2025- 2026
HİSAR SCHOOL
INCLUSION POLICY

We would like to thank the academic and administrative staff members listed below for their contributions to the development of the Hisar School Inclusion Policy.

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1- INTRODUCTION AND PURPOSE OF THE POLICY

Hisar School is committed to fostering an inclusive school environment that respects diversity among all its stakeholders—including students, academic and administrative staff, parents, other stakeholders directly engaged with the school, and all members of society—and views this diversity as a source of enrichment.

The Hisar School Inclusion Policy, developed with this commitment in mind, aims to ensure that every individual is included and supported regardless of their gender, belief, race, ethnic origin, language, socio-economic status, or cultural background.

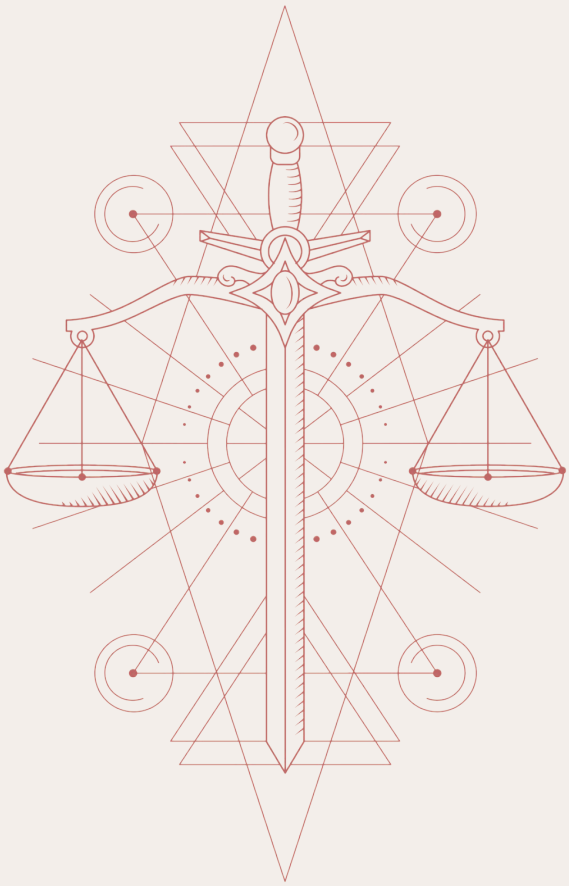
Inclusion is one of the core principles that underpin the holistic well-being of our school community and is an integral part of all learning and interaction processes at Hisar School.

At Hisar School, we aim to adopt a proactive approach to inclusion. By implementing this policy through a rights-based perspective, we strive to create a safe and respectful learning environment grounded in the principles of equity and belonging. This approach not only fosters secure, compassionate, and respectful spaces but also guides our students to grow into fair, empathetic, responsible, and globally minded individuals.

The Hisar Policy aligns with the goal of "creating an equitable, supportive, and pluralistic learning environment" under the principle of "High-Quality Education" stated in the 2023–2026 Strategic Plan. In line with the mission of Hisar School, it provides an inclusive framework for students and staff to discover and develop their true potential through critical thinking and effective collaboration, ultimately making meaningful contributions to the world.

Accordingly, the Inclusion Policy is designed in harmony with the PreK–12 Global Citizenship Matrix's Inclusion learning goals and the values outcomes defined in all learning designs (Atlas Rubicon). This approach, which supports students in developing relevant values, attitudes, and skills, also aims to transform individual learning processes, social relationships, and overall school culture.

The Inclusion Policy is directly connected with other key policy documents of Hisar School, including the Ethics Policy, Child Protection Policy, Academic Integrity Policy, Psychological Counseling and Guidance Policy, and the Communication Policy. By demonstrating exemplary leadership in the field of inclusion and building a culture of inclusivity within our community, this policy serves as a guiding framework for all school stakeholders (Appendix-1).



2- DEFINITIONS

Discrimination

Discrimination is the exclusion, devaluation, or systematic disadvantaging of an individual or group based on their characteristics. This can occur not only through overt actions but also more commonly through entrenched practices and neglect.

Diversity

Diversity refers to the recognition of differences in individuals' identities, backgrounds, thoughts, and experiences, and the advocacy for equal rights to live out these differences. This perspective views diversity as a factor that strengthens society and the culture of living together.

Implicit Bias

Implicit bias consists of unconscious beliefs and assumptions that individuals hold without awareness, which can influence their perceptions, attitudes, and behaviors toward others. These biases may lead to unintentional positive or negative judgments, especially regarding characteristics such as gender, ethnicity, age, or disability.

