

Official Journal Date: 18.05.2012

Official Gazette Number: 28296

MINISTRY OF EDUCATION SPECIAL EDUCATION INSTITUTIONS REGULATION

FIRST PART

Purpose, Scope, Basis and Definitions

Purpose and scope

ARTICLE 1 - (1) This Regulation has been opened within the scope of Private Education Institutions Law No. 5580. education and training, management in special education schools and special education and rehabilitation centers, **(Amended phrase: RG-24/5 / 2013-28656)** support education programs to be applied to individuals with disabilities, **(Different phrase: RG-24/5 / 2013-28656)** special education of special education school with disability groups and degrees and rehabilitation unit and special education and rehabilitation centers **(Amended phrase: RG-24/5 / 2013-28656)** procedures and principles regarding the support education expenses to be applied to individuals with disabilities prepared to determine.

Rest

ARTICLE 2 - (1) This Regulation is dated 53/7/2005 and numbered 5378 **(Amended phrase: RG-24/5 / 2013-28656)** on the Disabled and Amendments to Some Laws and Decree Laws Law No. 5580 of Private Education Institutions dated 8/2/2007, No. 652 dated 25/8/2011 13th of the Decree Law on the Organization and Duties of the Ministry of National Education, 36 Prepared based on Articles 43 and 43.

Definitions

ARTICLE 3 - (1) In this Regulation;

- a) Family education: **(Different phrase: RG-24/5 / 2013-28656)** directly to the education process of the disabled individual to **inform the** participating individuals **(Amended phrase: RG-24/5 / 2013-28656)** on disability and disability, legal reporting their rights and responsibilities, counseling and guidance, **(Amended phrase: RG-24/5 / 2013-28656)** determining the needs of the disabled individual regarding special education, All of the efforts to increase the active participation in education,
- b) Ministry: Ministry of National Education,
- c) BEP: Individualized education program,
- d) Individual education: Disabled people who need special education **(different phrases: RG-24/5 / 2013-28656)** taking into account the development and individual competences of individuals, **(Amended phrase: RG-24/5 / 2013-28656)** obstacle support determined according to the nature of disability with their groups and degrees **(Different phrases: RG-24/5 / 2013-28656)** prepared for the disabled individual in line with the training programs **(Different phrases: RG-24/5 / 2013-28656)** and one-to-one training,
- e) Individualized education program development unit: Those who need special education **(phrase: RG-24/5 / 2013-28656)** education in schools and institutions where individuals with disabilities continue their education Unit created to prepare IEPs in line with their performances and needs,
- f) Course: **(Different phrase: RG-24/5 / 2013-28656)** in support training programs for the disabled individual at least forty-five minutes of individual or group training in the specified educational settings time,
- g) Support training service: Disabled with the report of the health board **(Amended phrase: RG-24/5 / 2013-28656)** from the support education programs determined by the decision of the special education evaluation board. education given to individuals deemed appropriate to benefit,
- h) Support training program: In the special education and rehabilitation unit of the special education school and Individuals who need support education in the special education and rehabilitation center **(Different phrase: RG-24/5 / 2013-28656)** disability groups, their rank and **(Different expression: RG-24/5 / 2013-28656)** disability the training program prepared by taking into consideration the individual development competencies and approved by the Ministry,
- g) Other personnel: Personnel in charge of the institution other than education and rehabilitation personnel,
- h) Education personnel: Education and rehabilitation determined by the Ministry according to the education programs personnel,
- i) General Directorate: General Directorate of Private Education Institutions,

