Students whose belongings are lost receive their belongings from the lost and found room accompanied by the school staff with the permission of the vice principal.

32. Library

Books in the school library are recorded. Students who wish can read in the library during extracurricular times. In addition, students can borrow books from the library and return them within a certain time. At the scheduled times within the weekly curriculum, students make use of the library and practice reading under the guidance of teachers.

33. Education Tracking System (ETS)

Students' academic and social development is monitored by students, parents and administration through ETS. All teachers actively use ETS. In particular, attendance, parent communication, homework given to students, control of homework and feedback to parents about homework, processing of planned study hours into the system, exams and analyzes are carried out through ETS.

CHAPTER 4

SOCIAL RESPONSIBILITY-EVENT AND CLUB PROGRAMS

1. Social Responsibility Activities

It is carried out in secondary school under the title of "Active Volunteers". Social responsibility projects are planned to touch every student. All activities are organized with the aim of raising the awareness of social responsibility in our students, transferring values education activities from theory to practice, and enabling students to learn by doing and experiencing in person.

Activities are planned to include many values such as compassion, cooperation, altruism, loyalty, love, respect, national spiritual values, patriotism, friendship, brotherhood, etc., and it is aimed to bring all the values listed to the students. When this study is completed, it **turns into a study that includes the whole school, and a holistic approach is exhibited,**

The activities to be carried out during the year are carried out in cooperation with the teachers under the responsibility of the coordinator. This planning is carried out in 4 areas,

- ❖ In the 5th grade: In the "Generations Embrace" project, the subject of respect for the elderly and the elders is discussed.
- ❖ In the 6th grade: In the "My Orphan Brother" project, the reality of orphans in the world and in Turkey is covered.
- ❖ In the 7th grade: In the "No Excuse in Life" project, students are tried to be placed with disability awareness.
- ❖ In the 8th grade: Under the title of "What is happening in the world", the subject of "July 15 Democracy and National Unity Day" is discussed in our country, and attention is drawn to the problem of thirst in the world.

In our high school:

- ❖ We Are Friends With Our Differences (Everest Autism Center Collaboration) (9th Grade)
- ❖ Sister Hand Project (10th Grade)
- ❖ We Also Teach Activity- Giving Hand Project (11th Grade)
- ❖ Bazaars and Charity Campaigns (Grades 9-10-11)
- ❖ Nature Readings Activity (Grades 9, 10, 11)
- ❖ "Our Direction is the Prayer Operation, Our Intention is the Reason to Feel" Activity
- ❖ Moral Awareness Seminars
- ❖ Writer-Poet Meetings

2. Social Events

During the in-service period at the beginning of the year, all activities to be held during the year are planned and recorded in the social event calendar. Interdisciplinary cooperation is important, and groups make plans together when necessary.

3. Student Clubs

Club hours are applied once a week by the teachers of our school. At the beginning of the year, teachers determine the club that they can guide in accordance with their interests. The introductory file is forwarded to the deputy director through the head of the group. In the conference hall, students are introduced to the club. Students are placed in clubs by taking into account the order of preference and the capacity of the club. At the end of the year, it works on product presentation such as exhibitions.

4. Camping and Nature Activities

At the beginning of the year, a spiritual training camp is held in a designated facility. Planning is made by the coordinator and the religious group in such a way that male and female students are separated. At the end of the second semester, a nature camp is held separately for male and female students. With the friendship camps organized, it is aimed for our students to improve their relations with each other and with nature and their spiritual development. This relationship is maintained with activities such as walks and picnics held throughout the year. School teachers are assigned to all camp processes.

5. Scouting Activities

Scouting activities are carried out for male and female students in our school. Under the guidance of scout leaders from inside and outside the school, the activity is planned to take place once a week after school. Students are accompanied by our school teachers. At the end of the year, the event is concluded with a nature camp.

6. Differentiated Educational Studies

Students' interests and different learning styles are supported with an enriched curriculum, workshops, various club activities that appeal to different skill areas, and STEM studies implemented to ensure interdisciplinary interaction.

CHAPTER 5 OTHER UNITS

1. Accounting Unit

The Accounting Department is responsible for the financial and financial transactions of the institution and is responsible for the payment of salaries of all employees and the coordination of all kinds of purchases and budgets related to the institution. This unit also carries out financial affairs such as student registration process, service payment, clothing and book sales transactions, employee personal rights follow-up, invoicing and bank transactions.

2. Information Technology (IT) Unit

In line with the strategic goals and plans of Derya Öncü Educational Institutions, the Information Processing Unit carries out activities to determine the information technology standards of the institution, to establish systems and to use these information systems efficiently by employees in order to support the quality of education provided. It works to increase work efficiency by supporting educational activities with the necessary devices, services and software, as well as the administrative processes of the school with the necessary equipment.

In addition to the academic and administrative staff in our school, the Information Processing Unit also serves our students and parents directly or indirectly. Teachers can get support from IT Specialists for all kinds of questions and problems related to the use and applications of technical infrastructure, software or hardware offered to them within the institution.

3. Corporate Communications Unit

• Admission Studies

The prospective parent who comes to the interview for registration is welcomed and informed by the Public Relations Unit. Prospective parents are informed about the level they have reached, and they are informed about the general structure of the institution, its physical structure, classroom environments, workshop lessons, course contents, art and sports fields through the introductory slides. The information received from the prospective parent is entered into the system. The student candidate is directed to the relevant units. The parents of the student whose enrollment in the school is approved by the administration are directed to accounting and office services.