Stereotype

Stereotypes are generalized and often misleading beliefs that judge individuals solely based on the group they belong to. These generalizations—rooted in social identity categories like gender, ethnicity, age, disability, or religion—can limit both personal development and social relationships.

Peer Bullying

Peer bullying refers to intentional, repeated harmful behavior by one student toward another that involves a power imbalance. It can be physical, emotional, verbal, or digital. Not only the bully and the victim, but also bystanders and the school environment are impacted by this dynamic.

Empathy

Empathy is the effort to understand and grasp another person's emotions, thoughts, and experiences independently of one's own perspective. In a school setting, empathy fosters respectful engagement with differences, allowing community members to better understand one another and contribute to a safe and respectful environment.

Rights-Based Approach

A rights-based approach defines individuals as holders of rights and institutions as duty-bearers responsible for upholding those rights. Grounded in human dignity, this approach promotes participation, rejects discrimination, emphasizes accountability, and supports the empowerment of individuals.

Equity

Equity is a transformative process aimed at eliminating discrimination and addressing structural inequalities. It involves the fair redistribution of rights and opportunities at both individual and societal levels.

Social Justice

Social justice is a comprehensive principle that ensures fair access for all individuals to equal opportunities, representation, and essential life resources. It aims to enhance the sense of justice through participatory democracy and ensure that all individuals are represented in school life.

Representation

Representation refers to the visible and active inclusion of all individuals within the school community—along with their identities, experiences, and perspectives. True representation requires that differences are fairly included in decision-making processes, reflected across all areas of school life, and enrich shared living.

Participatory Democracy

Participatory democracy is based on the direct, continuous, and meaningful involvement of all stakeholders in decision-making processes. This approach—rooted in inclusive dialogue, shared responsibility, and collaboration—ensures that social diversity is reflected in governance and supports a more just and equitable culture of school leadership.

Freedom of Expression

Freedom of expression is the right of individuals to express their thoughts, emotions, beliefs, and opinions without fear of coercion, censorship, or discrimination. This right encompasses all forms of expression—verbal, written, visual, and digital.

Belonging

Belonging is a multifaceted state of being in which an individual feels part of a community and experiences recognition, acceptance, and being valued. The foundations of this feeling are being seen, being accepted, and feeling appreciated.

Intersectionality

Intersectionality is the concept that a person can simultaneously hold multiple identities and that these intersecting identities influence the discrimination or privileges they may experience throughout their life.

Accessibility

Accessibility means that individuals can equitably access spaces, information, services, and decision-making processes without physical, digital, emotional, cognitive, or communicative barriers. As a prerequisite for participation, accessibility aims to eliminate all visible and invisible obstacles.

Environmental Sustainability

Environmental sustainability is the responsibility to preserve, use responsibly, and regenerate natural resources so they are sufficient for future generations. This approach emphasizes a balance between human activity and nature, ecological justice, and intergenerational equity.

Language of Peace

The language of peace is a way of communicating that avoids judgmental, exclusionary, or harmful discourse and instead centers on empathy, respect, and restorative dialogue. It helps build healthy relationships by strengthening trust and inclusion among members of the community

Human Sustainability

Human sustainability is a holistic approach that aims to protect and enhance the physical, emotional, mental, and social well-being of individuals across generations. It ensures access to education, health, equal opportunities, and emotional support while promoting inclusive and resilient communities where individuals can fulfill their potential based on justice, equity, and participation.

Freedom of Thought

Freedom of thought is the right of individuals to form, express, and act upon their beliefs, values, and ideas without fear of external pressure, judgment, or punishment. This right forms the foundation of an inclusive community culture where diverse perspectives are valued and critical thinking and creative expression are encouraged.

Human Resilience

Human resilience is the capacity of individuals to adapt and emerge strengthened from challenges, stress, trauma, change, or crises while preserving their psychological, emotional, and social integrity. This ability is linked to self-awareness, emotional regulation, use of social support, and problem-solving skills.

Social Resilience

Social resilience refers to the ability of individuals and communities to adapt and rebuild through solidarity in the face of crises, trauma, change, or hardship. This strength is nourished by empathy, social bonds, and collaboration.

Institutional Resilience

Institutional resilience is the capacity of an educational institution to be prepared for, respond effectively to, and maintain sustainability in the face of crises, change, and uncertainty.

Institutional Resilience

Individuals with diverse needs are those who require additional support in areas such as learning, communication, development, access, or participation. Due to disability, learning difficulties, emotional or behavioral challenges, chronic health conditions, or other individual differences, they may need accommodations within the educational process.

