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SPECIAL EDUCATION SERVICES REGULATION

FIRST PART

General provisions

FIRST PART

Purpose, Scope, Basis and Definitions

Goal

ARTICLE 1 - (1) The purpose of this Regulation; of individuals in need of special education, Turkish National Education to benefit from the right to general and vocational education in line with their general objectives and basic principles. to regulate the procedures and principles for providing.

Scope

ARTICLE 2 - (1) This Regulation; individuals who need special education, directly or indirectly, This standard covers the provisions regarding the execution of educational services to be provided.

Rest

ARTICLE 3 - (Change: RG-22/6 / 2010-27619)

(1) This Regulation, Article 62 of the National Education Basic Law No. 1739 dated 14/6/1973, Disabled People and Amendments to Some Laws and Decree Laws No. 5378 dated 1/7/2005 Article 16 of the Law on Drafting, 99 of the Civil Servants Law No. 657 of 14/7/1965 and Articles 178 and Decree Law No. 573 of 30/5/1997 on Special Education It has been prepared based on the provisions.

Definitions

ARTICLE 4 - (1) In this Regulation;

- a) Individual with severe mental disability: Mental functions and conceptual, social and practical harmony lifetime, including teaching of self-care skills due to lack of skills,
An individual who needs consistent and intensive special education and support education in all areas of life,
- b) Family: The mother, father and siblings of the individual who needs special education or legally obliged to look after person or institution representative,
- c) Workshop: Knowledge, skills and education, practice and / or production with the necessary equipment to gain behavior the environment made,
- ç) Ministry: Ministry of National Education,
- d) BEP: Individualized education program,
- e) Individual with more than one disability: Special education due to inadequacy in more than one area and the individual who needs support education service,
- f) Individual development report: Characteristics of individuals in need of special education in all areas of development The report showing the evaluation result regarding the competencies in academic discipline,
- g) Childcare staff: Nutrition, cleaning and toilet of students in special education schools and institutions in meeting their needs, ensuring their physical safety and preparing teaching materials the person who helps the teacher,
- ğ) Individual with very severe mental disability: Individual's mental disability as well as other inability to acquire self-care, daily life and basic academic skills an individual who needs lifelong care and supervision,
- h) Support education service: Medical and educational evaluation and diagnosis of individuals who need special education to their families, teachers and school staff in line with their educational needs. to provide expert personnel, equipment, training and consultancy services,
- ı) Support training room: Outstanding students who continue their education through inclusive practices. an environment designed to provide supportive education services to talented students in the areas they need,
- İ) Individual with attention deficit and hyperactivity disorder: Not suitable for age and level of development symptoms of attention deficit, hyperactivity, hyperactivity and impulsivity in at least two settings and for six months showing those features that appear before the age of seven, need special education and support education. individual,
- j) Individual with language and speech difficulties: Due to difficulty in using language, acquiring speech and communication. the individual who needs special education and support education services,
- k) Emotional and behavioral disorder individual: from social and cultural norms that are not appropriate for the age needing special education and support education service because of showing different emotional reactions and behaviors individual,
- l) Minimum restricted educational environment: An individual in need of special education; community integration attitudes towards social, self-care, language and communication, and academic and supportive education services are also provided in order to gain professional knowledge and skills and the most appropriate educational environment that enables them to be with their peers without disability,

n) Teacher who performs special education by traveling (traveling teacher): For individuals who need special education vision assigned to carry out education and support education services at home, hospital, schools and institutions, hearing and mentally handicapped classroom teacher,

o) Individual with visual impairment: Special education due to partial or complete loss of vision and the individual who needs support education service,

ö) Individual with mild mental disability: Mental functions and conceptual, social and practical harmony a limited level of special education and support education services, due to the mild deficiency in their skills the individual who needs it,

p) Individual with hearing impairment: Speaking because of partial or complete loss of hearing sensitivity special education and support education service due to difficulties in acquiring, using language and communicating the individual in need,

r) (Repealed: RG-21/7 / 2012-28360)

s) (Repealed: RG-21/7 / 2012-28360)

ş) Individual with moderate mental disability: Conceptual, social and practical harmony with mental functions special education in the acquisition of basic academic, daily life and work skills due to the limited skills An individual who needs intense support education services,

t) Individual with orthopedic insufficiency: Depending on diseases, accidents and genetic problems, muscle, skeletal and due to the inability to act due to the inability of the joints to perform their functions the individual who needs special education and support education services,

u) Autistic individual: Social interaction, verbal and non-verbal communication, limitation in interests and activities early need of special education and supportive education service that emerged in childhood and because of these features the individual,

ü) Special education schools and institutions: Specially serving individuals who need special education. Depending on the Ministry, there are trained personnel, improved training programs and methods are implemented. official and private schools and institutions of all types and levels,

v) Special education class: Students who need to be educated in schools and institutions in a different class. Classes opened according to the type of disability, educational performances and characteristics,

y) Special education: To meet the educational and social needs of individuals who need special education. trained staff, improved training programs and methods, all individuals Based on their qualifications in the fields and their competencies in academic discipline, continuing education,

z) Individual in need of special education: Individual and developmental characteristics and education for various reasons individual who differs significantly from the level expected of their peers in terms of their competencies,

aa) (Change: RG-21/7 / 2012-28360) Compulsory education for individuals who need special education: Private for individuals in need of education, starting in the pre-school period and including secondary education. education and training process,

bb) Individual with special learning difficulties: It is necessary to understand and use the language in written or verbally. listening, speaking, reading, writing, spelling, which occur in one or more of the information retrieval processes, special education and support education due to difficulty concentrating or performing mathematical operations the individual who needs his service,

cc) (Change: RG-21/7 / 2012-28360) RAM: Guidance and Research Center,

çç) Individual with cerebral palsy: The brain that occurs before, during or after birth due to insufficient motor skills due to muscular and nervous system disorders caused by injury the individual who needs education and support training services,

dd) Individual with chronic disease: Due to the disease that requires constant or long-term care and treatment the individual who needs special education and support education services,

ee) Diagnosis: It is sufficient for individuals with special education needs in all areas of development. medical, psycho-social and education in order to determine their deficiencies, individual characteristics and interests evaluation process in their fields,

ff) Master tutorial: Gained mastery competence; students / trainees at the institution, school and workplace The person responsible for his education, who knows and applies vocational education techniques, has a master teaching certificate,

gg) Distance education: Using information technologies independently of a particular place teaching,

ğğ) Gifted individual: Intelligence, creativity, art, sports, leadership capacity or special academic fields Individual who performs at a high level compared to his peers,

hh) Parent: Parent of the student or the person undertaking legal responsibility,

ıı) Individual with mental disability: In terms of mental functions, the average is below two standard deviations. deficiencies in conceptual, social and practical adaptability, which differ accordingly; or support with special education, which has limitations, these features appeared in the development period before the age of 18 and An individual who needs educational services, express.

SECOND PART

Aims and Basic Principles of Special Education

The aims of special education

ARTICLE 5 - (1) Special education, in line with the general purpose and basic principles of Turkish National Education, individuals who need education;

a) Carrying out their roles in the society, establishing good relations with others, working in cooperation, grow up as a productive and happy citizen who can adapt to their environment,

b) Basic for living independently in the community and self-sufficient status improve their life skills,

c) By using appropriate methods, special methods, personnel and equipment; training needs, in line with their qualifications, interests and abilities, to prepare for higher education, work and professional life and life Purposes.

The basic principles of special education

ARTICLE 6 - (1) Basic of special education in line with the general purpose and basic principles of Turkish National Education. The principles are as follows;

a) All individuals in need of special education; in line with educational needs, interests, abilities and competencies It benefits from special education services.

b) The education of individuals who need special education is started at an early age.

c) Special education services are possible for individuals who need special education from their social and physical environment.

It is planned and executed without separating as much.

- ç) The purpose, content and education of individuals who need special education, considering their educational performance. By making adaptations in their processes and evaluation, they are given priority to be educated with their peers.
 - d) Continuing education of individuals in need of special education at all types and levels without interruption cooperation with institutions and organizations that will provide rehabilitation services.
 - e) Individual competencies of individuals in need of special education and their characteristics in all areas of development and Taking into account their competencies in academic discipline, an individualized education plan is developed and training programs are individualized and implemented.
 - f) Families are actively involved and trained in all aspects of the special education process.
 - g) In the development of special education policies, the relevant departments of universities and the need for special education
- It works in collaboration with non-governmental organizations that show activity for individuals who are
- ğ) Special education services, interaction and mutual adaptation of individuals who need special education.
- It is planned to cover the procurement process.

SECOND PART Educational Assessment and Placement

FIRST PART Educational Assessment and Diagnosis, Training Plan

Educational evaluation and diagnostics

ARTICLE 7 - (1) In the educational evaluation and diagnosis process, the whole development of the individual for educational purposes education needs and competencies in academic discipline fields, limited education environment and special education service is decided.

(2) Special education created in the educational evaluation and diagnosis guidance and research center of the individual with objective, standardized tests and measuring tools suitable for the individual's characteristics by the evaluation committee. makes. **(Changed second sentence: RG-14/3 / 2009-27169)** In diagnosis; individual with disability health board report mental, physical, spiritual, social development characteristics and competencies in academic discipline, education performance, need, duration of training services and individual development report are taken into consideration.

(3) Educational evaluation and diagnosis; education of individuals with transitions in all types and levels of education taking into account the performance and educational needs of the parent or school / institution when required It is repeated.

(4) For individuals determined to need special education as a result of educational evaluation and diagnosis, Annex-Special Education Evaluation Board Report in 1 is prepared. **(Different sentence: RG-31/7 / 2009-27305)** This The report can be renewed at the end of its period for students who receive support education from private, private educational institutions. The support training period recommended in the report is maximum two years .

(5) National education directorates, formal and non-formal education institutions, health institutions, universities, Social Units affiliated to the Services and Child Protection Agency and local government departments need special training share responsibility for directing individuals to RAM for educational evaluation and diagnosis.

(6) **(Change: RG-14/3 / 2009-27169)** Information processing on educational evaluation and diagnostic services services are made through the RAM Module developed by the Ministry.

Principles of educational assessment and diagnosis

ARTICLE 8 - (1) Principles of educational evaluation and diagnosis are as follows:

- a) Educational evaluation and diagnosis is done at an early age.

b) Educational evaluation and diagnosis, features of the individual in all areas of development and academic discipline and their training needs are evaluated together.

c) Educational evaluation and diagnosis; physically, socially and psychologically, the most suitable environment for the individual makes.

ç) Educational evaluation and diagnosis, suitable for more than one method and technique according to the individual's disability. is done using measuring tools.

d) Educational evaluation and diagnosis, when necessary, taking into account the educational needs and development of the individual It is repeated.

e) In educational evaluation and diagnosis, the aspects of the individual's learning environments and their sufficiency and inadequacy are evaluated together.

f) Parents, schools and experts work together in the educational evaluation and diagnosis process.

g) During the educational evaluation and diagnosis process, the opinion of the family and the individual is taken when necessary.

ğ) Without taking the opinions and approvals of the individual and the family regarding the educational evaluation and diagnosis process no explanation can be made. Educational evaluation and diagnostic results only legal and educational decisions used to take.

Documents required for educational evaluation and diagnosis

ARTICLE 9 - (1) The following documents are requested for individuals who will be included in educational evaluation and diagnosis:

a) **(Amended: RG-31/7 / 2009-27305)** Written of the individual, his / her parents or official school and institution management application .

b) Individual development report for students enrolled in school / institution.

c) **(Repealed: RG-14/3 / 2009-27169)**

ç) **(Amended: RG-31/7 / 2009-27305)** Disability related to medical diagnosis in applications for support education medical board report.

Education plan

ARTICLE 10 - (1) Example of Training Plan in Annex-1 / a for each individual who needs special education.

It is prepared. In the education plan, the individual's performance in all areas of development and academic discipline has priority. There are annual goals determined according to the training needs.

(2) Educational plan of each individual whose educational evaluation and diagnosis is made for the first time prepared by the board.

(3) While preparing the education plan, the student's individual development report for that year and the previous education plan is taken into account.

(4) **(Amended: RG-14/3 / 2009-27169)** Attending all types and degrees of official or private schools / institutions The education plan of the students is renewed every year by the BEP development unit.

(5) **(Amended: RG-31/7 / 2009-27305)** Special, special education schools providing supportive education and education plan of individuals in their institutions, special education at the end of the special education evaluation board report period renewed by the evaluation board .

SECOND PART
Orientation, Placement and Monitoring

Orientation

ARTICLE 11 - (1) Guidance, educational assessment and diagnosis of the individual in need of special education According to the result, the education plan and special

It is a process that includes the preparation of the training evaluation board report.