After the necessary information is conveyed to the incoming parent candidates, the list price and valid discount items are shared about the fee. According to the process, an appointment is made for the student to meet with the guidance unit. According to the result from the guidance unit, it is directed to the accounting unit to complete the registration process.

• Parent Communication Studies

The Public Relations Unit plans various seminars and events to be attended by parents throughout the year. Welcoming and directing also take part in parent meetings and organizations held in our institution. It receives the opinions and suggestions of our parents on issues such as seminars, trips, meetings, etc., or informs them on necessary issues.

• End of Year and Graduation Programs

In primary school, end-of-term or end-of-year programs with the participation of parents are held under the title determined at each grade level. A grade transition program is organized for students who will move to secondary school. After the grade transition program at the school, food is served at the school.

4. Security

The Security Unit ensures the safety of life and property of our teachers and students in the areas within the boundaries of the Institution. It prevents all kinds of dangers that may occur around the school at the entrance and exit of the school. Security guards take all kinds of precautions against elements that may pose a threat inside and outside the Institution. The Institution, which is under 24/7 camera surveillance, has private security teams at all times.

Teachers are on duty at 8:30 a.m. and monitor and control students. The service and the controlled entry of the parents into the garden are provided by the security unit.

After 09.15, the vehicle entrance door (except in emergencies) is closed to vehicle traffic. During the academic hours and the first half hour after leaving the school, guest vehicles are not allowed inside the school.

During break hours, the teacher on duty provides the entrance and exit of the students in the garden and on the floors.

The identity information of the guests and visitors who come during the day is recorded in the registry book. Then, the person to be interviewed is informed and accompanied and interviewed. Support is obtained from the counseling unit in communication.

If there is a student who needs to leave or be picked up before the departure time during the day, the approval of the school administration is obtained first and then the parents. After the students' exits are recorded, they are delivered to their parents or allowed to leave. If the student's request for early admission has come to the class teacher, he/she informs the counseling unit.

School buses take their place in the school yard 30 minutes before the check-out time.

5. Health Unit (Infirmary)

- ❖ Our school infirmary serves all our students, teachers and staff with a full-time nurse and a school doctor who comes at certain times during working hours.
- ❖ At the beginning of each academic year, the health information files of the student are updated and transferred to the relevant program.
- ❖ Students' height and weight are measured and recorded every year.
- ❖ Training seminars are held on various topics.
- ❖ It is ensured that periodic vaccination practices are announced to our parents, and that vaccination is carried out and recorded by the officials of the Ministry of Health within the framework of the approval of the parents.
- ❖ In case of discomfort of the students, the families are informed when deemed necessary. In case of need, sick students are provided with rest in the infirmary for as long as necessary.
- ❖ It is ensured that the student who needs to rest at home is picked up by his parents.
- ❖ In case of injuries and emergencies that occur in the school, the first response is made by our infirmary nurses. Our parents are informed, and with their approval, the student is transferred to the health institution accompanied by a nurse.
- ❖ In order for our students to maintain a healthy and happy education life, the health unit, school administration, guidance service, teachers and staff work in cooperation.

CHAPTER 6

COMPLAINTS AND OPINIONS

1. Application Methods and Stages

Ensuring that the problems and suggestions encountered in the school are effectively conveyed to the relevant parties, managing the complaints and contributing to the solution proposals will ensure that the school climate is a peaceful, developing and shared place.

In our school, there are mechanisms where students, teachers and parents can easily convey their opinions, complaints and suggestions. Suggestions and complaints will be finalized with a comprehensive evaluation.

Application Methods

- ❖ Face-to-Face: Complaints or opinions can be submitted directly by making an appointment with the school directorate.
- ❖ Written Application: A written application can be made through one of the following communication channels:
 - School e-mail address, Education Tracking System Mobile Application
 - Application to the school office with an official petition
 - Telephone conversation with the parent communication specialist or the school secretariat

Stages

1. There are student affairs and parent communication offices in our school. As part of their duties, these offices assist in communicating concerns and complaints from parents or students to the relevant authorities and providing support in the process of reaching a solution.
2. A requested appointment can be submitted by email, phone (by calling the school), text through ETS, written petition, or in person. An answer can also be requested through the same channels.
3. If there is an urgent problem, a direct conversation with the relevant manager can be arranged.
4. If our students have complaints; Our class teacher deals with their problems or directs them to the Vice Principal for administrative solutions.

5. In general, a complaint filed more than a month after the alleged incident will not be considered.

Process Tracking

1. The school principal is expected to find solutions to the problems in order to eliminate the concerns, solve the problems and experience a healthier and higher quality education-communication-cooperation process. In order to find solutions to problems; Planning will be made for a thorough investigation of the situation. Within five days of the school's receipt of your complaint; You will be informed about the planning or result in writing or verbally.
2. If the concerns and complaints are not addressed at the first stage or if you are not satisfied with the result, you can write an official e-mail and send it to the school administration in order to carry out an appropriate process. Or you can call our school and request a meeting with the relevant administrator.
3. The school administration may be asked to review the procedure and follow-up used. Parents, staff or if the student is not satisfied with how the process has been handled, to address the complaint again within 5 school days of learning of the decision, in writing or verbally to the School Directorate. should submit the request with a statement summarizing the procedural violations.
4. Names, dates and times of events and relevant documents, including information that may help with the assessment, if any, attached to your email; When face-to-face meetings are held, they need to be shared.
5. After the process (planning-evaluation-result-information) is reviewed, the school administration (vice principal or school principal) returns to the relevant person by making a phone or face-to-face appointment.



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