Inclusion brings together all the concepts defined above within a holistic framework. Recognizing and valuing diversity, ensuring equity and justice, transforming biases, strengthening representation, fostering freedom of thought, guaranteeing accessibility, and supporting individual resilience form the foundation of an inclusive school culture.

Inclusion goes beyond showing sensitivity to individual differences; it actively seeks to prevent systematic exclusion and supports everyone's equal, safe, and dignified participation in education and school life. At Hisar School, inclusion is one of the core principles guiding all policies and practices.

3- SCOPE

The Hisar School Inclusion Policy applies to all members of the school community. This policy aims to ensure the equal, rights-based, and active participation of students, academic and administrative staff, parents, and all stakeholders who directly engage with the school, while respecting their individual differences.

The policy covers the school's physical spaces, digital platforms, academic and social activities, as well as all learning processes—both curricular and extracurricular. By upholding the principle of inclusion in all school environments and practices, the full and active participation of every individual is supported.

The Hisar School Inclusion Policy is applicable in the following settings and processes and shall be implemented accordingly:

3.1. Student Admission

The application and enrollment process for prospective students is conducted fairly according to the student's age group, based on a lottery, observation activities, or exam results.

3.2. Staff Recruitment Process

Our school embraces diversity and inclusion as core values in its recruitment process. We are committed to provide fair and equal opportunities by supporting applications from candidates with diverse backgrounds, experiences, and perspectives.

During the recruitment process, candidate teachers and staff are evaluated for their awareness and approach to inclusivity and diversity, aiming for a working environment that is compatible with the values of our school.

3.3. Academic Processes

- This policy encompasses all academic processes in alignment with the values and attitudes defined in the Hisar School Global Citizenship – Education Learning Goals Matrix.
- Teaching is carried out through differentiated lesson planning and practices based on the individual learning pace, interests, and needs of each student—using varied content, processes, timing, and assessment methods. This approach is also supported through digital platforms.
- Activities that support students' social-emotional and cognitive development are planned and implemented according to their individual growth goals.
- Guidance and counseling services are provided equally and accessibly to all students.
- Individualized Education Plans (IEPs) are implemented for students with special needs.
- Student assessment processes holistically consider learning progress, effort, class participation, and social-emotional skills.
- For school stakeholders whose native language is not Turkish, multilingual explanations or supportive materials are provided. Digital content is made accessible through plain language, subtitles, voice-overs, and alternative texts.
- After-school support programs are conducted to address students' individual developmental needs.
- Students are encouraged to participate in a wide range of school-based, off-campus, national, and international activities, competitions, and projects aligned with their interests.
- Professional development programs—national and international—are offered to all school stakeholders to support their professional skills, including inclusive education approaches, taking into account their developmental needs, areas of interest, and responsibilities. These processes are based on needs analysis, with regular data collection, evaluation, and feedback mechanisms in place to support continuous improvement.

3.4. Physical Learning Environments

- To ensure equitable rights for all stakeholders and uphold social justice, structural modifications such as ramps, elevators, wide doors, and accessible restrooms are implemented to promote accessibility in physical learning environments. Quiet zones are created for individuals with sensory sensitivities, while classroom layouts are designed to support freedom of movement and facilitate group work.
- To ensure equal access to all facilities for every member of the school community, clear, bilingual, and culturally inclusive signage is used throughout the campus. The learning environment is structured to be clear, accessible, and supportive of children's independence skills. Both the physical space and the materials to be used are organized in accordance with students' individual areas of interest.
- All physical settings are regularly reviewed and updated as needed to maintain continuous adaptability and accessibility for individuals with diverse needs.

3.5. Social and Cultural Activities

- Hisar School stakeholders participate in social responsibility projects through a rights-based approach that promotes solidarity and collective well-being.
- Ceremonies, celebrations, commemorative events, and social activities are designed with a pluralistic and inclusive language.
- A wide range of activities is offered in line with students' interests to ensure that each individual can find opportunities that suit them.
- Activities and projects are organized in response to the diverse needs of all school stakeholders.
- Trips and events are planned with a focus on diversity, inclusion, sensitivity, and environmental sustainability.

3.6. Scholarships, Awards and Financial Aid

The Hisar School Scholarships, Awards and Financial Aid Regulation (BÖMAY) is implemented based on multifaceted criteria that uphold equal opportunity in education. It adopts a holistic approach that evaluates not only academic performance but also other areas of competence such as social responsibility, leadership, arts, and sports.

Financial support and scholarship processes are carried out within a separate evaluation framework following the application. Applications for financial aid and academic achievement scholarships are assessed under the scope of BÖMAY.