(2) Individuals who will receive education and / or support education services in private special education schools and institutions, education It can directly apply to schools and institutions with its plan and special education evaluation board report.

(3) **(Annex: RG-14/3 / 2009-27169)** By the Special Education Evaluation Board; support training is appropriate For individuals who are seen, a decision may be taken to support education under one year period if necessary.

Placement

ARTICLE 12 - (1) Special education services board, in line with the special education evaluation board report places the individual in need of special education in the appropriate official school or institution. **(Additional sentence: RG-14/3 / 2009-27169)** This the board is in private schools in line with the guidance report of the Special Education Evaluation Board and the parents' request. the decision of the student who continues his education to continue education through inclusion at his school You can get.

(2) The following issues are taken into consideration when placing individuals in an appropriate educational environment:

a) Class in which peers who do not need special education attend primarily their peers without disability , special education class, daytime special education school / institution, boarding special education school / institution at least in a way to ensure that they continue their education in the most restricted environment attention is paid to their placement.

b) Placement, type and degree of disability of individuals, in all areas of development and academic discipline performance is made in line with training needs, interests and wishes.

c) Personnel status of the school or institution where the individual will be placed, student size and the educational environment is taken into consideration.

ç) Written opinion of the parent is taken into consideration in the placement decision.

d) The individual is placed in the closest possible school or institution according to his / her residence address.

e) The placement decision; the parent of the individual, from the date of the decision, the school or The commission of the guidance and psychological counseling services in the institution is 70 jobs from the date of registration. can appeal within.

f) At every stage of education, in line with the individual's development and educational performance, a decision is made to place it in a school or institution.

Tracing

ARTICLE 13 - (1) For the purpose of planning special education services and ensuring continuity in education individuals who need special education at all levels of education since early childhood. monitoring their development is essential.

(2) Monitoring the development of individuals; the suitability of the proposed special education services Each year, education plans are evaluated in terms of the level of realization of the objectives in the and IEPs. is carried out through renewal.

(3) Activities for monitoring the development of individuals in need of special education; special education services are carried out in cooperation with the board, guidance and research centers, schools, institutions and the family.

THIRD PART
Special Education Services Board and
Special Education Evaluation Board
Duties, Working Procedures and Principles

FIRST PART
Special Education Services Board

Special education services board

ARTICLE 14 - (1) To arrange special education services in educational institutions, spouse of these services Special education in provincial and district national education directorates to ensure, monitor and evaluate services board is created.

(2) Special education services board; deputy director or branch appointed by the national education director headed by the director;

- a) The chairman of the special education evaluation board or a chairman in provinces with more than one chairman,
- b) If a special education school or institution director is in places where there is no special education school or institution a principal from primary or secondary education institutions, where inclusion is applied,
- c) A guidance teacher,
- ç) A teacher from the classroom teachers with sight, hearing and mental disabilities,
- d) **(Amended: RG-31/7 / 2009-27305)** From a teacher who traveled and found a special education task, It occurs.

(3) In order to consult the special education services committee when necessary; parent of the individual, private primary education inspector trained in the field of education, where the individual's educational evaluation and diagnosis is made RAM representative of the school or institution, where the individual is planned to be placed, classroom teacher and relevant civil society organization representative, according to the type and characteristics of the individual, participation of other relevant professional staff is ensured.

Duties of the chairman of the special education services board

ARTICLE 15 - (1) The duties of the chairman of the special education services board are as follows:

- a) To determine the members of the special education services board, and to ensure the formation of the board.
- b) To ensure that individuals in need of special education are placed in official schools and institutions.
- c) To take place in this board in line with the opinions and suggestions of the president of the special education evaluation board. To ensure the assignment of personnel other than RAM personnel.
- ç) Planning, evaluation and co-ordination of special education services at the provincial and district levels provide.
- d) Official and private carrying out educational services through inclusion at all levels and levels attached to the Ministry To take the necessary measures to open a support education room and special education class in schools and institutions.
- e) Staff of RAMs, special education schools and institutions, special education classes, support education rooms to take necessary measures by determining their needs.
- f) Special education in schools and institutions where education is provided through special education schools and institutions. to take measures to meet the needs of its services such as classrooms and equipment.

- g) Individuals who cannot be placed in a school in their province will be placed in a boarding primary school. To inform the General Directorate that they will be placed in governorships and boarding secondary education institutions.
- ğ) Staff required for the secretariat and archive services of the special education evaluation board to provide assignment, database creation for these services and information communication support.

Duties of the special education services board

ARTICLE 16 - (1) The duties of the special education services board are as follows:

- a) In line with the report of the special education evaluation board, the students to decide on the placement and take the necessary special training measures.
- b) With the relevant institutions and organizations for the purpose of planning, execution and monitoring of special education services. to cooperate.

- c) Screening studies for the determination of individuals in need of special education and related individuals planning educational services.
- ç) At home with scans to identify individuals who need special training by RAM national education in order to meet the needs such as personnel, equipment and vehicles required for education services to make proposals to their directorates.
- d) To make proposals to the national education directorate to open a support education room and special education classes.
- e) Inclusive schools, support education rooms and special education classes determine their needs.
- f) RAMs, special education schools and institutions, support education room, special education classes and home education to make proposals to the national education directorates for the personnel to be employed in their services.
- g) Regarding the distribution of duties and duty places of the teachers who work in special education by visiting make arrangements.
- ğ) Examining the objections to the educational evaluation and diagnosis and placement decision, necessary take measures.
- h) In-service training activities to train personnel for special education services to make proposals to the national education directorates for their organization.
- ı) Applications stating that there is no positive development regarding students receiving support education services to evaluate and ensure that the school / institution concerned takes necessary measures.
- i) (**Change: RG-21/7 / 2012-28360**) Special education application centers (schools) and special education job application students who cannot adapt to group education in their centers (schools) and who need to receive one-on-one education. Less than 10 hours a week of education of students with multiple disabilities in compulsory education age not to plan.
- j) Regarding individuals who need special education in developing policies related to special education services. to get the opinions and suggestions of non-governmental organizations.
- k) In order for individuals in need of special education to continue their education at all levels and levels without interruption to cooperate with institutions and organizations that will ensure their rehabilitation.

Working procedures and principles of the board of special education services

ARTICLE 17 - (1) The working procedures and principles of the special education services board are as follows:

- a) The duration of the board members is one year.
- b) In case the members of the Board leave their posts, an assignment is made to their places within 15 days at the latest.
- c) Board decisions are taken by majority vote.
- ç) The Board meets once a week. However, the agenda of the board is intense and the chairman deems it necessary. In cases, the board convenes regardless of the duration.
- d) Special education evaluation board reports are examined and resolved within 15 days at the latest. This decision the parent of the individual is notified in writing to the relevant school / institution and RAM.
- e) Placement in the district where the individual resides if there is no suitable special education school or institution decision is taken by the provincial special education services board

Objections to the special education services board

ARTICLE 18 - (1) The following issues are taken into consideration in objections to the special education services board:

- a) Parents, one for each of the educational evaluation, diagnosis and placement decisions, can appeal within 60 days from the date on which the decision was served.
- b) Commission on guidance and psychological counseling services in schools and institutions, school / institution Educational evaluation about the student as a result of at least 70 work-day monitoring process from the date of registration and special education with the request of re-evaluation if the decision of diagnosis or placement is not appropriate can appeal to the board of services.
- c) To the special education services board regarding educational evaluation, diagnosis and placement decisions. objections to be made are examined and concluded within 30 days at the latest. The result is to parents, school / institution and RAM notified in writing.
- ç) In the evaluation of objections to the special education services board, Opinions and suggestions of the relevant professional staff are taken into consideration.

SECOND PART

Special Education Evaluation Board

Special education evaluation board

ARTICLE 19 - (1) Proposal of RAM and national for conducting educational evaluation and diagnostic services

With the approval of the education directorate, a special education evaluation board is established in RAMs.

(2) (**Amended: RG-31/7 / 2009-27305**) Special education evaluation board, RAM manager

Under the chairmanship of the deputy director or head of department;

- a) Head of special education services department,
- b) A guidance teacher who can use psychological measurement tools,
- c) A teacher from the classroom teachers with sight, hearing and mental disabilities,
- ç) If there is a teacher who travels and performs a special education task,
- d) the parent of the individual,

It occurs.

(3) When necessary outside the members of the special education evaluation board; educational programmer, audiologist, other professions such as psychologist, psychometrist, social worker, language and speech therapist, physiotherapist, specialist physician one person to be elected, one representative of the relevant institution for apprenticeship and non-formal education The representative of the workplace in the institution where the individual in need of education works can join the board as a member.

(4) By the special education evaluation board, for information; need special education the individual's classroom and field teacher, classroom guidance teacher, the principal of the school or institution where he / she is registered, application representative of the institution, special education services committee member, faculty member from relevant departments of universities and NGO representative can be called.

Duties of the president of the special education evaluation board

ARTICLE 20 - (1) The duties of the president of the special education evaluation board are as follows:

- a) To determine the members of the special education evaluation board and to ensure the formation of the board.
- b) Educational evaluation and diagnostic services are integrated with an interdisciplinary approach. To ensure coordination by collaborating with relevant institutions and organizations in planning and execution.
- c) In the educational evaluation and diagnosis process, the family and the views of the family to be consulted when necessary to ensure the participation of the relevant person and professional staff to the board.
- ç) Determining that there is no improvement in the educational performance of the students who receive support education service special education services for the supervision of the school and institution providing educational services. inform the board.
- d) Notification of Board decisions and execution of records and archive services provide.

Duties of the special education evaluation board

ARTICLE 21 - (1) The duties of the special education evaluation board are as follows:

- a) To make educational evaluation and diagnosis of the individual who needs special education.
- b) the family and / or school / institution of the individual during the educational evaluation and diagnosis of the individual, if it is not possible to perform medical evaluation and RAM in case of need, related to psycho-social evaluation directing to institutions and organizations.
- c) Considering the result of educational evaluation and diagnosis, the least restricted education for the individual to advise on the environment and special education service.
- ç) To prepare the education plans of individuals who need special education.
- d) Deciding on the type and duration of the support education to be received by the individual in need.
- e) Educational environment suitable for individuals with educational evaluation and diagnosis, support education Special Education Evaluation Board included in Annex-1 of the evaluation results including service and training plan. To prepare its report and submit it to the approval of national education directorates.
- f) Special education with the results of the educational evaluation and diagnosis of the individual and other information and documents create an evaluation file.
- g) In line with the placement decision made by the special education services board, the relevant school or To follow the application by cooperating with the institution.
- ğ) To repeat educational assessment and diagnosis in cases where the individual is not properly placed.
- h) In line with the report of the special education evaluation board, the school / institution where the placement is made, to individuals in need of education, implementation of the training plan and carrying out supportive education services to guide those who take office and the family.
- ı) To ensure the family's participation and information in the educational evaluation and diagnosis process.
- i) Organizing family education programs in line with the needs of families, in other institutions and organizations informing the family about organized family education programs.
- j) Individuals who want to continue apprenticeship and vocational education; interests, desires, competencies and abilities in accordance with the health board report, to direct to appropriate areas and to these institutions to ensure the monitoring of individuals.
- k) Students who need special education who will apply to higher education should choose their profession and to be informed about universities.

Working procedures and principles of the special education evaluation board

ARTICLE 22 - (1) The working procedures and principles of the Special Education Evaluation Board are as follows:

- a) The term of office of the board members is one year.
- b) Working days and hours of the Board are planned in a manner to show continuity in line with the needs.
- c) Board decisions are taken by majority vote.
- d) In case the members of the Board leave their posts, an assignment is made to their places within 15 days at the latest.
- d) Classroom teacher with visual impairment, hearing and mental disabilities within RAM, special education task by traveling teacher, child development and educator, and guidance teacher who can use psychological measurement tools In case of absence, the required personnel are assigned to the board within the province regardless of their place of duty.
- e) Applications to be made for educational evaluation and diagnosis are decided within 60 days at the latest.
- f) The report of the Board is drawn up as many times as requested in the application documents.
- g) **(Amended: RG-31/7 / 2009-27305)** Board reports are approved by the RAM manager .
- ğ) After approval of the reports of the Board, the required number of copies are officially sent to the relevant institution or the individual's family is given a signature. A copy of the decision is kept in the file of the individual.

FOURTH PART
Educational Practices Through Inclusion

FIRST PART
Education and Evaluation of Success Through Inclusion

Inclusion education

ARTICLE 23 - (1) Inclusive education; education of individuals who need special education, support formal and private, together with peers who do not suffer, by providing educational services; preschool, primary education, These are special education practices based on the continuation of secondary education and non-formal education institutions.