- i) Group education: **(Different phrase: RG-24/5 / 2013-28656)** Disability groups, **(Different phrase: RG-24/5 / 2013-28656)** nature and degree of disability, **(Amended phrase: RG-24/5 / 2013-28656)** calendar of the disabled considering their age and developmental characteristics and support education program and modules. education given to groups formed from individuals,
- j) Work schedule: In the next month by the special education school and the special education and rehabilitation center the support to be made before starting the training, **(Amended phrase: RG-24/5 / 2013-28656)** disabled the calendar of the individual and / or group course training of individuals,
- k) Institution: Special education school and special education and rehabilitation center,
- l) Special education evaluation board report: By the special education evaluation board As a result of educational evaluation and diagnosis, it is determined that it needs special education. report prepared for individuals,
- m) **(Change: RG-4/12 / 2012-28487)** Special education school: **(Change: RG-24/5 / 2013-28656)** Improved education with specially trained personnel serving individuals with disabilities programs are applied; special education kindergarten, primary school, secondary school, vocational high school, vocational education center (school) and business practice center (school),
- n) Special education and rehabilitation: Language and speech difficulties, mental, physical, sensory, social, of people with disabilities who have emotional and behavioral problems **(Different phrases: RG-24/5 / 2013-28656)** Eliminating disability or minimizing its effects, to raise the level and adapt to society, basic self-care skills, independent life and all the work done to improve their professional skills,
- o) Special education and rehabilitation center: by special education evaluation boards As a result of educational evaluation and diagnosis, it is determined that it needs support education. **(Different phrase: RG-24/5 / 2013-28656)** special education providing support education services for individuals with disabilities institution,
- ö) **(Different phrase: RG-24/5 / 2013-28656)** disabled individual: individual and development for various reasons that differ significantly from the level expected of their peers in terms of their characteristics and educational competencies vision, hearing, language and speech, spastic, mental, orthopedic or spiritual **(Different phrase: RG-24/5 / 2013-28656)** individuals with disabilities,
- p) **(Amended phrase: RG-24/5 / 2013-28656)** Individual Module for the disabled: Special education school and special education and individuals with disabilities attending rehabilitation centers **(Different phrases: RG-24/5 / 2013-28656)** the data of educational staff and the institution are collected in a central database and the internet software program for reliable execution over
- r) **(Annex: RG-29/5 / 2014-29014)** e-School: Education, training and student-related work in schools and system where transactions are carried out electronically and information is kept , express.

SECOND PART

Purpose of Educational Services Provided in Private Educational Institutions

The purpose of educational services in special education schools and the units of the school

ARTICLE 4 - (1) The purpose of the special education school; National Education Basic No. 1739 dated 14/6/1973 In line with the general objectives and basic principles of Turkish National Education stated in the Act **(Amended phrase: RG-24/5 / 2013-28656)** of individuals with disabilities;

- a) The right to general and vocational education in line with their interests, wishes, competencies and abilities Use them to,
- b) Cooperating, performing their roles in the society, establishing good relations with others to grow up as productive individuals who can work, adapt to their environment,
- c) With the programs prepared with an approach centered on the student; mental, physical, auditory, visual, reducing social, emotional, language and speech difficulties and behavioral problems, self-care, independent to develop life and functional academic skills, to become self-sufficient and their adaptation to society,

ç) Using appropriate training programs and special methods, personnel, tools and equipment; interests, in accordance with the needs, abilities and competencies of higher education, business and professional fields and preparing them for life,

Provide.

(2) **(Amended: RG-4/12 / 2012-28487)** Within the special education schools; special education and rehabilitation unit can be opened. The same within the structure of special education kindergarten and primary school **(Different phrase: RG-24/5 / 2013-28656)** early childhood education unit belonging to the disability group can also be opened. Profession high school, vocational education center (school) and business practice center (school) private garden for each school can be opened in different buildings located.

The purpose of the education services provided in the special education and rehabilitation center

ARTICLE 5 - (1) The aim of the center is Turkish National, which is stated in the National Education Basic Law No. 1739. In line with the general purpose and basic principles of education;

a) **(Amended phrase: RG-24/5 / 2013-28656)** support education of individuals with disabilities determined by the Ministry programs, using special methods, personnel, tools and equipment, their interests, needs, skills and to prepare for life in line with their competencies,

b) Cooperating, performing their roles in the society, establishing good relations with others to grow up as productive individuals who can work and adapt to their environment,

c) Language, speech difficulties and mental, physical, sensory, social, emotional and behavioral problems which **(Amended expression: OG-24/5 / 2013-28656)** or the elimination of the disability case of persons with disabilities in order to maximize their abilities and to society ensuring their compliance, developing basic self-care skills and independent living skills, to provide support training activities.

THIRD PART

Opening and Closing Institutions and Duties, Powers and Responsibilities

Opening and closing special education institutions

ARTICLE 6 - (1) Special education schools and special education and rehabilitation centers 20/3/2012 Ministry of National Education Private Education Institutions published in the Official Gazette dated 28239. It is opened and closed according to the provisions of the Regulation.