3.7. Governance and Participation Processes

- In Hisar School's governance model, participation in decision-making processes is carried out through committees and student councils that represent all school stakeholders. This process is conducted in collaboration with stakeholders through a participatory and transparent management approach.
- Student opinions are directly considered, especially in decisions related to social life and learning environments. Student councils have the right to make suggestions and provide feedback.
- Representation within committees is structured in a fair and balanced way, with attention to diversity.
- Multiple tools are used to collect opinions and feedback (such as surveys, open meetings, and suggestion boxes). Data obtained from surveys and the resulting action plans are shared transparently with stakeholders.
- All decision-making processes incorporate social, emotional, and academic needs equally.

4- CORE VALUES AND PRINCIPLES

Hisar School's Inclusion Policy is shaped by the school's core values: inclusion, collaboration, creativity and innovation, social responsibility, and perseverance. These values form the foundation of a learning environment in which all individuals feel safe, respected, and a true sense of belonging.

Inclusion involves recognizing individual differences and supporting their meaningful and active participation in school life. Collaboration fosters mutual understanding and solidarity among all members of the school community. Creativity and innovation create a flexible and inspiring learning culture that embraces diverse ways of thinking. Social responsibility encourages individuals to contribute value to their personal growth, their environment, and society as a whole. Perseverance motivates all students to progress with determination on their learning journeys.

Hisar School aims to raise students as individuals equipped with the critical thinking, leadership, creativity, and self-confidence skills required by today's world. The school believes that this goal can only be achieved in an inclusive climate that fosters empathy and supports multidimensional development.

To promote inclusion, Hisar School encourages open, transparent, and continuous communication. Regular feedback and suggestions from school stakeholders are taken into account, and the implementation of the Inclusion Policy is supported through mechanisms that prioritize participation.

4.1. National and International Legal Frameworks

This policy is grounded in national and international legal frameworks and has been developed in alignment with the core values outlined above, based on educational, social, and institutional principles:

- **The Constitution of the Republic of Turkey:** Guarantees the principle of equality and protection against discrimination.
- **Ministry of National Education Guidelines:** Encourage the creation of educational environments that provide equal opportunities.
- **United Nations Convention on the Rights of the Child:** Ensures children's equal right to education.
- **United Nations Convention on the Rights of Persons with Disabilities:** Secures the right to equal access to education for individuals with disabilities.
- **European Convention on Human Rights:** Provides protection against discrimination and guarantees equal educational opportunities.
- **Republic of Turkey Ministry of Family and Social Services – International Agreements – Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW):** Upholds equality in education, employment, and participation in social life.
- **Sustainable Development Goals – United Nations:** The goal of Reducing Inequalities directly supports inclusion.
- **European Social Charter:** Accepted by Turkey in 2007, it sets forth the principles of equal opportunity and equal treatment in education, employment, and social protection.
- **The Constitution of the Republic of Turkey (Article 10):** "All individuals are equal before the law without distinction as to language, race, color, sex, political opinion, philosophical belief, or similar grounds."

These documents form the legal and ethical foundation of our commitment to creating an inclusive educational environment that is based on human rights and freedoms and is sensitive to discrimination.

4.2. Connection with International accreditations

Alignment with CIS Standards

The Hisar School Inclusion Policy is holistically and functionally aligned with the standards of the Council of International Schools

(CIS). The development of this policy has been guided by the CIS principle of "Excellence in Teaching and Learning." In this context, inclusion necessitates the adoption of pedagogical practices that place individual learning differences at the center, the differentiation of teaching processes based on student needs, and the systematic use of multidimensional assessment methods. Furthermore, administrative approaches that prioritize student well-being are critical for the sustainability of inclusive practices.

In alignment with the CIS principle of "School Community and International Collaboration," the Hisar School Inclusion Policy is not confined to internal operations alone; it also encourages the active participation of families, students, teachers, and other stakeholders. This multi-stakeholder approach aims to recognize cultural diversity within the school community, enhance sensitivity to differences, and create an inclusive learning environment for all. In conclusion, the Hisar School Inclusion Policy contributes to the development of a holistic school culture both pedagogically and socio-culturally.

Alignment with NEASC Standards

The Hisar School Inclusion Policy directly aligns with the core standards of NEASC (New England Association of Schools and Colleges), including student-centeredness, ethical leadership, equitable access, respect for diversity, a safe school environment, continuous improvement, and community engagement. The policy is consistent with NEASC's evaluation criteria under the following categories: Learning Culture, Well-being, Equity and Inclusion, Community Resources, and Institutional Integrity.

Specifically, the policy:

- Commits to providing a learning environment that recognizes and respects the differences of all students and supports their individual development;
- Treats psychological safety, belonging, and participation as essential components of the learning process;
- Promotes meaningful and active participation of all stakeholders in school life through principles of accessibility, representation, social responsibility, and participatory governance;
- Structures processes for continuous improvement and accountability through data-driven monitoring and evaluation mechanisms.