(2) The following issues are taken into account in inclusive education practices:

- a) The individuals who need special education, primarily their peers who do not have education, they are maintained in the same institution.
- b) Individuals in need of special education will be able to share their education with their peers without disability.

They continue to fulfill their role as class members, and continue in special education classes.

It is done in the same class with their peers or by participating in extracurricular activities together.

c) Educational services are planned according to the educational performance and priority needs of individuals.

ç) Students who continue their education by mainstreaming are in the same class with their peers without disability.

the education program applied at the school in which they are registered in case of education; in special education classes

According to the type of class, they follow the training program specified in the 26th and 27th articles of this Regulation.

BEP in line with educational performance and needs based on the programs students follow

It is prepared.

d) 73 of this Regulation in schools and institutions where inclusive education is applied

IEP development unit is established in line with the provisions in the article.

e) Suitable for students' disability in schools and institutions where inclusive education is applied

physical, social and psychological environment arrangements are made. Education provided to students in these schools and institutions

special equipment and training materials are provided in order to carry out their services effectively and

support training room opens.

f) Staff, other students and their families in schools and institutions with inclusive practices

RAM in line with the planning made by the school administration about the characteristics of individuals who need special education,

BEP is informed by the relevant people in the development unit.

g) In schools and institutions, individuals who will receive education through inclusion will be at most two individuals in one class.

distribution is provided equally.

ğ) Classrooms available in classes where individuals continue their education through inclusion; school

in classes where there are two individuals who need special education in pre-education institutions, there are 10 individuals

It is organized so as not to exceed 20 students in classrooms. In educational institutions at other levels, the class

The present; 25 in classes with two individuals in need of special education, 35 in classes with one individual

It is arranged so as not to exceed the student.

h) Necessary for students who continue their education through inclusion to receive support education service.

arrangements are made. In this direction, support education services can be in the form of in-class help or support.

can also be given in training rooms.

i) Within the scope of mainstreaming practices of students attending special education schools and institutions,

Participation in some classes and social activities in schools and institutions where peers without disability continue

Necessary measures are taken for.

ı) Type of disability, educational performance of students who continue their education through inclusion and

according to your requirement; tools, educational materials, teaching methods and techniques, and measurement and evaluation

Arrangements are made by taking necessary measures.

j) Integration practices in special education schools and institutions implementing primary education programs;

students who have a disability by studying in the same class as students with a disability, or

for students without disabilities, in the form of opening a separate class within these schools and institutions.

applicable.

k) Students who do not have disability, according to their wishes, in special education schools around them.

They can register for classes to be opened. Existing of these classes, 5 of them are individuals who need special education.

It consists of a maximum of 14 students in pre-primary education, 20 in primary and secondary education, and 10 in non-formal education.

l) **(Repealed: RG-21/7 / 2012-28360)**

Evaluation of success

ARTICLE 24 - (1) The success of students who continue their education through inclusion.

In the evaluation, the following issues are taken into account in addition to the relevant legislation:

a) The success of the students who follow the education program of the school they are attending or a program with equivalence,

They are evaluated according to the provisions of the school they attend, about passing the class and exams. But,

The students' IEPs are taken into consideration in evaluations.

b) Students who follow a special education program that is not equivalent to the education program of their school

operations on the evaluation of the success of this Regulation (**Amended expression: RG-14/3/2009 to 27,169**) 84 th

is made according to the relevant provisions in.

c) Method, technique, measurement tools to be used in evaluating students' achievements and

evaluation period, evaluation time, evaluation intervals, persons responsible for evaluation and

the environment in which the evaluation will be made is determined in line with the opinions and suggestions of the IEP development unit.

ç) The evaluation of students with writing difficulties and students with special learning difficulties verbally,

Evaluation of students who have difficulty in verbal expression is made in writing. Written and verbal expression

Individuals with insufficient skills are evaluated by observing their behavior.

d) Written exams according to students' disability type, educational performance and developmental characteristics

It is varied. Exams are organized with short answers and few questions.

e) Students are able to use the appropriate tools in exams in order to overcome their difficulties due to their deficiencies.

materials, devices and methods are used. For individuals in need to accompany written exams, a

the teacher is assigned.

f) The answers given by students with visual impairment in Braille writing in written exams

immediately after the teacher instructs the student. These students are exempt from drawn and shaped questions.

They kept. For the students with low vision, exam questions are thick and big points are prepared.

g) **(Change: RG-21/7 / 2012-28360)** Students with hearing and mild mental disabilities

and in secondary education, teaching some knowledge and skills in foreign language programs in line with their wishes.

or they are exempted from the entire course.

ğ) Students with mental disability; considering attention, memory and memory difficulties

they are evaluated more frequently.

h) Evaluation of autistic individuals and students with emotional and behavioral disorders, communication

It is done by considering their social-emotional readiness.

ı) Evaluation of students with attention deficit and hyperactivity disorder,

Considering its features, it is done more frequently and with short-term exams.

i) Students with insufficient motor skills due to muscular and nervous system disorders

They are exempted from the applied parts of the courses that require the courses.

Opening special education classes need special education and are eligible to receive education in a separate class, official and private schools of all types and levels to study together with their peers without disabilities and institutions, in line with the recommendation of the special education services committee, training classes can be opened.

(2) Two types of special education classes in these schools and institutions based on the training program to be implemented. Created.

Special education classes implementing the education program of the school or institution in which they are located

ARTICLE 26 - (1) (Different sentence: RG-21/7 / 2012-28360) From individuals of compulsory education age who are able to follow primary education programs or secondary education programs In the special education classes opened for individuals, the following issues in the execution of education and training services are considered:

- a) Students with the same type of disability receive education in special education classes.
- b) Classroom teachers with visual, hearing and mental disabilities work in special education classes. This teachers are assigned to classes according to the type of students' disability.
- c) **(Change: RG-21/7 / 2012-28360)** In classes opened for students with visual and hearing impairments unified class is applied and these students are trained in the same class with their peers starting from the 5th grade. to be seen. Lessons are taught by classroom teachers in grades 1-4. However, religion with a foreign language It is essential that the culture and moral education course is taught by the teachers. Instructed by the field teacher Classroom teacher also attends classes.
- ç) **(Change: RG-21/7 / 2012-28360)** 1-4 and 5-8 for students with mental disability or autism Unified class is applied in th grades. Lessons in grades 1-4 and 5-8 are classroom teachers is taught by. However, religious skills and moral knowledge and foreign language It is essential that the courses are taught by field teachers. Classroom for the lessons taught by the field teacher the teacher also joins.
- d) **(Repealed: RG-21/7 / 2012-28360)**
- e) Students in these classes follow the education program implemented in their school or institution. Based on this program, students' IEPs are prepared in line with their educational performance and needs.
- f) Special education classes are the most available; 10 in pre-primary education and primary education, secondary education and It consists of 15 students in non-formal education. However, special education for autistic children in all types and levels The class size is at most 4 students in their classrooms.
- g) Students who have completed the special education class have completed the school or institution Documents given to other students without disabilities are given.

- ğ) These classes are applied in school / institution in terms of lessons, rest, meals and other activity hours. adapts to the program.
- h) Classes 'place in the school / institution is determined by considering the students' disability type.
- ı) During the lessons, meals and other activity hours where the students are together with their peers, Necessary protective measures are taken by making arrangements for their compliance.
- i) Students who attend special education classes in schools and institutions, with their peers without disabilities arrangements are made to enable them to do field lessons and social activities together.
- j) Special education within secondary education and non-formal education institutions for individuals who need special education. classes can be opened. In these classes; the educational program of the school or institution, the physical conditions of the school and the staff status, taking into account the inadequacy, development characteristics and individual competencies of individuals who need special education. necessary arrangements are made.

A special program that implements a different education program than the education program of the school or institution. education classes

ARTICLE 27 - (1) (Different sentence: RG-21/7 / 2012-28360) From individuals of compulsory education age Private or secondary education institutions opened for individuals who cannot follow their programs. private education for individuals with the same disability in the provision of educational services in education classes In addition to the legislative provisions of educational schools and institutions, the following issues are also considered:

- a) Students with the same type of disability receive education in special education classes.
- b) Students who are trained in these classes follow the special education program prepared according to the type of disability. It would cost. This education program, which students follow while preparing their IEP, is based on.
- c) In the special education classes opened, a combined classroom application is carried out.
- ç) Class teachers with visual, hearing and mental disabilities work in special education classes. However, this In classrooms, priority is given to the assignment of mentally handicapped classroom teachers.
- d) Classes available, schools or institutions where the curriculum followed is applied It is created by considering.
- e) **(Change: RG-21/7 / 2012-28360)** Lessons by classroom teachers in grades 1-4, 5-8 and 9-12 Educated. However, courses that require special skills and vocational courses and religious culture and moral knowledge It is essential to be taught by their teachers. The class teacher also teaches the lessons taught by the field teacher. solids.
- f) Students who have completed the special education class apply the special education program they follow. Documents given to students who complete the program in education schools or institutions are given.
- g) These classes are applied at school or institution during classes, rest, meals and other activity hours. the program is followed.
- ğ) During the lessons, meals and other activity hours where the students are together with their peers, Protective measures are taken by making arrangements for their compliance.
- h) Students who attend special education classes in schools and institutions, with their peers without disabilities arrangements are made to enable them to do some classes and social activities together.
- i) The place of the classes in the school is determined by considering the students' disability type.

**THIRD PART
Support Training Room**

Opening a support training room

ARTICLE 28 - (1) In schools and institutions, with their peers who do not have disability, their education in the same class training with special tools and equipment for students who need special education and for gifted students support training room is opened to provide special training support by providing materials.

(2) The following issues are taken into account in carrying out education-training services in the supportive education room:

- a) Support education rooms, national education in line with the proposal of the special education services board is opened by their directorate.

- opened.
- b) More than one support education room at school or institution according to the number of students who will receive support education
- c) Planning of the education services to be carried out in the support education room is made by the school administration.
- ç) Students to be trained in the supportive education room, in line with the recommendations of the IEP development unit. guidance and counseling services are determined by the executive commission. In line with the needs of each student and it is ensured to benefit from this training to the maximum extent.
- d) The weekly lesson hours that the student will take in the supplementary education room, 40% of the total weekly lesson hours It is planned not to exceed.
- e) One-to-one training is carried out in the supportive education room, taking into account the students' educational performance. However, group education can also be held with students who are at the same level in terms of educational performance when necessary.
- f) In the support education room, the educational performance and needs of the students are the tools suitable for the type of disability. There are materials and educational materials.
- g) According to the educational needs of the students in schools where support education rooms are opened, seeing, hearing, mental the teacher, who is a special education teacher with disabilities, primarily as primary school teachers, classroom teacher and field teachers are assigned. Support to the training room, primarily from the teachers of the school Teachers in RAM or teachers from other schools and institutions are appointed.

- ğ) In the general achievement evaluation of the student, the results of the evaluation made in the support training room are also taken into account.
- h) The support education services provided in the support education room are within the course hours of the school or institution. makes.
- ı) The location of the support education room in the school or institution, taking into account the students' disability type determines.

FIFTH Education Services

FIRST PART

Special Education Services in Education Types and Stages

Special education services in preschool period

ARTICLE 29 - (1) (Amended: RG-21/7 / 2012-28360) who need special education between 37-66 months preschool education of individuals is compulsory. However, pre-school education for these individuals Special Education Assessment It can be extended up to 78 months based on the end of September, in line with the Board Report and the written approval of the parent. to- Official application of the parents of the children who are registered through the school system and whose pre-school education period is extended and It is placed in the appropriate institution with the decision of the Provincial / District Special Education Services Board.

(2) **(Change: RG-21/7 / 2012-28360)** Preschool education of individuals who need special education, first of all, peers who do not suffer from inclusive practices in pre-school education institutions for children between 37 and 66 months of age, although it is essential that they continue in the same class or special education classes. special education kindergarten, special education kindergartens within schools and institutions for children between 48-66 months opened.

Special education services in primary education

ARTICLE 30 - (Change: RG-21/7 / 2012-28360)

(1) Individuals in need of special education should firstly attend their primary and secondary education. Needs special education as they can continue together with their peers through inclusive practices. can continue in primary and secondary schools opened for individuals with.

(2) The objectives of general education programs at primary and secondary school levels individuals who are unable to realize their education, performance in development areas in special education schools and institutions where educational programs prepared according to their levels are implemented. They maintained.

(3) After completing secondary schools, students can attend general, vocational and technical secondary schools. Students who complete special education schools / institutions implementing education program and are directed to institutions.