Staff assignment in special education institutions

ARTICLE 7 - (1) National Education in special education schools and special education and rehabilitation centers According to the provisions of the Ministry of Private Education Institutions Regulation, the following personnel Appointed:

- a) In special education schools;
- 1) Institution Manager,
 - 2) Deputy principals in schools with more than a hundred quota,
 - 3) If there is more than one private education institution belonging to the same founder, optional general manager and assistant general manager,
 - 4) Class and branch teacher suitable for the level and type of the school,
 - 5) Compulsory special education personnel to implement the support education programs determined by the Ministry,
 - 6) Counselor or psychologist,
- Appointed. In addition, other personnel may be appointed on demand.
- b) In special education and rehabilitation centers;
- 1) Institution Manager,
 - 2) Deputy director in centers with more than a hundred quota,
 - 3) If there is more than one private education institution belonging to the same founder, optional general manager and assistant general manager,
 - 4) Compulsory education personnel to implement the support education programs determined by the Ministry,
 - 5) Counselor or psychologist,
- Appointed. Also, optionally with a social worker or social worker, other heard personnel may also be appointed.

Duties of the hearing, visually or mentally impaired classroom teacher

ARTICLE 8 - (1) The duties of the hearing, visually or mentally impaired primary school teacher are as follows:

- a) Development scales and measurement and evaluation tools related to the field are prepared and prepared in IEP.

To cooperate with the BEP development unit in its implementation,

- b) To make application and evaluation related to the field in IEP,
- c) (**Different phrase: RG-24/5 / 2013-28656**) educational performance and disability of individuals with disabilities necessary materials related to the field to be used during their education, taking into account the type prepare,
- c) To participate in family education and counseling activities in the institution, to plan and carry out family training activities with the psychologist or guidance teacher,
- d) (**Amended phrase: RG-24/5 / 2013-28656**) to provide support education services to individuals with disabilities and BEP in directing individuals to appropriate schools or institutions in line with their educational performance to cooperate with the development unit,
- e) Other institution for the disabled individuals who continue to the institution (**Amended phrase: RG-24/5 / 2013-28656**) or working in coordination with experts and teachers serving in organizations,
- f) (**Different phrase: RG-24/5 / 2013-28656**) used by individuals with disabilities due to their disability taking measures for the maintenance and control of personal devices and devices,
- g) (**Different phrase: RG-24/5 / 2013-28656**) educational performance and needs of individuals with disabilities to train in line with,
- g) To perform other tasks similar to those specified in the job description.

Duties of child development and education teacher

ARTICLE 9 - (1) Duties of the child development and education teacher working in the institution are as follows:

- a) Development scales and measurement and evaluation tools related to the field are prepared and prepared in IEP.
- To cooperate with the BEP development unit in its implementation,
- b) To make application and evaluation related to the field in IEP,
 - c) (**Different phrase: RG-24/5 / 2013-28656**) educational performance and disability of individuals with disabilities necessary materials related to the field to be used during their education, taking into account the type prepare,
 - c) (**Different phrase: RG-24/5 / 2013-28656**) physical, mental and social development of disabled people in terms of evaluation and evaluate their development according to age levels,
 - d) (**Amended phrase: RG-24/5 / 2013-28656**) to provide support education services to individuals with disabilities and educational performance in accordance with (**Amended expression: OG-24/5 / 2013-28656**) Another of people with disabilities To cooperate with the BEP development unit in directing them to the school or institution,
 - e) (**Different phrase: RG-24/5 / 2013-28656**) monitoring the development and education of individuals with disabilities, expected to cooperate with relevant professional staff for those who cannot show development, to guide families and teachers,
 - f) Other institutions or individuals with disabilities who are continuing the institution (**Amended phrase: RG-24/5 / 2013-28656**) to work in coordination with experts and teachers serving in organizations,
 - g) To work with other professional staff in the institution and record their duties to keep duly,
 - g) Participating in family education and counseling activities in the institution, to plan and carry out family training activities with the psychologist or guidance teacher,
 - h) To perform other duties similar to those specified in the job description.

Duties of preschool teacher

ARTICLE 10 - (1) The duties of the preschool teacher are as follows:

- a) Development scales and measurement and evaluation tools related to the field are prepared and prepared in IEP.
- To cooperate with the BEP development unit in its implementation,
- b) To make application and evaluation related to the field in IEP,
 - c) (**Different phrase: RG-24/5 / 2013-28656**) educational performance and disability of individuals with disabilities necessary materials related to the field to be used during their education, taking into account the type prepare,

- c) (**Different phrase: RG-24/5 / 2013-28656**) development of individuals with disabilities in various scales and control monitoring and evaluating in collaboration with special education teachers using lists,
- d) Participating in family education and counseling activities in the institution, to plan and carry out family training activities with the psychologist or guidance teacher,
- e) To perform other tasks similar to those specified in the job description.