This policy represents a strong institutional commitment that aligns with NEASC's inclusive, equitable, and transformation-oriented school climate principles.

Alignment with HighScope Standards

The HighScope Approach is a research-based early childhood education model grounded in active child participation. At Hisar School, the core principles of active learning that underpin the HighScope approach are implemented in an integrated manner—beginning in preschool and continuing throughout the K12 system—through methods that support students' thinking, inquiry, and problem-solving skills.

Hisar School's Inclusivity Policy is highly aligned with the Program Quality Assessment (PQA), which is HighScope's official program evaluation tool. The PQA's focus on child-centered instruction, accessible learning environments, responsive adult-child interactions, and equity-based structured routines directly corresponds with the school's inclusivity principles.

Key classroom assessment criteria within the PQA—such as "children's right to choose," "clear and purposeful organization of the learning environment," and "teacher interactions that involve extended language and open-ended questions"— align with Hisar School's practices that promote differentiated learning environments and foster children's active participation.

Furthermore, institutional-level PQA standards—including professional development, continuous assessment, family engagement, and equity policies—mirror Hisar School' commitment to maintaining a sustainable and inclusive school culture.

In this regard, Hisar School' Inclusivity Policy is not only grounded in legal and ethical frameworks, but is also aligned with internationally recognized pedagogical quality standards. This ensures both the quality of implementation and the safeguarding of the principle of equity in education.

5. AWARENESS, EDUCATION AND PREVENTIVE PRACTICES

To effectively implement and sustain the Hisar School Inclusion Policy, it is essential to inform and support all members of the school community. The educational, awareness-raising, and preventive practices to be carried out within this scope are defined below:

Inclusion awareness training aims to help all educational stakeholders recognize implicit bias, stereotypes, and similar thought patterns that may stem from their personal histories and experiences.

This training, grounded in the concept of intersectionality, seeks to identify classroom biases and promote a fairer and more inclusive learning environment by explaining how discrimination can arise at the intersection of multiple identity characteristics such as ethnicity, class, and disability.

The educational process includes raising awareness, recognizing conscious or unconscious behaviors that hinder inclusion, and developing strategies to reduce them. This ensures the creation of a school environment where all stakeholders feel valued, accepted, and supported.

All stakeholders are required to participate in at least one inclusion training session per year. In addition, inclusion-related work is carried out throughout the year with voluntary focus groups. These trainings are designed around themes aligned with the Sustainable Development

Goals, including social justice, empathy, awareness through culture and the arts, animal rights, cultural sensitivity, disability rights, learning differences, peace language, and combating discrimination. The aim is to promote value-based attitudes, challenge biases, and internalize inclusive behaviors.

At the beginning of each academic year, a comprehensive orientation program is conducted for new staff. This process, supported by all relevant departments and the communication of key policies, helps individuals feel safe and adapt quickly to the school culture.

When designing lessons, the inclusion of themes such as empathy, respect for diversity, and a culture of living together is encouraged. Students are supported through age-appropriate activities, guidance sessions, and social-emotional learning programs focused on sensitivity to diversity, combating peer bullying, self-awareness, social awareness, empathy, and social responsibility.

The inclusive school culture is strengthened through student participation and collaboration among student clubs, student councils, volunteer project groups, and various academic centers.

All activities are designed in accordance with the Hisar School Inclusion Policy, Hisar School Ethics Policy, Hisar School Communication Policy, and "Hisar Raises Its Voice: A Protocol for Global Citizenship", and are made accessible to all stakeholders.

Parents are informed about the Hisar School Inclusion Policy and are asked to sign the "Hisar School Student-Parent-School Agreement" (Appendix-2). All stakeholders are expected to maintain behaviors and attitudes aligned with the school's inclusion policy and to actively participate in processes through meetings, seminars, and counseling bulletins, thereby assuming shared responsibility.

5.1. Safe and Inclusive School Climate

Creating a school climate that prioritizes psychological safety, promotes open communication, and embraces diversity as a strength across all departments is a fundamental priority. Efforts to prevent and address discrimination, exclusion, and bullying are carried out systematically, and clear, transparent, and reliable reporting and evaluation mechanisms are established for such situations.

In addition, guidance and counseling services are provided to students and staff who require psychosocial support (e.g., due to migration, loss, trauma, or family-related challenges), supporting emotional safety processes.