(4) Out of compulsory primary education age who cannot complete primary education institutions for various reasons. Individuals can continue their education at the Ministry of National Education Open Education Secondary School. Special For those who document their need for education with a document to be obtained from the Board of Special Education Services, registration is not sought. In the education process and success of individuals who need special education Special measures in accordance with the provisions of Article 24 of this Regulation and arrangements are made.

Special education services in secondary education

ARTICLE 31 - (1) Individuals who need special education should firstly integrate their secondary education. with their peers in general and vocational secondary education institutions. They can also continue in secondary education institutions opened for individuals who need special education.

(2) Orientation to general, vocational and technical secondary education institutions that do not take students by central examination Individuals in need of special education whose decision has been decided, quota within the framework of cooperation with the relevant units. They are placed in boarding schools' pensions without an examination by the Ministry.

(3) Those who want to attend boarding school from those who have been decided to direct to general and vocational secondary education institutions. Sufficient quota for students, by evaluating the possibilities of close boarding schools according to their residence address It is provided.

(4) Individuals who have completed their primary education but cannot continue secondary education for various reasons, Ministry of National Education Open Education High School or Ministry of National Education Vocational Open Education They can continue their education in high school. Ministry of National Education Open Education High School or Ministry of National Education Special education services board that continues to Vocational Open Education High School and needs special education In the education process and evaluation of the success of the individuals who certify with this decision, Arrangements are made by taking special measures in line with the provisions of the third article.

Special education services in higher education

ARTICLE 32 - (1) Individuals who need special education completing their secondary education; RAMs, guidance and by the commission of the counseling services or the guidance and counseling service they are directed to higher education.

(2) The type and characteristics of these individuals' disability in higher education entrance exams and assessment. Cooperation is made with the relevant institutions and organizations in order to make appropriate arrangements.

Special education services in non-formal education

ARTICLE 33 - (1) Private education institutions and other institutions and organizations in different subjects and periods. With the programs organized, education service is provided for individuals who need special education. These services. The following issues are taken into account in its execution:

- a) Non-formal education services; developing the basic life skills of individuals, learning needs and implementation of programs to meet, prepare them for work and profession format is executed.
- b) Non-formal education programs ensure that the family actively participates in the education of the individual and main life Prepared to include knowledge and skills to acquire skills.
- c) Non-formal education programs; individuals in line with their developmental characteristics and competencies Application-oriented is planned considering the opportunities of the environment and the demands of the labor market.
- ç) Non-formal education services, provincial vocational education board established in provinces and official and private institutions and It is planned and implemented in cooperation with organizations.
- d) Other official and private institutions of individuals who need special education within the scope of inclusive practices. Within the framework of collaboration with companies and organizations, they are enabled to benefit from non-formal education programs.
- e) Food and dimensions of individuals participating in non-formal education programs opened in special education schools and institutions During their education, they are met by the Ministry. Also, family education of individuals who need special education First-degree relatives or guardians participating in their programs also enjoy the same right.
- f) Special education classes can be created for individuals who need special education in non-formal education institutions.

SECOND PART
Home Education Services

Home education services

ARTICLE 34 - (1) (Different sentence: RG-21/7 / 2012-28360) Preschool, primary school, middle school and high school age the individuals who need special education cannot benefit from education and training institutions directly Home education services are essential for those who:

- a) Home education services are planned by the special education services board.
- b) **(Amended: RG-21/7 / 2012-28360)** To receive home education service by the special education services board enrollment of the individuals decided to primary education institution, secondary education institution or special education center (school) makes. These students are not required to attend school / center (school).
- c) These services are carried out by the teacher, who travels to a special education task. However, the individual's education Preschool, class and field teachers are also assigned in line with their needs.
- ç) Individual benefiting from home education service, education applied in the school where he / she is registered responsible for their program. However, by the BEP development unit, the individual's education based on these programs According to its performance, an individualized training program is prepared in the fields it needs.
- d) Evaluation of the success of the individual who is educated at home, other in the school where he / she is registered It is done like students. However, in the way of evaluation, methods and techniques according to the individual's situation and characteristics necessary changes are made by the teacher and special measures are taken.
- e) In home education, families are informed, supported and participated in all stages of education.
- f) The home education process is planned with the cooperation of the individual, family and teacher.
- g) The family ensures that an appropriate educational environment is prepared for effective training.
- ğ) If the conditions that require the individual to receive education at home disappear, this service is terminated.

THIRD PART
Early Childhood Education

Special education services in early childhood

ARTICLE 35 - (1) (Amended: RG-21/7 / 2012-28360) Early childhood education between 0-36 months education involving individuals. The need for special education between these months within special education centers (schools) national education in line with the recommendation of the special education services board to provide education services for children with Special Education Early Childhood Education Units are opened by the Directorate.

- (2) The following issues are taken into consideration in the execution of these training services:
- a) Early childhood education services, in later education stages of education in this period It is planned considering the importance of achieving the desired goals.
 - b) Early childhood education, the education of the individual and the family to contribute to the education of the individual It is done by informing and supporting.
 - c) Early childhood education services are carried out in schools and institutions or, if necessary, at home.
 - ç) Planning and coordination of early childhood education services, special education services done by the board. Together with their peers who do not have disability in early childhood

Measures for their education are taken and arrangements are made accordingly or in independent units to be opened. these training services can be provided.

- d) For the planning and execution of early childhood education services, primarily the individual and education needs of the family are determined.
- e) The Ministry will be presented to these individuals through the identification and identification of individuals in early childhood. cooperates with the relevant institutions and organizations in the realization of the services.

SECTION FOUR
Family Education

Family education services

ARTICLE 36 - (1) Family education in order to contribute to the education of the individual at all educational levels is an education that includes all kinds of guidance and counseling services to be given to the family.

(2) The following issues are taken into account when carrying out family education services:

- a) Family education programs; the individual in line with the general principles and objectives that will be essential in family education. It is prepared and executed in accordance with the insufficiency, developmental characteristics, educational needs and family needs.
- b) Planning and coordination of family education services by the special education services board makes.
- c) Family education programs, RAMs, special education schools and institutions, inclusive practices. It is prepared and executed by schools.
- ç) Family education services, individual, group or distance education in line with the needs of the individual and the family. It is executed as.
- d) Family education programs are planned for one year with the participation of the family and the educational needs of the family and the individual. In line with this, it is developed and applied every year.
- e) Family education services are carried out in institutions. However, when needed, this service can be Executables.

SIXTH PART**Institutions****FIRST PART****Special Education Schools and Institutions****Opening special education schools and institutions**

ARTICLE 37 - (1) The education of individuals who need special education is primarily. Although it is essential that they continue with their peers through inclusion, all kinds of formal and non-formal special education schools and institutions are opened at the level. Real and legal persons, special education 5580 dated 8/2/2007 for the education and training of individuals requiring (**Amended phrase: RG-14/3 / 2009-27169**) They can open private schools or institutions in accordance with the principles in the Law on Private Education Institutions.

(2) To try and develop different special education models in the Ministry, special education schools and institutions, and pilot education to apply these training models and can open institutions.

(3) Number of individuals by type of disability in opening schools and institutions, characteristics of the settlement and transportation opportunities are taken into account.

(4) These school and institution buildings, from the investment program or donors, by the type of disability. Type prepared according to the project is made in accordance with.

(5) Special types of projects in the construction of school and institution buildings according to the characteristics of the environment and needs applicable. In addition, the buildings that are provided in the neighborhood must comply with the criteria determined by the Ministry. special education schools and institutions may be opened.

(6) Apart from schools and institutions where individuals in need of special education continue, education for these individuals training for the preparation of training materials, equipment and training programs institutions are opened.

Schools and institutions opened for individuals with hearing, vision and orthopedic disabilities

ARTICLE 38 - (1) (Amended: RG-21/7 / 2012-28360) Individuals with hearing, vision and orthopedic disabilities, they can receive education with their peers without any disability by integrating them at all levels and levels. Private and private daytime and / or boarding special education schools and institutions can be opened for individuals of all types and levels. Primary schools where these individuals will continue their first 4-year (1st, 2nd, 3rd and 4th grades) education; second 4 years (5, 6, 7th and 8th grades) the education of the secondary schools with the education and hearing and orthopedic impaired. The third 4-year (9th, 10th, 11th and 12th grades) private education vocational high schools can be opened.

(2) The following issues are taken into consideration in the provision of educational services in these schools and institutions:

- a) In these schools and institutions; follow-up of students with insufficient education at the same type and level. The training program it applies is implemented. Based on the training program implemented in the school or institution students' IEPs are prepared and the goals and behaviors in IEPs are used to evaluate their achievements. are taken into account.
- b) Class sizes are maximum; 10 students in pre-school, primary and non-formal education, and 15 students in secondary education. Applied workshop and laboratory in vocational high schools for the hearing impaired and vocational high schools for the orthopedically impaired. In lessons, groups are formed from a maximum of 10 students.

c) Taking into account the types of disability of students in these schools and institutions, hearing, vision and mental handicapped classroom teachers are assigned.

ç) (**Change: RG-21/7 / 2012-28360**) Classes in primary schools, classroom teachers, and field in secondary schools are taught by their teachers. However, in elementary schools, foreign language, religious culture and moral knowledge courses. It is essential to be taught by their teachers. Classroom teacher also participates in the lessons taught by the field teacher.

d) (**Change: RG-21/7 / 2012-28360**) Applied vocational courses in special education vocational high schools. In the absence of workshops and laboratories, students will be able to continue their education about these courses. they continue in vocational and technical secondary education institutions.

e) Students' requests in schools and institutions where students with hearing impairment are educated in line with the foreign language course.

Visually Impaired Printing House and Evening Art School

ARTICLE 39 - (Repealed: RG-21/7 / 2012-28360)

Schools and institutions opened for individuals with intellectual disabilities and individuals with autism

ARTICLE 40 - (Different with title: RG-21/7 / 2012-28360)

(1) Individuals with intellectual disabilities and individuals with autism with their peers without disability together they can continue their education through inclusion at all types and levels, special education schools and institutions with official and private daytime are opened at such levels.

a) The first four years of schools opened for individuals with mild mental disabilities are primary school; second four years are called secondary school. Education and training in schools and institutions opened for these individuals. The following issues are taken into consideration in the execution of their services:

- 1) In primary education institutions opened for individuals with mild mental disabilities, the Ministry

Primary education institutions programs are applied. Based on this training program, BEP are prepared and the goals and behaviors of the IEPs in the evaluation of individuals' success are taken into account. These students have some knowledge in foreign language programs in line with their wishes in primary education. and they are exempted from teaching skills or the entire course.

2) Class sizes are maximum; 10 students in preschool and primary education.

3) Classes in classes 1-4 and 5-8 in these primary education institutions are provided by classroom teachers. Educated. However, courses that require special skills and religious culture and moral knowledge lessons and foreign languages The course should be taught by field teachers. To the lessons taught by the field teacher the classroom teacher also participates.

b) Opened for individuals with moderate or severe mental disability and individuals with autism first four years in special education practice centers (1st, 2nd, 3rd and 4th grades) 1st stage; the second 4 years (5, 6th, 7th and 8th grades) II. It is named as stage. Education and training services in these centers The following issues are taken into account in its execution:

1) For individuals who cannot follow the programs applied in primary education institutions In these centers, students' self-care and daily life skills and functional academic special education prepared by the Ministry in order to develop their skills and to adapt to the society program is applied. Based on this program, IEP is prepared. The success of these individuals The purpose and behaviors of IEPs are taken into consideration in the evaluation.

2) In these centers; have not been able to win toilet training, showing intense behavioral problems and one-on-one training to prepare students who are unable to adapt to group education application is made. Students within the scope of one-to-one education practice do not participate in group education. This the duration of the education to be given to the students and the number of weekly lesson hours special education services board determined by.

3) One class hour is 40 minutes, the class time and the distribution of the courses are carried out by the Board of Education. It is applied according to the accepted weekly course distribution schedule.

4) The size of classes opened for individuals with moderate or severe mental disability much; 6 students before school and 8 students in other classes. Classes opened for individuals with autism the number of students consists of 4 students.

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5) In these centers, classes are taught by classroom teachers in grades 1-4 and 5-8. But by teachers who take special skills and religious culture and moral knowledge it is essential to be taught. Classroom teacher also participates in the lessons taught by the field teacher.

6) In these centers; ANNEX- indicating the level they completed to students who completed the first stage Learning document in 2; II. students who complete the level are listed in ANNEX-2a. certificate is issued.