Duties of the physiotherapist

ARTICLE 11 - (1) The duties of the physiotherapist working at the institution are as follows:

- a) Development scales and measurement and evaluation tools related to the field are prepared and prepared in IEP.
- To cooperate with the BEP development unit in its implementation,

- b) To make application and evaluation related to the field in IEP,
- c) (**Different phrase: RG-24/5 / 2013-28656**) educational performance and disability of individuals with disabilities necessary materials related to the field to be used during their education, taking into account the type prepare,
- ç) (**Amended phrase: RG-24/5 / 2013-28656**) of orthotic or assistive device of individuals with disabilities informing the individual and the family in his appointment,
- d) Individuals with disabilities who are **undergoing** physical rehabilitation (**Amended phrase: RG-24/5 / 2013-28656**) following the developments and preparing a development report,
- e) (**Different phrase: RG-24/5 / 2013-28656**) from the developing stages of the disabled individual and the doctor inform the principal of the school / educational institution and the family from their controls,
- f) Taking part in and implementing related issues in family education and counseling programs join,
- g) To perform other duties similar to those specified in the job description.

Duties of the audiology and speech disorders specialist or educational audiologist

ARTICLE 12 - (1) Audiology and speech disorders specialist or training at the institution

The duties of the audiologist are:

- a) Development scales and measurement and evaluation tools related to the field are prepared and prepared in IEP. To cooperate with the BEP development unit in its implementation,
- b) To make application and evaluation related to the field in IEP,
- c) (**Different phrase: RG-24/5 / 2013-28656**) educational performance and disability of individuals with disabilities necessary materials related to the field to be used during their education, taking into account the type prepare,
- ç) To evaluate individuals with hearing loss, to prepare and implement programs suitable for their field,
- d) To record the developments of individuals with hearing loss by following them,
- e) To take part in studies related to the field in family education, guidance and counseling programs and participate in the application,
- f) Other institutions or individuals with disabilities who are continuing the institution (**Amended phrase: RG-24/5 / 2013-28656**) to work in coordination with experts and teachers serving in organizations,
- g) To perform other duties similar to those specified in the job description.

Speech and language disorders specialist, language and speech therapist, language and speech catalog or duties of the audiology and speech disorders specialist in speech disorder

ARTICLE 13 - (1) Language and speech disorders specialist, language and speech therapist working in the institution,

The language and speech catalog or audiology and speech disorders specialist's duties are:

- a) Development scales and measurement and evaluation tools related to the field are prepared and prepared in IEP. To cooperate with the BEP development unit in its implementation,
- b) To make application and evaluation related to the field in IEP,
- c) (**Different phrase: RG-24/5 / 2013-28656**) educational performance and disability of individuals with disabilities necessary materials related to the field to be used during their education, taking into account the type prepare,
- ç) Language, speech, voice, hearing, reading and writing, communication disorders due to cognitive impairment to evaluate disorders and prepare an evaluation report,

- d) Language, speech, voice, hearing, reading and writing, communication disorders due to cognitive impairment preparing the therapy program outside of teaching academic skills for disorders; and apply,
- e) To take part in the education activities of the family of the individual with language and speech difficulties, and participating in applications,
- f) Specialists serving individuals who are continuing the institution in other institutions or organizations, and working in coordination with teachers,
- g) To perform other duties similar to those specified in the job description.

Duties of guidance teacher or psychologist

ARTICLE 14 - (1) The duties of the counselor or psychologist working in the institution are as follows:

- a) Development scales and measurement and evaluation tools related to the field are prepared and prepared in IEP. To cooperate with the BEP development unit in its implementation,
- b) To make application and evaluation related to the field in IEP,
- c) (**Different phrase: RG-24/5 / 2013-28656**) educational performance and disability of individuals with disabilities necessary materials related to the field to be used during their education, taking into account the type

prepare,

ç) Support of the institution guidance and psychological counseling services program implemented at the center special education and training in preparation and implementation according to the training program and in the implementation of this program to guide rehabilitation staff,

d) **(Different phrase: RG-24/5 / 2013-28656)** interests, abilities, competencies of individuals with disabilities awareness of themselves and their environment positive relationships with their environment.