All accessibility and support services are offered not only to meet present needs but also with a future-oriented approach that considers the physical, emotional, social, and mental well-being of students. In this regard, the principle of human sustainability is upheld. Education, healthy development, psychological support, and a safe school climate are structured holistically to support individuals' long-term well-being and full potential.

5.2. Inclusive Teaching Practices and Curriculum

The curriculum is structured to reflect students' diverse identities, interests, cultural backgrounds, and learning needs. In addition to academic content, the curriculum aims to raise students' awareness in areas such as learning to live with differences, critical thinking, and developing social responsibility.

During the implementation of the curriculum and the design of school life, arrangements are made that respect different cultural, religious, and gender identities. Cultural diversity is taken into account during holidays, rituals, and special occasions.

Teaching methods are diversified according to different learning styles, paces, and areas of interest. In assessment processes, not only academic achievement but also students' individual development, social skills, and participation are considered. Methods such as project-based learning, group work, and open-ended discussions are applied to create participatory learning environments where each student feels heard, valued, and able to make meaningful contributions.

Student-centered, participatory awareness activities are held regularly. These activities include student councils, social responsibility projects, clubs, national and international projects, and collaborative initiatives.

Student participation in activities is supported through differentiated support mechanisms tailored to individual needs to ensure accessibility for all. Digital content and learning platforms are designed to be inclusive of all students, incorporating features such as screen reader compatibility, plain language, and subtitles.

5.3. Collaboration, Communication, and Participation

The Inclusion Policy is a living and evolving document shaped through the contributions of individuals at every level of the school. In both the development and implementation of the policy text, the opinions and input of all internal stakeholders—including students, teachers, administrators, parents, and support staff—are actively included.

Communication with parents is designed with an inclusive approach that considers diverse parenting styles and family structures.

As part of a community-integrated inclusion strategy, collaborations are established with universities, non-governmental organizations, municipalities, and other relevant institutions. These partnerships not only enhance the school's capacity for inclusion but also contribute to increasing students' sense of social responsibility.

5.4. Continuous Professional Development Programs

Each year during the August in-service seminar period, academic and administrative staff receive training on inclusion. In addition, throughout the year, meetings, seminars, workshops, and social responsibility projects are organized to raise awareness in the field of inclusion, tailored to the specific needs of relevant departments and school units.

5.5. Parents Information and Participation Workshop

Hisar School values the informed and active involvement of parents as essential to strengthening and sustaining an inclusive school culture. In this context, information and participation workshops organized by Hisar School—with the support and guidance of the Psychological Counseling and Guidance Center—aim to both raise awareness and take a preventive approach against potential exclusionary attitudes and behaviors.

These workshops help parents better understand their own roles and contribute to creating a safer, more sustainable, and holistic learning environment for students by reinforcing the school–parent collaboration.

6. ROLES AND RESPONSIBILITIES

The Hisar School Inclusion Policy is implemented with the goal of providing a safe, supportive, equitable, and belonging-oriented learning and working environment for all individuals in the school community. For the effective implementation and sustainability of this policy, all stakeholders have defined roles and responsibilities, as outlined below. These responsibilities are monitored and supported through various tools—such as lesson observations and the SAP application—by relevant administrators for both academic and administrative staff, within the framework of the Instructional Supervision and Evaluation Policy.

6.1. Students

Students recognize the diversity within the school community, show respect for differences, and adopt behaviors that are neither exclusionary nor discriminatory. They know that when they experience or witness bullying, exclusion, or inequality, they can rely on the school's safe reporting mechanisms. As active agents of an inclusive school culture, students provide feedback, contribute to problem-solving processes, and take responsibility for strengthening the culture of living together.

6.2. Academic and Administrative Staff

Teachers differentiate their instructional practices inside and outside the classroom by considering the individual needs of all students. They develop materials that reflect the value of inclusion and incorporate multiple perspectives; they adopt an approach sensitive to different learning styles, language proficiencies, cultural backgrounds, and individual differences. They create inclusive and supportive learning environments for all students, applying empathy, collaboration, and respect-based teaching methods. Teachers participate regularly in professional development activities related to inclusion, equity, and anti-discrimination and apply these principles in their interactions with students.

All school staff contribute to shaping the school's physical, social, and emotional climate. They are expected to maintain a respectful, supportive, and non-discriminatory attitude toward students, parents, and colleagues. As part of the school culture, they take part in awareness-raising and informational activities aimed at enhancing sensitivity to diversity. In all areas of their responsibilities, they prioritize student safety, accessibility, and a sense of belonging, and support the school's inclusion goals with an approach that recognizes and embraces individual differences.