Schools and institutions opened for autistic individuals

ARTICLE 41- (Repealed: RG-21/7 / 2012-28360)

Schools and institutions opened for inpatient treatment in health institutions

ARTICLE 42 - (1) (Amended: RG-21/7 / 2012-28360) Inpatient treatment in official and private health institutions who need special education in preschool, primary, secondary and high school age who have vision and / or chronic illness. signed between the Ministry, the Ministry of Health or universities for individuals to continue their education According to the protocol, hospital classes are opened within the hospitals.

(2) **(Different sentence: RG-21/7 / 2012-28360)** In the execution of education and training services in these classes the following are considered:

a) Education service, written request of the parent and the written opinion of the physician / physicians responsible for the treatment of the individual. It is provided.

b) Individuals' records remain at the school where they are registered. Registration of unregistered students is the hospital to a school / institution in its region or to a school or institution in its residential area.

c) **(Amended: RG-21/7 / 2012-28360)** Temporary registration form for each individual who is trained in the hospital class is temporarily registered to this class.

ç) Evaluation of the success of the individual who is trained in health institutions, registered It is done like other students in school. However, according to the situation and characteristics of the individual, the way of evaluation, method and Special precautions are taken by making necessary changes by the teacher in his techniques.

d) The success evaluation results of these individuals are notified in writing to the school where they are registered. Passing class and diploma procedures are carried out by this school.

e) **(Change: RG-21/7 / 2012-28360)** Class size is maximum; 10 in preschool, primary, secondary and high school consists of students.

f) Students who are unable to attend class are given education in their rooms.

g) **(Amendment: RG-21/7 / 2012-28360)** Class-related administrative affairs school / institution where students are registered executed by the directorate.

ğ) Individuals are responsible for the education program of the school or institution in which they are registered.

h) In these schools, a unified class is applied.

ı) Taking into consideration the conditions of the individuals who will receive education and the conditions of the education environment, lesson hours are planned not less than 10 hours.

i) Lessons are taught by classroom and field teachers.

j) **(Amendment: RG-21/7 / 2012-28360)** National education directorate provides pre-school, class and field to these schools. By touring with their teachers, they assign teachers who perform special education tasks.

k) Starting and ending classes, duration of lessons, individual's health and hospital conditions

is determined by the school administration. The treatment process or the request of the parent or the training service of the physician Education service given to the individual in the health institution is terminated in accordance with his opinion regarding the termination of the study.

Institutions opened for the education of gifted individuals

ARTICLE 43 - (1) Individuals of gifted students of preschool, primary and secondary school age to make them aware of their abilities and use them at the highest level by developing their capacities For the purpose of the day, private education institutions are opened by the Ministry.

(2) The following issues are taken into account in the execution of educational services in these institutions:

- a) Individual education is essential.
- b) In the education of gifted students, social and emotional development are handled in integrity.
- c) Educational activities in the institution, formal education institutions where students continue

It is planned and executed to support the programs.

- ç) With the program followed by students in formal education institutions related to their special talent fields.

Parallels are provided between the work they will do in the institution.

- d) To students, thinking about the future, making predictions and discussing them.

reflection skills are gained.

- e) Education and training activities replace students with an externally oriented and managed discipline and supervision.

It is organized to develop a sincere understanding of discipline and audit.

- f) Students are provided with self-development and communication skills in accordance with their capacities.

- g) Students' leadership, creative and productive thinking skills, national and social understanding

It is developed to contribute to its development.

- ğ) Students are given the skills to use Turkish correctly, beautifully and effectively.

- h) Students are taught learning, research, problem solving and independent decision making skills.

- i) Education-training process; It is continued in cooperation of students, parents, schools and institutions.

SECOND PART

Other Special Education Schools and Institutions

Special educational institutions opened for individuals with more than one disability

ARTICLE 44 - (1) Day special for students with more than one disability in the age of compulsory education

Special education classes can be opened within the education schools and institutions or special education schools and institutions.

(2) In the classes where these students continue their education, in the execution of educational services

the following are considered:

- a) (**Amendment: RG-21/7 / 2012-28360**) Students can see the programs of primary and secondary education institutions, or

They follow the special education program prepared according to the type of disability. Students' IEPs, which they follow

It is prepared on the basis of the training program. In the assessment of the success of these individuals,

goals and behaviors are taken into account.

- b) (**Amendment: RG-21/7 / 2012-28360**) Learning document in accordance with the program they completed or a diploma is issued.

- c) Students with the same type of additional insufficiency are trained in these classes.

- ç) In these classes, according to the additional disability of one of the teachers, seeing, hearing and mental

Attention is paid to assigning disabled people among the classroom teachers.

- d) Classes are composed of maximum 4 students.

- e) With appropriate teaching methods and techniques, taking into account the additional disability type of individuals in these classes.

Attention is paid to the use of equipment and training materials and to provide an appropriate educational environment.

- f) In order to minimize the problems caused by additional deficiencies in students' education

Necessary measures are taken to provide services including personnel, equipment and training materials.

Special education vocational education center (school)

ARTICLE 45 - (Different with title: RG-21/7 / 2012-28360)

(1) To continue general and vocational secondary education programs that complete primary education.

individuals who are unable to attend and need special education under the age of 23

improving life skills, ensuring their adaptation to society, knowledge and skills for work and profession

official and private, special education vocational education center (school) opens.

(2) The following issues in the implementation of educational services in these centers (schools)

are considered:

- a) Besides academic knowledge and skills in special education vocational education centers (schools)

A training program including job training practices is implemented. Based on this program, BEP

are prepared and the goals and behaviors of the IEPs in the evaluation of individuals' success

are taken into account.

- b) For individuals with different disabilities when the staff and education environment are appropriate. special education classes are opened.

- c) Class sizes consist of a maximum of 10 people.

- ç) Classroom teachers in centers (schools), hearing, and mentally handicapped

is taught by. However, religious culture and morality with special skills and vocational courses

It is essential to teach the knowledge lesson by the field teachers. Instructed by the field teacher

Classroom teacher also attends classes.

- d) In these institutions, one lesson hour is 40 minutes, lesson time and distribution of lessons, instruction and

It is applied according to the weekly course distribution schedule accepted by the Board of Education.

- e) The duration of the program is four years. Academic knowledge and skills for individuals in the first year of the program

Basic knowledge and skills required in workshops are gained through hands-on business training. Second,

In the third and fourth grades, it is applied with the courses that academic knowledge and skills are gained.

workshop lessons are given.

f) Vocational courses, social, cultural, economic characteristics and conditions of the environment and employment opportunities determined by taking into account.

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g) Individuals placed in the workplace should apply culture and vocational lessons once a week at school. they are trained in workplaces for four days. Individuals who cannot be placed at work are at school they continue their education.

ğ) Individuals placed in the workplace, apprentices of the Vocational Education Law No. 3308 dated 5/6/1986 they enjoy the rights given to students.

h) Individuals determined by the monitoring and steering committee, to a work place at the end of the first class They are placed. However, the board should also be placed in the workplace for individuals who are eligible from the first grade. can take the decision.

ı) The decision to place individuals in the workplace becomes final after a one-month trial period.

i) In order for the individuals to be placed in the workplace, they will be placed in the Workplace in Annex-4 from their parents. Parent Consent Certificate is obtained for students.

j) Individuals placed in the workplace; place in Annex-5 organized by workplace coordinator teacher the Annex-6 in the Workplace Observation and Monitoring Form by the employer, When the monitoring and orientation board is taken into consideration by considering the Attendance Tracking Schedule of the Students Placed in the Work are followed.

k) Measures by making necessary arrangements for individuals who cannot adapt to work or workplace Taken. However, the workplace, workplace of individuals whose compliance problem continues despite all measures taken. replaced by the board with the suggestion of the coordinator teacher, or these individuals they continue.

l) If the facilities and conditions of the center (schools) are suitable, also during the semester and summer holidays. programs can continue.

m) Individuals are given a report card at the end of the period. Individuals who complete the program are included in Annex-7. Special Education Vocational Training Center (School) Certificate of Education is given. This document continues to higher education does not provide the right to work, but secondary education if individuals are employed in any job ensures that graduates from their institutions enjoy the personal rights granted.

n) Individuals who cannot complete the special education vocational education center (school), non-formal education they are directed to their programs, jobs and professions.

Special education job application center (school)

ARTICLE 46 - (Different with title: RG-21/7 / 2012-28360)

(1) Cannot benefit from general and vocational secondary education programs and 23 individuals who need special education who have not received their age; developing basic life skills, Official and private, in order to ensure their adaptability to society and to acquire skills for business and profession, special education job application centers (schools) are opened.

(2) The following issues in the implementation of educational services in these centers (schools) are considered:

a) In addition to academic knowledge and skills in special education job application centers (schools), The training program, including training practices, is implemented. Based on this program, BEP are prepared and the goals and behaviors of the IEPs in the evaluation of individuals' success are taken into account.

b) For individuals with different disabilities when the staff and education environment are appropriate. special education classes can be opened.

c) In these centers (schools); failed toilet training, intense behavior problems in order to prepare students who show and cannot adapt to group education for group education.

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one-to-one training application. Students within the scope of one-to-one education practice will be not participate. The duration of the education to be given to these students and the number of weekly lessons is special education services. determined by the board.

ç) Class sizes in these institutions consist of maximum 10 people.

d) Classroom teachers in centers (schools), hearing and mentally handicapped is taught by. However, religious culture and morality with special skills and vocational courses It is essential to teach the knowledge lesson by the field teachers. Instructed by the field teacher Classroom teacher also attends classes.

e) The duration of the program is four years. Business and practice lessons, social, cultural, economic environment of the environment It is opened taking into account its features and conditions and employment opportunities.

f) If the facilities and conditions of the institution are suitable, they can also attend the programs during the semester and summer holidays. can be continued.

g) In these institutions, one lesson hour is 40 minutes, lesson hour and distribution of lessons, instruction and It is applied according to the weekly course distribution schedule accepted by the Board of Education. Daily work The distribution of the duration to lessons, rest, meals and other activities is determined by the school administration.

ğ) Individuals who have completed special education job application centers (schools) are listed in Annex-8. Education Job Application Center (School) Certificate of Education is given. However, this document is vocational training It is not equivalent to the document given by the centers.

h) Individuals completing special education job application centers (schools) other non-formal education they are directed to their programs, jobs and professions.

THIRD PART

Prep Classes

Opening preparatory classes

ARTICLE 47 - (Repealed: RG-14/3 / 2009-27169)

Education and training in preparatory classes

ARTICLE 48 - (Repealed: RG-14/3 / 2009-27169)

SECTION FOUR

Special Education Services in Other Institutions

Guidance and research centers

ARTICLE 49 - (1) Guidance and research centers; educational needs of individuals who need special education least restricted education for the individual by carrying out evaluation, diagnosis, monitoring and guidance services recommends the environment, provides support education, guidance and psychological counseling services to the individual and his family.

Private education services responsibilities of schools and institutions

ARTICLE 50 - (1) Official and private; non-formal education with preschool, primary and secondary education institutions institutions are obliged to provide special education services to individuals who need special education.

(2) In these schools and institutions, educational services provided to individuals in need of special education Necessary arrangements are made by taking special training measures to increase their effectiveness. To these individuals Business with national education directorates, RAMs and special education schools for any special education services to be provided union is made.

SEVENTH PART

Staff, Duties, Powers and Responsibilities

FIRST PART

Duties, Powers and Responsibilities of Administrators and Teachers

Staff

ARTICLE 51 - (1) The number and qualifications of the staff to be appointed to special education schools and institutions by the Ministry is determined and appointed according to the current legislation.

Duties, powers and responsibilities of the manager

ARTICLE 52 - (1) Principal, the school / institution, in line with the basic principles and general objectives of national education, It is responsible for its management, evaluation and development in accordance with its objectives.

(2) The principal, the purpose, type, stage and applied of the school / institution in relation to education and training According to the training program, the Ministry of National Education special education school and institution principals are specified in the job description. executes tasks.

(3) School principal; In addition to the task of teaching lectures, laws, regulations, regulations, directives, programs and orders It is empowered to properly carry out its duties, to regulate the school and to supervise staff.

Duties, powers and responsibilities of the chief assistant manager

ARTICLE 53 - (1) The principal assistant of the principal takes into account his duties and the characteristics of the school / institution he / she is in. takes it. The vice-principal is the closest assistant to the director in addition to the lecture task. When the manager is absent, he acts as the attorney.

(2) Principal assistant manager, all kinds of education, training, management, guidance, supervision, student, staff of the school, accrual, boarding, correspondence, social events, boarding, scholarship, security, nutrition, care, protection, cleaning, performs the duties assigned by the principal in relation to his works such as order, seizure and public relations. This The manager is responsible for the execution of the duties and the functioning of the school in accordance with the objectives.

(3) It also performs the other duties specified in the job description and the duties assigned by the manager.