to establish more efficient working habits, to participate in extra-curricular activities they encouraged; solve themselves, their environment and their educational problems and difficulties planning and executing psychological counseling and guidance services,

e) **(Different phrases: RG-24/5 / 2013-28656)** for the recognition of individuals with disabilities, guidance and To prepare measurement tools, documents and resources to be used in the counseling unit, develop and implement,

f) **(Amended phrase: RG-24/5 / 2013-28656)** the problems and difficulties of individuals with disabilities to develop studies in cooperation with other education personnel, the individual's parents and execute,

g) Cooperation with school guidance services and classroom teachers attended by students doing and planning the works,

ğ) **(Different phrase: RG-24/5 / 2013-28656)** Individualized education programs of individuals with disabilities to make appropriate evaluations and suggestions about the field,

h) Parents who have education **(Amended phrase: RG-24/5 / 2013-28656)** carrying out psychological counseling and guidance services for their siblings or psychological help directing them to the institutions or organizations they can buy,

i) To plan psychological counseling, guidance and support activities for the personnel of the institution, and execute,

i) Taking part in and implementing related issues in family education and counseling programs join. Families, **(Different phrases: RG-24/5 / 2013-28656)** individuals with disabilities, classroom teachers and in-service, suitable for other institution personnel, such as meetings, conferences and seminars preparing and implementing a training plan,

j) To perform other tasks similar to those specified in the job description.

(2) In the event that the psychologist cannot be appointed in the institution, the guidance teacher conducted by the psychologist performs tasks. Support training for psychologist and counselor not more than twenty hours a week task can also be given.

SECTION FOUR Education Programs

Curriculum of special education schools

ARTICLE 15 - (1) Education applied in equivalent official schools and institutions in special education schools schedules and course schedules are applied. Special education and rehabilitation of the special education school Support education programs implemented in special education and rehabilitation centers in It applied.

(2) Implement different curriculum and course schedule from equivalent official schools and institutions After the approval of the Ministry, the institutional legislation they will prepare special education school directorates. May apply.

Curriculum of special education and rehabilitation centers

ARTICLE 16 - (1) Support approved by the Ministry in special education and rehabilitation centers training programs are implemented.

(2) In special education and rehabilitation centers, in the special education evaluation board report Individuals who are found appropriate to receive support education are given individual, individual and group or group education. In addition, actively for the education of individuals with disabilities to families **(Amended phrase: RG-24/5 / 2013-28656)** family education and counseling services are also provided to ensure participation.

(3) When forming groups in special education and rehabilitation centers, individuals; **(Different phrase: RG-24/5 / 2013-28656)** type and degree of disability, age, education performance and priority education needs such as need is taken into account. Group trainings as specified in support training programs

It is given.

(4) The personnel who will train the support training programs are determined by the Ministry.

CHAPTER FIVE

Board and Units

Councils

ARTICLE 17 - (1) A branch or classroom teacher board is established in schools, teachers board, disciplinary board, guidance and psychological counseling services executive board, workplace monitoring Boards such as the steering committee are established and the principles specified in the equivalent official institution regulations They operate in line with.

(2) In special education and rehabilitation centers, **(Different phrase: RG-24/5 / 2013-28656)** disabled a holistic approach towards the continuous development of the educational service offered to individuals A staff board is established with the participation of all staff in order to ensure their placement. Board institution It meets at least twice a year under the chairmanship of its director. Except for the education staff, joins the departments that concern them.

BEP development unit

ARTICLE 18 - (1) In line with the BEP development unit special education evaluation board report Education for the disabled person who is deemed appropriate to receive special education **(Amended phrase: RG-24/5 / 2013-28656)** preparation of the training program to be delivered in line with its performance and priority needs, conducts services related to planning and evaluation.

(2) Under the chairmanship of the unit, institution manager or assistant manager;

a) Counselor in special education schools, student's classroom teacher, student's lesson the subject consists of teachers, parents and students.

b) Psychologist or guidance teacher, support education in special education and rehabilitation centers parent or education staff assigned to give or **(Amended phrase: RG-24/5 / 2013-28656)** It consists of a disabled individual.

CHAPTER SIX

Admissions, Fee, Work Schedule and Audit

Admission to special education schools

ARTICLE 19 - (1) **(Amended: RG-4/12 / 2012-28487)** Student registrations to special education schools, official age limit in schools that will apply differently from the regulation provisions that similar schools are subject to in accordance with the provisions in the regulation of the institution approved by the Ministry, provided that it complies with the requirements of makes.