6.3. Psychological Counseling and Guidance Center

The Psychological Counseling and Guidance Center monitors students' social, emotional, and academic development processes and creates preventive and supportive intervention plans based on individual needs. It provides protective and preventive guidance services against potential risks of exclusion, discrimination, or bias that students may face. In collaboration with families, the center develops student-centered and holistic support systems. It ensures that guidance services are sensitive to learning differences as well as cultural, religious, and belief diversity, and conducts all processes accordingly.

6.4. School Administration

The school administration leads and models the creation of a school culture that recognizes differences, fosters safety, and strengthens a sense of belonging during the implementation of the inclusion policy. In all decision-making processes, the administration adopts a democratic approach, and maintains a respectful, supportive, and non-discriminatory attitude toward stakeholders.

It promotes the necessary structural and cultural transformation processes to embed a school culture that embraces and respects diversity. In this context, the administration allocates the necessary budget, personnel, and technical resources to ensure accessibility, support services, and anti-discrimination efforts. The implementation of the policy is periodically monitored and evaluated, and updates are initiated based on reports received from the Hisar School Monitoring Unit.

6.5. Parents

Parents participate in the school's inclusion policy information processes and adopt an attitude that supports the policy by implementing the practices defined for them. They use inclusive and respectful language and approaches toward all students, parents, teachers, and school staff.

They contribute to a consistent school culture by attending seminars, information sessions, and activities that strengthen school-family cooperation. They maintain open communication with the school to uphold this inclusive approach at home as well.

6.6. Other Stakeholders in Direct Contact with the School

All stakeholders who interact directly with the school (e.g., transportation, catering, cleaning, security personnel) take part in information and awareness activities designed to increase sensitivity to diversity as part of the school culture. They implement the expected attitudes and behaviors in alignment with the school's guiding principles. In their areas of responsibility, they act with student and adult safety, accessibility, and a sense of belonging as top priorities. The language they use and the approach they adopt are in full alignment with the Hisar School Inclusion Policy.

Hisar School alumni, through the Alumni Association, also assume roles and responsibilities in accordance with the school's core principles.

7. COMMUNICATION AND PARTICIPATION MECHANISMS

7.1. Informing Stakeholders

The Hisar School Inclusion Policy is published on the school's website and redistributed to all stakeholders whenever it is revised.

7.2. Receiving Participation and Feedback

Feedback on the Hisar School Inclusion Policy is collected through student, parent, teacher, and staff surveys, which are conducted at least twice a year and include questions related to the policy. Various platforms—such as panels and student union platforms—are created to encourage stakeholder contribution.

Once the feedback is analyzed, the outcomes are shared with stakeholders via reports or newsletters. The Hisar School Inclusion Policy is transparent and, in line with the principle of participatory representation, remains open to improvement through both direct and indirect input from all stakeholders.

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7.3. Awareness Initiatives

Awareness-raising activities are conducted for all stakeholders on the topic of inclusion. Expert speakers are invited to give seminars on themes such as inclusion, cultural diversity, and psychological safety, aiming to foster inclusive language and attitudes among all stakeholders.

Awareness efforts targeting students—from preschool to high school—are carried out using age-appropriate content to build understanding and sensitivity.

8. MONITORING AND IMPLEMENTATION PROCESS

The implementation, monitoring, and feedback processes are a shared responsibility of the entire school community and are carried out with the active participation of all stakeholders. Various data collection and evaluation tools are used to monitor and improve the implementation of the Hisar School Inclusion Policy. Through lesson observations, focus group discussions with stakeholders, and survey studies, the impact of inclusive practices on learning environments is observed. Quantitative and qualitative data—such as performance evaluation tools, the attainment rates of inclusion-related learning outcomes embedded in the curriculum mapping system, and student-staff-parent events—support a holistic analysis of the process. The number of inclusion-focused trainings, participant counts, and participant feedback are also included in this comprehensive analysis. All analyses are reported on the Hisar School Strategic Plan evaluation platform. These tools serve as guides for measuring the effectiveness of the inclusion approach and for planning necessary improvements.

8.1. Notification Process and Evaluation Mechanism

In this context, and specifically for academic and administrative staff, observations and experiences related to inclusivity that require reporting shall be shared directly with the relevant administrators through the "Grievance Reporting Policy/Procedure" (Annex 3).

All notifications are evaluated with a transparent, confidentiality-sensitive, and solution-oriented approach.

8.2 Policy Revision

The Hisar School Inclusion Policy is revised at the end of each academic year.