Duties, powers and responsibilities of the assistant manager

ARTICLE 54 - (1) Depending on the duties of the deputy principal and the characteristics of the school / institution in which he / she is located It makes. The assistant manager is the closest assistant to the director and assistant manager in management.

(2) Deputy director; In addition to the task of lecturing, all kinds of education, training, management, students, staff, accrual, boarding, correspondence, educational activities, boarding, scholarship, security, nutrition, care, protection, performs duties assigned by the principal in relation to his works such as cleaning, order, public relations. This

The manager is responsible for the execution of the duties and the functioning of the school in accordance with the objectives.

(3) It also performs the other duties specified in the job description and the duties assigned by the manager.

Duties, powers and responsibilities of assistant technical manager

ARTICLE 55 - (1) One of the deputy directors in special education schools and institutions with revolving funds. one of them is appointed as deputy technical manager according to the legislation. Assistant technical manager, manager and Along with the treasurer, he is responsible for all revolving funds.

(2) It also performs the other duties specified in the job description and the duties assigned by the manager.

Duties, powers and responsibilities of the deputy manager responsible for the hostel

ARTICLE 56 - (1) Deputy manager responsible for the hostel, management, education and training of the pension is responsible for the execution of all kinds of services in a planned and appropriate manner.

(2) It also performs the other duties specified in the job description and the duties assigned by the manager.

Duties, powers and responsibilities of the principal competent teacher

ARTICLE 57 - (Repealed: RG-21/7 / 2012-28360)

Duties and responsibilities of the workshop chief

ARTICLE 58 - (1) One of the teachers taking vocational courses in order to provide coordination between workshops one is appointed as the head of the workshop by the school or institution director. The duties of the workshop chief are:

- a) To provide coordination by dividing work among the workshops.
- b) To determine the educational needs of teachers who take vocational courses.
- c) Maintenance, repair and protection of machinery, tools and materials in the workshops, to be ready to use.
- d) To ensure that documents related to the works carried out in the workshops are arranged and records are kept.
- d) In order to ensure the effectiveness of education, all kinds of course materials and materials ensure that it is available.
- e) The cleaning of the workshops within a plan with the students and the cleanliness of the workplace to make it a behavior that business habit requires.
- f) Teachers who take vocational lessons and master teachers prepare workshops for the lesson and regularly take the necessary measures to ensure their continuity
- g) To take necessary protective security measures against work accidents, fire and other hazards.

Duties and responsibilities of teachers

ARTICLE 59 - (1) Teachers, the classes of the class or branch given to them, specified in the program planning according to the principles, having them taught, performing applications and experiments related to them, to participate in teaching and social activities and their duties specified in laws, regulations and orders on these issues They are obliged to fulfill.

(2) In addition to these duties, teachers also perform the following tasks:

- a) Individualized education programs, development scales and measurement and evaluation tools To cooperate with the BEP development unit in the preparation and implementation.
- b) To implement and evaluate individualized training programs.
- c) Taking the necessary teaching materials into account, taking into account the students' educational performance and disability type. preparing and / or supplying.
- c) Participating in family education activities in schools and institutions, family aimed at families of students in class planning and executing training activities.

d) Providing support education service to students and another school in line with their educational performance or the guideline to conduct guidance and psychological counseling services and BEP to cooperate with the development unit.

e) Regarding the maintenance and control of personal devices and devices used by students due to their disability take measures.

f) To perform one-on-one training in line with the educational performance and needs of students.

g) To teach lessons in the schools and institutions where primary school teaching is essential, together with the field teachers.

(3) Teachers also have other duties specified in the job description and the training given by the principal.

it also performs teaching related tasks.

Professional studies

ARTICLE 59 / A - (Annex: RG-14/3 / 2009-27169)

(1) General culture, special field and of managers and teachers working in special education schools and institutions. to increase their knowledge and experience about pedagogical formation, to gain new skills, in education Finding solutions to the problems encountered, plans and plans according to the needs of the student and the environment. the first working day of July from the course cut to prepare and implement programs, From the first working day of September to the beginning of the school year; in the annual work schedule during the year participate in professional studies within the specified periods.

Duties and responsibilities of the classroom teacher assigned as a group supervision and training

ARTICLE 60 - (1) Class assigned to group supervision and training in boarding special education schools and institutions The duties of his teacher are:

- a) The time, place and place determined by the school and institution management, to ensure their work and, if necessary, to solve the difficulties they face in the lessons during the study. help.
- b) Education and training services, individual development of students in the group, educational performance and to plan and execute by considering their needs, interests and wishes.
- c) Activities supporting the physical, mental, social and cultural development of students in the group organizing, guiding events and directing students to these events.
- c) Taking care of students' personal problems and needs and school management, guidance in solving them and cooperating with the psychological counseling service, teachers and other relevant staff.
- d) To keep vigil according to the seizure schedule prepared by the school or institution management.
- e) To evaluate the development and behavior of students and the necessary information to the student observation book To save.
- f) To plan his studies on group surveillance and training daily and handle.

Duties and responsibilities of the workplace coordinator teacher

ARTICLE 61 - (1) Once a week in line with the program prepared by the monitoring and steering committee The duties of the workplace coordinator teacher who are charged at school, four days at work are as follows:

a) To provide students with knowledge, skills, attitudes and behaviors regarding their adaptation to work and workplace
In order to carry out directing and monitoring activities.

b) Working environment for the efficient and productive education of students in their workplaces.

Taking necessary precautions by cooperating with the workplace officials on matters of regulation and conditions.
provide.

c) To ensure that staff working in the workplace develop positive attitudes and behavior towards students
To cooperate with the workplace authorities on the activities to be organized.

ç) To inform the steering and monitoring board by monitoring the educational and professional development of the students and
To ensure the implementation of the measures to be taken.

d) To guide students in vocational orientation and placement and related to this purpose
To cooperate with people, institutions and organizations.

Duties and responsibilities of workshop and laboratory lessons teacher

ARTICLE 62 - (1) Vocational courses are taught by field teachers in workshops. These teachers are

Besides their duties, they carry out the following tasks:

a) Managing the workshop under his responsibility and the goods, machinery, tools and materials in the workshop
ensuring maintenance, repair and protection, and having them ready for use.

b) To register the fixtures in the workshop and have them ready for counting and control.

c) School or institution management and other materials to provide the equipment and materials needed in the workshop.
To cooperate with people and organizations.

ç) The training given in the workshop by doing the division of work of the master trainer and other staff in the workshop
to ensure its effective and coordinated execution.

d) Education and training of the school or institution, depending on the type and characteristics of the workshop under its responsibility
To provide the production of tools and materials to be used in the services.

Duties and responsibilities of guidance counselor

ARTICLE 63 - (1) Guidance and psychological counseling in the school and institution where the guidance teacher is located

Besides its services, it also performs the following tasks:

a) To plan and carry out family education services for the families of students who need special education.
and cooperating with relevant people, institutions and organizations when necessary.

b) Forms to evaluate the individual development of students in need of special education
Cooperation with the BEP development unit, teachers and relevant staff in the preparation of the project.

c) To prepare an individual development report for students by collaborating with teachers and families.

ç) Carrying out guidance and counseling services in order to meet the educational needs of students
to cooperate with the commission, the BEP development unit, the monitoring and steering board and the teachers.

Duties and responsibilities of a teacher who travels to a special education task

ARTICLE 64 - (1) The duties of the teacher who travels and perform special education duties are as follows:

a) In accordance with the planning of the special education services board, continuing their education through inclusion
those who receive home education and receive treatment in a health institution with the support education services to be provided
conducting the education of individuals.

b) with the IEP development unit in the preparation and implementation of IEP and assessment and evaluation tools.
to cooperate.

c) Social acceptance studies, regulation of the educational environment, educational materials, equipment, teaching
guidance to teachers, school / institution management, the individual and the family on issues such as methods and techniques; and
advising.

d) To plan family education activities in cooperation with school management, teachers and family, and
play.

d) Considering the educational performance and disability type of students, necessary teaching materials
preparing and / or supplying.

e) Carrying out guidance and counseling services in order to meet the educational needs of students
To cooperate with the commission, monitoring and steering board, BEP development unit and teachers.

f) Regarding the maintenance and control of personal devices and devices used by students due to their disability
to inform teachers.

(2) The teacher, who has been working as a special education by traveling, also has a special education services board and / or school / institution.
also performs the duties assigned by the director.

Duties and responsibilities of the teacher charged with preparing training programs

ARTICLE 65 - (1) Undergraduate education in education programs and education or in this field
the teacher who is a graduate and is assigned to prepare training programs in private educational institutions
The duties are:

a) Teachers, families, students and students in the preparation, implementation and evaluation of IEP.
To cooperate with other staff.

b) In order to increase the effectiveness of the training programs,
preparation of materials and equipment, determination of appropriate teaching methods and techniques, measurement and
To make suggestions on the development of assessment tools and the school in realizing them
or cooperating with institutional staff.

c) To identify the problems arising in the implementation and implementation of educational programs in schools and institutions.
To prepare suggestions related to these problems and forward them to the management of the institution.

ç) School guidance in the preparation, implementation and evaluation of family education programs and
Working in cooperation with the psychological counseling service.

d) In order to ensure the realization of the objectives in the training program, in-house and institution
Relevant person, institution and
to cooperate with organizations.

e) By evaluating the efficiency and suitability of the elective courses,
To make recommendations to the school administration on diversification.

SECOND PART

Master Tutorial and Other Staff

Duties and responsibilities of master trainer

ARTICLE 66 - (1) Master trainers, education and training services in special education schools and institutions
In its execution, it works with teachers and under the responsibility of teaching. In addition, relevant legislation
It also carries out other duties assigned by the school and institution management.

Other staff working in special education schools and institutions

ARTICLE 67 - (1) To special education schools and institutions; specialist physician, physician, dietician, language and speech

therapist, social worker, child development and educator, physiotherapist, audiometrist, occupational therapist, nurse, technician, data preparation and control operator, course instruments and library officers, chief of interior services, warehouse and warehouse officers, Braille typewriter, administrative affairs officer, indemnity, childcare staff, driver, cook, are appointed as radiators, gardeners, tailors, night watchmen and servants or in cooperation with other institutions and organizations. Appointed.

(2) These personnel are responsible for performing the duties assigned in accordance with the relevant legislation.

(3) Working place and hours and duties of the personnel to be assigned from other institutions and organizations. determined in the protocols to be prepared.

CHAPTER EIGHT

Education

FIRST PART Programs

Education programs

ARTICLE 68 - (1) By the Ministry in schools and institutions where individuals in need of special education continue the general and vocational education programs prepared and the contents of special education schools, institutions and classrooms. Special training programs prepared according to their characteristics are also implemented.

Individualized education plan

ARTICLE 69 - (1) Individualized education program, development of individuals who need special education prepared for the aims aimed in line with its features, educational performances and needs and this. It is a special education program that includes support education services to be provided to individuals.

(2) Individualized education program,

a) Annual goals in the education plan and the education program (s) followed by the student short-term goals determined by taking

b) The type, duration, frequency of the support education service that the student will receive and by whom.

It will be provided,

c) Methods and techniques, equipment and training materials to be used in teaching and assessment,

ç) Regulations regarding the educational environment,

d) Measures to prevent or reduce behavioral problems and the method to be applied; and techniques,

e) Student's personal information

It contains.

(3) Individualized education program, Special Education Evaluation Board and BEP development unit

It is prepared in collaboration.

(4) Individualized education program, the level of realization of the aims aimed for the student

are evaluated in line with. In the new individualized training program to be prepared for the individual and the individual Assessment of IEP is taken as a basis in directing.

SECOND PART

Boards, Units Commissions and Teams to be Established in Schools and Institutions

Monitoring and steering committee and its members

ARTICLE 70 - (1) (Amended: RG-21/7 / 2012-28360) Special education vocational education centers (schools) and planning the education services of students placed in special education job application centers (schools), monitoring and directing in these schools and institutions to monitor and evaluate students' progress board is created.

(2) Monitoring and steering board, school / institution principal or principal or assistant principal chaired by the deputy director;

a) A field teacher teaching vocational courses,

b) One of the class teachers or class teachers with hearing, visual and mental disabilities,

c) A guidance teacher,

ç) Workshop chief

consists of these people.

(3) Working procedures and principles of the monitoring and steering committee are determined by the school / institution management.