(2) To the special education and rehabilitation unit of the special education school, **(Amended phrase: RG-24/5 / 2013-28656)** the conditions specified in article 20 of this Regulation are sought in the registration of individuals with disabilities.

Admission to special education and rehabilitation centers

ARTICLE 20 - (1) **(Amended phrase: RG-24/5 / 2013-28656)** Special education of individuals with disabilities and registration to rehabilitation center **(Different phrase: RG-24/5 / 2013-28656)** via Disabled Individual Module makes.

(2) Registration to special education and rehabilitation centers **(Amended phrase: RG-24/5 / 2013-28656)** from individuals with disabilities or their parents / guardians;

a) TR identity number,

b) Special education evaluation board report to be provided by the guidance and research center training plan with special education evaluation board,

c) Developmental and BEP file and activity examples related to the past education life, if any containing the latest documents and information,

ç) Two photographs,

It is requested.

Leaving the institution and registration to the new institution

ARTICLE 21 - (1) Special education and rehabilitation unit of special education school and special education and individuals with disabilities enrolled in the rehabilitation center **(Different phrase: RG-24/5 / 2013-28656)** , at least one month will continue to leave the institution voluntarily after continuing and training from another institution

he or his parents or guardians to the directorate of the institution or to the provincial or district national education directorate. reports with a petition.

(2) The individual is within months of leaving without any education institution by institution **(Amended phrase: RG-24/5 / 2013-28656)** leave the individual institution with disabilities from the institution in writing by the **relevant person**. Registration is deleted from the date of application. However, **(Amended phrase: RG-24/5 / 2013-28656)** disabled individual Individual with a disability if he was trained within the month of leaving the institution **(Amended phrase: RG-24/5 / 2013-28656)** Registration deletion from the module will be done by the provincial or district national education directorate in the first five jobs of the next month. is carried out after the day.

(3) Original or sample of the individual education evaluation board report of the individual leaving the institution, development and BEP file related to past education life, with monthly performance evaluation forms A sample of the documents containing the event samples, five working days upon the request of the new institution directorate dispatched in.

(Amended phrase: RG-24/5 / 2013-28656) Disabled individual wages

ARTICLE 22 - (1) Special education schools, tuition fees, Ministry of National Education Determines the institutions according to the provisions of the Regulation.

(2) Special education and rehabilitation unit of special education school and special education and rehabilitation centers will provide a support training amount determined by the Ministry of Finance within one month. They do not set tuition fees for hours of individual and / or 4 hours of group education. However, at the request of the parent **(Different phrase: RG-24/5 / 2013-28656)** In case of more courses given to the disabled person, these courses The fee is determined according to the provisions of the Ministry of National Education Private Education Institutions Regulation.

Individuals with disabilities to be taught free of charge (Amended phrase: RG-24/5 / 2013-28656)

ARTICLE 23 - (1) Special education schools and special education and rehabilitation centers, No. 5580 Ministry of National Education Private Education Institutions at the rate specified in the Law of Private Education Institutions According to the regulations **(Different phrases: RG-24/5 / 2013-28656)**, the disabled person can be **taught** free of charge.

Business calendar

ARTICLE 24 - (1) By institutions, **(Amended phrase: RG-24/5 / 2013-28656)** individuals with disabilities and / or the monthly work schedule with the days and hours of the group course training is prepared and the next Before starting the training of the month **(Amended phrase: RG-24/5 / 2013-28656)**, the disabled person is entered into the module. Individual and / or group training is given on the days and times specified in the monthly work schedule.

(2) If changes are made to the monthly business calendar for any reason, the change Business calendar revised for the remaining period after the date of issue **(Amended phrase: RG-24/5 / 2013-28656)** the disabled individual is entered into the module.

(3) **(Change: RG-29/5 / 2014-29014)** Guidance for individuals with disabilities by research centers In line with the special education evaluation board report issued, individual and group education If recommended, maximum two class hours a day and one class hour group training are given. Maximum two lessons per day if only individual education or group education is recommended in the report individual or group training is provided. Course training hours are balanced for at least three weeks based on one month distributed as. Courses to be held in June, July and August, two weeks per month balanced distribution can be given.

(4) **(Change: RG-24/5 / 2013-28656)** Ministry, governor or The trainings that cannot be held due to the holiday decisions to be taken by the district governorship primarily if not possible, it is done in the following month.

(5) Education staff cannot attend classes more than 8 hours a day.