9. APPENDICES

Appendix 1

Related Hisar School Policies:

Hisar School Ethics Policy
Hisar School Communication Policy
Hisar School Child Protection Policy
Hisar School Psychological Counseling and Guidance Policy
Hisar Raises Its Voice: A Protocol for Global Citizenship
Hisar School Academic Integrity Policy
Instructional Supervision and Evaluation Policy

National and International Agreements:

Constitution of the Republic of Turkey
European Convention on Human Rights
United Nations Convention on the Rights of the Child
United Nations Convention on the Rights of Persons with Disabilities
United Nations Sustainable Development Goals
Convention on the Elimination of All Forms of Discrimination Against Women
European Social Charter
Ministry of National Education Guidelines (Turkey)

Appendix 2

Hisar School Student–Parent–School Agreement

Appendix-3

Grievance Policy/ Procedure

APPENDIX 3: GRIEVANCE POLICY/ PROCEDURE

When an employee has a grievance related to any aspect of their job, it is the school's priority to address the matter as promptly as possible and in a manner that ensures the satisfaction of all relevant parties.

This procedure is not a part of, nor an annex to, individual employment contracts; however, it constitutes a binding internal practice of the institution and is valid and in effect for all employees. Having a complaint filed against a person does not, in itself, constitute grounds for disciplinary action or dismissal. However, if the evaluation reveals a situation that is contrary to business ethics, institutional policies, or the legal framework, the relevant disciplinary process or contract termination procedure may be initiated.

Informal Process

When an employee experiences dissatisfaction regarding any matter in the workplace, it is expected that the issue is initially reported to their immediate supervisor. The matter should be discussed informally and resolved if possible.

If the employee is not in a position to speak directly with their supervisor (for example, if the complaint concerns the supervisor), the issue should be reported to a more senior manager. If the issue cannot be resolved at this stage, the formal process will be initiated.

No employee shall suffer retaliation, victimization, or any adverse consequences as a result of filing a grievance in good faith or participating in an investigation.

Formal Process

If the matter cannot be resolved through informal means, the employee should submit the grievance in writing to the Head of their Unit or Department, at which point the issue will be treated as a formal grievance. If the grievance directly concerns the Unit/Department Head or the Assistant Principal, it should be submitted to the School Principal. If it concerns the School Principal or Deputy General Managers, it should be submitted to the General Manager. If the grievance concerns the General Manager, it should be submitted to the Chair of the Board of the Hisar Educational Foundation (HEV).

For employees in administrative roles, if the grievance involves their direct unit/department manager, the matter should be referred to the General Manager.

Formal grievances should normally be submitted within ten (10) working days of the issue occurring, unless exceptional circumstances apply. Once a formal grievance is received, a meeting will be scheduled within five (5) working days. During this meeting, the employee will be given the opportunity to explain the issue and share any proposed resolutions.

Grievance meetings are expected to take place in the presence of a witness. Therefore, at least two management representatives will attend the meeting as listeners. The employee submitting the grievance may also be accompanied by a colleague. The names of accompanying persons should be exchanged by both parties prior to the meeting. Accompanying persons may ask questions during the meeting but are not permitted to respond on behalf of the employee.

To ensure procedural integrity and fairness, management representatives will also hold a separate meeting with the individual(s) against whom the grievance has been raised. The manager will then evaluate the matter within the relevant administrative committee they chair and reach a decision.

If deemed necessary during the meeting, a recess may be called and a formal investigation into the matter may be initiated. In such cases, the employee will be informed of the estimated timeline of the process. Following the conclusion of the meetings, the outcome of the grievance and the rationale behind the decision will be communicated in writing to both the complainant and the subject of the complaint within no more than five (5) working days. If additional time is needed due to further investigation or postponement, the parties will be informed of the revised timeline in writing.

Appeal Process

Both the employee submitting the grievance and the employee who is the subject of the grievance have the right to appeal the decision.

An appeal must be submitted in writing within five (5) working days from the date the written decision is delivered to the employee.

The appeal should initially be submitted to the individual who conducted the original grievance hearing. If the matter remains unresolved, the appeal should be escalated to the School Principal or the General Manager. If the School Principal and/or the General Manager have already been involved and the issue persists, the appeal may be submitted to the Chair of the Board of the Hisar Educational Foundation (HEV). To avoid the risk of lack of impartiality, a truly independent appeal panel should have members who were not involved in the first decision.

An appeal meeting will be organized within five (5) working days. This meeting will be conducted by a panel composed of the School Principal, the General Manager, a member of the HEV Board of Directors, or up to three members of the Board. The employee may be accompanied to the meeting by a colleague of their choice.

Following the meeting, the decision regarding the appeal and its rationale will be communicated in writing no later than ten (10) working days. This decision shall be final.

This policy/procedure enters into force on the date it is officially announced in the workplace. The Employer reserves the right to amend or revoke this policy/procedure at any time.