Duties of the monitoring and steering committee

ARTICLE 71 - (1) The monitoring and steering board:

a) **(Different phrase: RG-21/7 / 2012-28360)** in Special Education Vocational Training Centers (Schools);

1) Students who have completed the first grade will be placed in work; educational performances, interest, desire and to determine their competencies by taking into account,

2) Workplace coordinator among teachers to monitor students working in the workplace identify their teachers,

3) Workplace coordinator teachers selected to be responsible for maximum 15 students to prepare their plans,

4) Reports of workplace coordinator teachers on students' work in the workplace

take necessary precautions by making changes and arrangements in the education planning of the students,

5) To ensure that students are placed in jobs and educational services related to students placed in jobs. plan,

6) Training to serve the solution of problems faced by students placed in work at work organizing its activities,

7) To cooperate with the relevant institutions and organizations in order to ensure the placement of students to work determining the workplaces where students will be placed,

8) Necessary spouse for the continuation and monitoring of the students working in the workplace during the semester and summer holidays to ensure the guidance,

- 9) (Amended: RG-21/7 / 2012-28360) Completing the program of special education vocational education center (school) in order to keep track of those who are placed in the job, to place the students who cannot be placed in the job taking measures by ensuring necessary cooperation and coordination,
- 10) To ensure that students are placed in appropriate programs in line with their interests, wishes and needs,
- 11) To make proposals to the school administration to open a special education class if necessary,
- 12) On the planning, execution and placement of educational services related to students
- To work in collaboration by taking the parents' opinions and to participate in board meetings when necessary,
- 13) To direct students who have completed the school program to non-formal education programs, jobs and professions performs its duties.
- b) In business training centers;
- 1) Planning the special education services in the institution and deciding on the course programs to be opened,
- 2) Deciding whether the individual can continue with the related course program,
- 3) To ensure that individuals are placed in appropriate course programs in line with their interests, wishes and needs,
- 4) To monitor and evaluate the development of the individuals in the institution and the necessary special education measures suggesting to the school / institution management about taking
- 5) Cooperation between the staff for the execution of special education services in the institution, and to ensure coordination,
- 6) Special education services related to the planning and execution of special education services in the institution. and cooperating with the special education evaluation board,
- 7) To cooperate with the family in order to carry out educational services effectively,
- 8) To make proposals to the management of the institution to open a special education class if necessary,
- 9) Cooperation by taking the opinion of the parent in the planning and execution of educational services related to the individual to work in it and to participate in board meetings when necessary,
- 10) To direct individuals completing the program of the institution to other non-formal education programs and jobs performs its duties.

Individualized education program development unit

ARTICLE 72 - (1) In schools and institutions where students in need of special education continue their education Individualized training to prepare IEPs in line with training performances and needs program development unit is created.

(2) Individualized education program development unit, school / institution principal or a commissioner chaired by the deputy director;

- a) A teacher who has a special education task by visiting,
- b) a guidance teacher,
- c) Teacher assigned to prepare a training program,
- ç) Student's classroom teacher,
- d) The relevant field teachers who teach the student's lesson,
- e) Parent of the student,
- f) Student,

consists of these people.

(3) Special training evaluation to BEP development unit for their opinions when needed

The participation of a member from the board is provided.

(4) Working procedures and principles of this unit are determined by the school / institution management.

Individualized education program development unit head and duties

ARTICLE 73 - (1) School / institution principal or a deputy principal to be appointed individualized serves as the head of the training program development unit. The duties of the head of unit are:

- a) To establish the BEP development unit by determining the members to take part in the unit.
- b) To ensure the participation of members who will take part in the unit when necessary.
- c) The needs of the student in the development, implementation, monitoring and evaluation of IEP to take measures regarding the arrangements to be made in-house.

ç) Tools and equipment needed for the development, implementation, monitoring and evaluation of IEP working in coordination with the special education services board to develop or provide educational materials.

Duties and responsibilities of the individualized education program development unit

ARTICLE 74 - (1) One of the members of the BEP development unit, who performs special education duties by class, field, traveling teacher, teacher assigned to prepare training programs and guidance teacher,

In line with the relevant provisions, they carry out the duties related to IEP included in the job description.

(2) A member of the special education evaluation board that takes part in this unit; support education determined for student It is responsible for guiding the implementation of its services and monitoring the student's individual development.

(3) Parent; Providing opinions on the educational needs of the student during the development of IEP and

In order to ensure effectiveness in education, providing support for equipment and educational materials when necessary. It is responsible.

(4) Student; To indicate the training needs in the development of the IEP and to be taken regarding the training

Responsible for giving opinions in decisions.

(5) Beside these responsibilities of BEP development unit members, individualized education program The tasks of the development unit are:

- a) Preparing individualized education programs for students who need special education, To ensure the coordination of the studies related to its implementation, monitoring and evaluation.
- b) In the development and provision of tools and educational materials in order to ensure effectiveness in education, cooperating with the special education services board and the special education evaluation board in its use.
- c) The characteristics of the student in all areas of development, competencies in academic discipline and education In line with their needs, changes and arrangements should be made in the IEP or to prepare.
- ç) To evaluate the education plans prepared for students and renew them every year.
- d) Suggestions to school / institution management and teachers on the organization of educational environments have.
- e) Guidance on the arrangements and measures to be taken regarding the education of students and To cooperate with the executive committee for psychological counseling services.
- f) (Change: RG-21/7 / 2012-28360) Special education application centers (schools) and special education job application

students who will receive one-on-one training in their centers (schools) to prepare students for group education
To determine.

g) **(Repealed: RG-21/7 / 2012-28360)**

g) Education through inclusion from students who continue their education in special education schools or institutions
the commission for conducting guidance and psychological counseling services by identifying those who are eligible to receive
To inform.

THIRD PART Student affairs

New registration

ARTICLE 75 - (1) (Amended: RG-21/7 / 2012-28360) Preschool education and compulsory primary school age
any individual who is found to need special education or has not been diagnosed and has not been placed in
enrollment in schools and institutions is made regardless of the period determined in the annual work schedule.

School enrollment age

ARTICLE 76 - (Change: RG-21/7 / 2012-28360)

(1) Enrollment of individuals who have completed 37 months to preschool education institutions, has completed 66 months
and the registration of individuals to primary schools or individuals of compulsory primary education age education level I
is given to special education schools and institutions. These individuals age, developmental characteristics and education
It is placed in the appropriate class according to its performance.

(2) Special education vocational education centers (schools) and special education job application centers
Individuals who have not reached the age of 23 on the date of registration are registered.

Registration accepted

ARTICLE 77 - (1) Special education in the registration of individuals who need special education to schools and institutions
It is not required to have a decision to place the services board. However, placement for these individuals
The school / institution management initiates the necessary formal procedures for decision making. School where the student is registered
or the institution continues its education in the school or institution where the student is located if it is in accordance with the placement decision.
If there is a different placement decision, the student will be transferred to the school in accordance with the placement decision.
necessary actions are taken.

(2) Enrollment in daytime schools and institutions for individuals in need of special education in compulsory education age
The condition of having toilet training is not required.

Documents required for registration

ARTICLE 78 - (1) The following documents are requested for registration to schools and institutions:

a) **(Repealed: RG-14/3 / 2009-27169)**

b) **(Repealed: RG-14/3 / 2009-27169)**

c) Photograph.

c) Health board report for boarding schools and institutions.

d) **(Amended: RG-21/7 / 2012-28360)** Secondary education institutions and special education vocational education center
Certificate of secondary education in registration to (school).

e) A copy of the decision of the board of special education services for students whose placement decision has been taken.

Compulsory attendance

ARTICLE 79 - (1) (Amended: RG-21/7 / 2012-28360) Special education application centers (schools), private
continuing education training practice centers (schools) and special education vocational training centers (schools)
Despite the written warning of the school management at least twice, the students have 60 work days without any excuse.
In case of absenteeism, these students will be re-enrolled due to their absenteeism.

(2) **(Repealed: RG-21/7 / 2012-28360)**

Transport

ARTICLE 80 - (1) The following principles are followed in transferring to schools and institutions:

a) **(Repealed: RG-21/7 / 2012-28360)**

b) A new placement decision for transfers between special education schools and institutions of the same type and level
not required.

Time of Education

ARTICLE 81 - (Change: RG-21/7 / 2012-28360)

(1) Students who attend special education application centers (schools) I. and II. step

Those who cannot complete the right to attend school for a maximum of 2 years for each level.

Student clothes

ARTICLE 82 - (Change: RG-21/7 / 2012-28360)

(1) It is not compulsory to wear a uniform in special education job application centers (schools).

Student report and individual development report

ARTICLE 83 - (1) (Amended: RG-21/7 / 2012-28360) Special education application centers (schools) and private
semesters in education vocational education centers (schools) to announce the situation of students to parents
and a report card twice at the end of the academic year. Behavior with the success of the student in the scorecard
development evaluation results and school attendance status are shown.

(2) Individual development report is prepared twice a year for each student. This report is a semester and
At the end of the school year, the student is sent to the parents with the report card. By the family of the student's development
In the report prepared to ensure continuity in education by monitoring; in the student's BEP and
The level of acquisition of knowledge skills aimed to be acquired in the period is shown in detail.

(3) **(Change: RG-14/3 / 2009-27169)** Scorecards and individual development reports, classroom teachers and attendance
The courses they take are filled together by the field teachers.

Evaluation of student success

ARTICLE 84 - (1) (Different sentence: RG-21/7 / 2012-28360) Special education practice centers (in schools)
and evaluation of student success in special education vocational education centers (schools)
is made according to:

a) The goals and behaviors of the IEPs are taken into consideration in the evaluation of students' achievements.

Taken. In this context, it is aimed to gain the student in each semester for each of his courses separately.
Charts with the behavior of the objectives are prepared. The behaviors determined for a period in this table
Each behavior is scored with a total of 100 points.

b) Students attending these schools are not evaluated with a failed grade.

The grade is evaluated as follows.

SCORING WITH DEGREE NUMBER

Well	5	85-100
Good	4	70-84
Middle	3	55-69
passing	2nd	0-54

Identity-pass

ARTICLE 85 - (1) Students who continue their education in special education schools and institutions Student ID certificate is given by the Directorate. Identity and pass-related expenses, by student parents It is met. Paso-related business and transactions are carried out in cooperation with local governments.

SECTION FOUR

Supervision of Education and Training

Audit

ARTICLE 86 - (1) Supporting special education with special education schools / institutions and special education classes supervision of the activities of institutions, primarily in the fields of special education and / or psychological counseling and guidance It is done by trained Ministry or primary education inspectors.

(2) Special education schools / institutions and special education classes and institutions that support special education. under the supervision of its activities; Legislation under the supervision of institutions of all types and degrees under the Ministry Along with the provisions, the following principles are also considered:

- a) Under the supervision of teachers;
- 1) Preparing IEP in cooperation with IEP development unit,
 - 2) Implementing the IEP and ensuring that the objectives in the IEP are achieved,
 - 3) The student has collected information about his educational status before coming to school / institution,
 - 4) The student takes precautions regarding the use and maintenance of personal devices and devices,
 - 5) The student's use of teaching methods and techniques appropriate for his or her disability and needs,
 - 6) To participate in family education programs in order to increase the effectiveness of education and ensure its continuity. and cooperating with the family,

Page 26

7) Education with measurement and assessment tools suitable for the student's disability type and educational needs use these materials, and prepare these tools and materials when necessary,

8) Arrangements to facilitate interaction in the educational environment and to ensure the effectiveness of the course making,

9) The student takes the necessary measures to make an educational and medical assessment,

10) Taking measures to ensure the social integration of students,

11) Preparing lesson plans to fulfill the objectives in IEP issues are taken into account.

b) Under the supervision of managers;

1) Planning the measures to be taken for students at the beginning of the academic year,

2) Creating a IEP development unit in the school / institution,

3) Arranging educational environment in accordance with the type and needs of students in school / institution.

do and take protective measures,

4) Training organized to increase the knowledge and experience of the personnel on special education to participate in its activities,

5) Course in school / institution in order to increase the knowledge and experience of the personnel on special education, organizing seminars and similar educational activities,

6) Guidance and psychological counseling service with units, boards, commissions operating in the school / institution providing co-ordination between,

7) For the effective execution of the services in the institution; special education services board, special education evaluation board, family, school, family union, non-governmental organizations, universities and hospitals unity,

8) Planning for the preparation and implementation of family education programs,

9) Social and cultural activities in schools and institutions in order to ensure the social integration of students the participation of individuals in the organization and activities organized in other schools and institutions issues are taken into account.

CHAPTER NINE

Miscellaneous and Final Provisions

FIRST PART

Various Provisions

Special education tools

ARTICLE 87 - (1) Education in official schools and institutions where individuals in need of special education receive education and all necessary tools and materials are met by the Ministry in order to increase the effectiveness of the teaching services.

(2) Preparation and development of educational tools and materials to be used in these schools and institutions or during the procurement process, in order to evaluate the quality and suitability of the equipment. Cooperation is made with the relevant departments of universities.