Daily working hours and follow-up absenteeism

ARTICLE 25 - (1) In the special education and rehabilitation unit of the special education school and special education and Training is carried out in rehabilitation centers between 08.00 and 19.00. Individual and group education its duration is 60 minutes. 45 minutes of lesson practice, 15 minutes of rest, classroom environment It is applied as preparation and informing the family of the individual.

(2) These courses given in the special education and rehabilitation center **(Different phrase: RG-24/5 / 2013-28 656)** it is done outside of class hours of formal school education programs of persons with disabilities continued.

(3) By institutions; **(Different phrase: RG-24/5 / 2013-28656)** course attendance follow-up for disabled individuals, lesson Before the beginning and end of the course **(Amended expression: OG-24/5 / 2013-28656)** in the module with disabilities It is done with the authentication system.

(4) By institutions; The course attendance follow-up of the education staff is at the entrance and exit **(Amended phrase: RG-24/5 / 2013-28656)** is made with the authentication system in the individual module for the disabled.

(5) With the implementation of the authentication system, the system cannot be used **(Amended phrase: RG-24/5 / 2013-28656)** course attendance follow-up of individuals with disabilities and education personnel by the Ministry

It is made according to the procedures and principles to be determined. **(Different phrase: RG-24/5 / 2013-28656)** Disabled individual and education
The introduction of the personnel to the authentication system is done by the guidance research centers.

Assessing student and trainee success

ARTICLE 26 - (1) Evaluation of the individual's success in special education schools equivalent official school

It is made according to regulations.

(2) Special education and rehabilitation unit of special education school and special education and rehabilitation
of success of individuals with disabilities in **different** centers **(Different phrases: RG-24/5 / 2013-28656)**

It is done according to IEPs. **(Different phrase: RG-24/5 / 2013-28656)** **Monitoring of** people with disabilities and
evaluation functions; explanations and measurement tools included in support training programs
is carried out by the BEP unit.

Audit

ARTICLE 27 - **(Change: RG-29/5 / 2014-29014)**

(1) The General Directorate of Institutions is subjected to inspection by the education inspectors. Ministry of Education
institutions are inspected at least once a year by their inspectors.

Notebooks and files to keep

ARTICLE 28 - (1) Books and files used in special education schools and equivalent official schools

Kept.

(2) In the special education and rehabilitation unit of the special education school and special education and
Following books and files are kept in rehabilitation centers:

a) Notebooks:

- 1) Incoming and outgoing document book,
- 2) Course book,
- 3) Document embezzlement book,
- 4) Staff board decision book.

b) Files;

- 1) **(Amended phrase: RG-24/5 / 2013-28656)** disabled individual file,
 - Family interview form and rough evaluation form,
 - Monthly performance record tables,
 - End of period individual performance evaluation form,
 - Final evaluation form,
 - Individualized education plan,
- 2) Family education counseling file,
- 3) Staff file,
- 4) Incoming and outgoing document file,
- 5) Inspection file.

(3) Books, files and records contain the requested information, print out at the end of the year and
provided that it is approved by the education and rehabilitation center directorate,
held.

CHAPTER SEVEN

Payment Terms, Documents for Payment and Payment

Payment terms

ARTICLE 29 - (1) Special education and rehabilitation unit of special education school and special education and
Support of people with disabilities attending the rehabilitation center **(Different phrases: RG-24/5 / 2013-28656)**
the amount of education expenditures determined by the Ministry of Finance monthly by the Ministry every year.
in order to be covered;

a) **(Amended phrase: RG-24/5 / 2013-28656)** Minimum 20% with the health board report of the disabled individual
(Amended phrase: RG-24/5 / 2013-28656) has been found to be disabled and special education assessment
support in the report issued after educational evaluation and diagnosis by
recommended to receive education,

b) **(Different phrase: RG-24/5 / 2013-28656)** The institution of the disabled individual and **(Different phrase: RG-
24/5 / 2013-28656)** Registered to the Disabled Individual Module,

c) **(Different phrase: RG-24/5 / 2013-28656)** Support education that the disabled person should receive
The program has obtained the Ministry or the governor's permit to be implemented in the institution,

ç) Sufficient number of institutions to implement the modules in the support education program and
the training staff with certain qualifications are assigned,

d) **(Amended phrase: RG-24/5 / 2013-28656)** Monthly amount determined by the institution for the disabled individual

In return, at least eight lessons of individual and / or four lessons of group training per month are given.
not,

e) (**Different phrase: RG-24/5 / 2013-28656**) Individual and / or group training given to the disabled individual the duration of special education evaluation board (**Amended expression: OG-24/5 / 2013-28656**) of persons with disabilities Total course hours determined for the module or modules included in the proposed support training programs not exceed the number of,

f) Monthly premium regarding the social security of those employed in the institutions, and the service document has been given to the Social Security Institution and these institutions Although there are no administrative fines, premiums and premiums or debts to the institution. According to the Law on the Collection Procedure of Public Receivables No. 6183, deferment and installment or special It is structured according to the law and its installments are paid regularly,

g) (**Change: RG-29/5 / 2014-29014**) Disabled person of compulsory education age is registered in e-school not,

must.

Documents for payment

ARTICLE 30 - (1) The special education and rehabilitation unit of the special education school and the special On the basis of payments to be made to education and rehabilitation centers; with other controls Individual with Disabilities who perform identity verification together (**Amended phrase: RG-24/5 / 2013-28656**) The list printout of the institution approved by the provincial or district national education directorate taken from the module, (**Amended phrase: RG-24/5 / 2013-28656**) an invoice issued on behalf of the disabled individual is requested.

Payment

ARTICLE 31 - (1) Special education and rehabilitation unit of special education school and special education and monthly disability of individuals with disabilities attending the rehabilitation center (**Amended phrase: RG-24/5 / 2013-28656**) support education expenses are determined by the Ministry of Finance and put in the Ministry's budget for this purpose. eight lessons a month to a disabled person by the institution (**Amended phrase: RG-24/5 / 2013-28656**) Individual and / or four course hours are paid to the institutions provided that group education is provided. However, (**Amended phrase: RG-24/5 / 2013-28656**) for individuals with disabilities for any reason, eight lessons per month individual and individual training by the Ministry of Finance in case all four hours of group education cannot be delivered The number determined by dividing the amount determined for eight and the amount determined for group education by four, The amount obtained by multiplying the number of hours given by the institution is paid to the institutions.

(2) (**Amended phrase: RG-24/5 / 2013-28656**) Once institution within a year of disabled people in the event of a change, payment is made by the Ministry. However, the parent's move to another province or county, or more than two different institutions if it has to change institutions due to other compulsory reasons payment can also be made.

(3) special education evaluation board, (**Amended expression: OG-24/5 / 2013-28656**) of persons with disabilities After the completion of the training period specified in the support training programs and modules, for the training specified by the Ministry in these programs and modules, Payments are made at most twice.

(4) (**Amended phrase: RG-24/5 / 2013-28656**) Special education assessment board for disabled individuals When the proposed module is completed and installed before the report is expired, payment is made, if recommended.

CHAPTER EIGHT

Miscellaneous and Final Provisions

Provisions not included in the regulation

ARTICLE 32 - (1) For the matters not covered by this Regulation, Ministry of National Education Private Education The Regulation on Institutions and the legislation provisions of equivalent official institutions are applied.

Legislation repealed

ARTICLE 33 - (1) National Education published in the Official Gazette dated 22/7/2005 and numbered 25883 Ministry of Private, Special Education Schools Framework Regulation, Official No. 27283 dated 9/7/2009 Support to be Applied to Persons with Disabilities published in the Newspaper (**Amended phrase: RG-24/5 / 2013-28656**) Education Programs and Regulation on Meeting the Costs of Education and dated 6/1/2011 Ministry of National Education Special Education and Rehabilitation published in the Official Gazette No. 27807 Regulation on Centers has been repealed.

Force

ARTICLE 34 - (1) Of this Regulation;

a) (**Amended: RG-4/12 / 2012-28487**) Article 25, third, fourth and fifth paragraphs

The priority order of the provisions of the provinces regarding the provinces is determined by the Ministry (**Amended phrase: RG-29/5 / 2014-29014**) in three years,

- b) The provisions of subparagraph (f) of the first paragraph of Article 29 shall be published by this Regulation. 3 months after its date,
- c) Other provisions on the date of publication comes into force.

Executive

ARTICLE 35 - (1) The Minister of National Education executes the provisions of this Regulation.

| The Official Gazette in which the Regulation was published | | |
|---|-------------------|---------------|
| | Historical | Number |
| | 18/05/2012 | 28296 |
| Official that the Regulations Amending the Regulation are Published the newspapers | | |
| | Historical | Number |
| one. | 4/12/2012 | 28 487 |
| 2nd. | 24/05/2013 | 28 656 |
| 3. | 05/29/2014 | 29014 |