Educational environments

ARTICLE 88 - (1) Schools and institutions where individuals in need of special education continue their education According to its feature;

- a) Guidance and psychological counseling services service,
- b) Support training room,
- c) Observation room,
- ç) Individual training room,
- d) Rest room,
- e) Game room,
- f) infirmary,
- g) Family education room,
- ğ) Painting and music rooms,

- h) Application house,
- i) Multi-purpose hall,
- i) Hydrotherapy pool,
- j) Library,
- k) Open and closed garden,
- l) Physical education hall,
- m) Show and theater halls,
- n) Hearing, speaking and language laboratories,
- o) Physical therapy and rehabilitation hall,
- ö) Workshop

Measures are taken to include such sections.

(2) Common areas of use in schools and institutions to enable wheelchair travel regulated, additional measures such as ramp-handle are taken. Hearing impaired students continue their education sound insulation is done in environments.

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Vigil of teachers

ARTICLE 89 - (1) Preschool, class and field teachers keep watch in special education schools and institutions. In boarding special education schools and institutions, the duty is 24 hours. Enough for seizures in these institutions In the absence of a teacher, the administrators of the institution also act as on-call teachers. Most of the seizures a few women and one male teacher are assigned.

Free transport

ARTICLE 90 - (1) Daytime in the Ministry, special education schools and institutions and special education classes takes necessary precautions to provide students free access to school.

Free lunch

ARTICLE 91 - (1) Those who study in boarding or daytime special education schools and institutions during the day and Free lunch for students who meet the boarding requirements free of charge from the general budget It is given.

Notebooks and files

ARTICLE 92 - (1) In special education schools and institutions, according to the characteristics of the institution and the technology used. Books, Charts and Files to be kept in Special Education Schools and Institutions in Annex-9 are kept.

The place where all notebooks and pages meet is sealed with the school / institution seal. From the first page to the notebooks Starting, page numbers are written and confirmed by stating how many pages are in the notebook.

SECOND PART

Final Provisions

Cases without provisions in the regulation

ARTICLE 93 - (1) For the matters not covered by this Regulation; National Number 1739 dated 14/6/1973 Education Basic Law, Disabled People and Some Decree Laws No 5378 dated 1/7/2005 Law on Amendment and Law on Special Education No. 573 of 30/5/1997 Other laws regarding the provisions of the regulation issued based on Decree laws and regulation provisions are applied.

(2) Day or boarding school of all types and levels opened for individuals in need of special education; and in institutions; In the works and procedures related to the execution of educational services, the characteristics of schools and institutions by; With the provisions of this Regulation, the Ministry's preschool, primary education, secondary education and non-formal education Legislation provisions related to institutions are applied together.

(3) (**Annex: RG-22/6 / 2010-27619**) Will be held outside the daily working hours in science and art centers further studies within the scope of the paragraph (B) of Article 178 of the Civil Servants Law No. 657 Evaluated. Issues regarding the implementation of the study to be carried out in this way, dated 19/2/1975 and 7/9493 Implementing Regulation on the Application Principles of Overwork Implemented by the Decision of the Council of Ministers It is regulated by the Ministry within the framework of its provisions.

Legislation repealed

ARTICLE 94 - (1) The National Gazette published in the Official Gazette dated 18/1/2000 and repeated 23937 The Ministry of Education Special Education Services Regulation has been repealed.

PROVISIONAL ARTICLE 1 - (1) Special special education before the date of this Regulation comes into force Until the expiration of the medical board reports received from the institutions for special education and rehabilitation support It applies.

Force

ARTICLE 95 - (1) This Regulation comes into force on the date of its publication.

Executive

ARTICLE 96 - (1) Of this Regulation;

- a) The provisions regarding educational evaluation, diagnosis and Special Education Evaluation Board, The Minister to which the Administration is attached to and the Minister of National Education together,
- b) Educational evaluation, diagnosis and Special Education Evaluation Board other than the relevant provisions Minister of National Education Executes.

The Official Gazette in which the Regulation was published

Historical	Number
31/05/2006	26184

The Official Gazette in which the Legislative Amendment was Published

	Historical	Number
one.	14/03/2009	27169
2nd.	31/07/2009	27305
3.	22/6/2010	27619
4.	21/07/2012	28360

Annex 1

SPECIAL EDUCATION EVALUATION
EXAMPLE OF THE BOARD REPORT

F t g f

TC Identification number:		Decision Number	File number:
Name and surname		Decision Historical	
Father name	Mother name	Birth Historical	Birth place
Address			District Province

Educational assessment and diagnosis:

Suggested special education service: *(The educational environment recommended for the student in this section, the duration of education, support education the form and duration of the training, if necessary, arrangements and aids to be made in the educational environment, teaching methods and techniques, educational materials, etc. explanations are included.)*

Decision:

Member	Member	Member	Chairman of the Board
Signature	Signature	Signature	Signature
Member	Parent of student		
Signature	Signature	SUITABLE (Change: RG-31/7 / 2009-27305) RAM Manager	
		... / ... /	

Oct-1-a

EDUCATIONAL PLAN EXAMPLE

././....

Student's name and surname :
TC Identification number :
Date of birth :

YOUR STUDENT:

I- EDUCATIONAL PERFORMANCE

(This section shows the student's performance in all areas of development and academic discipline. results regarding the evaluation will be included.)

II- NEEDS

(In this section, the priority needs determined in accordance with the educational performance of the student Will.)

III- ANNUAL GOALS

(In this section, according to the educational performance of the student to gain targeted long-term goals will be included.)

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Annex 2
(Amended: RG-21/7 / 2012-28360)

REPUBLIC OF TURKEY
MINISTRY OF EDUCATION

SPECIAL EDUCATION APPLICATION CENTER (SCHOOL)
LEARNING CERTIFICATE (1st STAGE)

Turkish Identity Number	The document issuing center (school)
Name and surname	Center (school) number
Father name	Time of Education
Mother name	Document number
Birth place and date	Document date
The city where the school is located	Document note

..... ođlu / daughter Special Education Application Center (School) education success
has been entitled to receive this document. / /....

REPUBLIC OF TURKEY
 MINISTRY OF EDUCATION

 Oct-2-a
 (Appendix RG-21/7 / 2012-28360)

 SPECIAL EDUCATION APPLICATION CENTER (SCHOOL)
 LEARNING CERTIFICATE (STAGE II)

Turkish Identity Number	The document issuing center (school)
Name and surname	Center (school) number
Father name	Time of Education
Mother name	Document number
Birth place and date	Document date
The city where the school is located	Document note

..... ođlu / daughter Special Education Application Center (School) education success
 has been entitled to receive this document. / /....

assistant director

Center (School) Director

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Annex 3
(Abolished: RG-21/7 / 2012-28360)

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Annex 4
(Amended: RG-21/7 / 2012-28360)

For Students to be Placed in the Workplace
Parent Consent Certificate

..... **Special Education Vocational Training Center (School) Directorate**

Your center (your school) class students
I agree to work in any workplace after theoretical and practical training.
I hereby submit for your information that I accept any responsibility arising from his work in this workplace.

Address:

Parent
Name and surname

Annex 5
(Amended: RG-21/7 / 2012-28360)

OBSERVING STUDENT AT WORK AND MONITORING FORM

..... **Special Education Vocational Training Center (School) Directorate**

Student's name and surname :
Class and Number:
Tracking Date :
Student's Work:

EVALUATION

- Follow business rules
- Follow the rules of the department he works for
- Planned work
- Building positive relationships with those in the workplace
- Fulfilling the tasks given in the group work

Complying with security measures in the workplace

Complying with the behaviors required by business ethics

History: //

Workplace Coordinator Teacher
Signature

History: //

Workplace Coordinator Teacher
Signature

(Change: RG-21/7 / 2012-28360) Annex- 6

CONTINUED FOLLOW-UP SCHEDULE OF STUDENTS PLACED INTO WORK

..... To the Directorate of Special Education Vocational Training Center (School)

Student's Name and Surname :
Tracking Date :
Office address :

Day	Attendance Status	Evaluation	Employer Signature
one.			
2nd.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11th.			
12.			
13.			
14.			
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20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

History: //

Workplace Coordinator Teacher
Signature

History: //

*Center (School) Director
Signature stamp*

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(Change: RG-21/7 / 2012-28360) Annex-7

**REPUBLIC OF TURKEY
MINISTRY OF EDUCATION**

SPECIAL EDUCATION VOCATIONAL EDUCATION CENTER (SCHOOL) TEACHING CERTIFICATE

Turkish Identity Number	The document issuing center (school)	
Name and surname	Center (school) number	
Father name	Time of Education	
Mother name	Document number	Document date
Birth place and date	Document note	

The city, district, where the center (school) is located School he has completed before

..... son / daughter

He successfully completed the Special Education Vocational Training Center (School).
is entitled to receive. / ... /

Note: This document does not provide the right to continue higher education, but individuals do not personal benefits provided to graduates of secondary education institutions if employed ensures that they enjoy their rights.

assistant director

Center (School) Director

(Change: RG-21/7 / 2012-28360) Annex-8

REPUBLIC OF TURKEY
MINISTRY OF EDUCATION

SPECIAL EDUCATION JOB APPLICATION CENTER (SCHOOL) LEARNING CERTIFICATE

Turkish Identity Number	Time of Education
Name and surname	Document date
Father name	Document number
Mother name	The document issuing center (school)
Birth place and year	Province, district where the center (school) is located

Her identity clearly written aboveoglu / daughter

He has successfully completed his education in the Special Education Job Application Center (School).
was entitled to receive this document. / /....

assistant director

Center (School) Director

(Change: RG-21/7 / 2012-28360) Annex-9

TO BE HELD AT PRIVATE EDUCATION CENTERS AND SCHOOLS
BOOK AND FILES

a) Notebooks

- 1) Student registry,
- 2) Student temporary (candidate) registry,
- 3) Student probe book,
- 4) Class course book,
- 5) Class passing book,
- 6) Diploma notebook,
- 7) Certification book,
- 8) Teacher and staff attendance - absenteeism book,
- 9) Incoming-outgoing documents registry book,
- 10) Embezzlement book,

- 11) Inspection book,
- 12) Disciplinary board decision book,
- 13) Honor board decision book,
- 14) Seizure book,
- 15) Tool distribution book,
- 16) Allowance book,
- 17) Advance book,
- 18) Salary and wage realization book,
- 19) Fixture (A), course tools (B), bookshelf (C) notebooks,

- 20) Goods and equipment notebook for use and kneading,
 - 21) Fixture utility notebook,
 - 22) Teachers board decision book,
 - 23) Branch and branch teachers board decision book,
 - 24) Decision book of the student behavior assessment board,
 - 25) Master class decision book,
 - 26) Master class business book,
 - 27) Social events meeting decision book,
 - 28) Visitor entry-exit book,
 - 29) Family education record book,
 - 30) Personnel health referral book,
 - 31) School parent association board book and other documents,
 - 32) Guidance and psychological counseling services executive commission book,
 - 33) Document notebook
 - 34) Student observation book
 - 35) Teacher and staff registry book,
 - 36) Nutrition and warehouse book,
 - 37) School library book,
 - 38) Class library book,
 - 39) Teacher and staff permit book,
 - 40) Note and invoice book,
- b) Schedules and files
- 1) Teacher transcript,
 - 2) Student development files,
 - 3) Term and exam grades file,
 - 4) Grade table,
 - 5) Teachers board meeting minutes file,
 - 6) Branch teachers board meeting minutes file,
 - 7) The clerk teachers board meeting minutes file,
 - 8) Certification file,
 - 9) Personnel files,
 - 10) The file of incoming and outgoing school (according to the decimal system),
 - 11) Confidential writing file,
 - 12) Civil defense file,
 - 13) Disciplinary board documents file,
 - 14) Student course lists file,
 - 15) Daily signature charts file,
 - 16) Staff and student shift schedule file,
 - 17) Spending documents (original and examples),
 - 18) Approved file of monthly, wage, tax refund and education allowance slips,
 - 19) Notebooks related to fixtures counting and transfer minutes, services and purchasing works and Examples of fixtures total sum (notebook),
 - 20) Documents and records of the fixtures and documents related to the goods,
 - 21) A file on the entries and exits of used and condensed goods and equipment,
 - 22) Statistics file,
 - 23) Briefing file,

- 24) Internship application file,
- 25) Decision file regarding purchasing works,
- 26) A file of expense, accrual and payment schedules samples,
- 27) Social activities file,
- 28) National holidays, specific days and weeks file,
- 29) Student emergency information slip file
- 30) Unitized annual plan file
- 31) Student evaluation and monitoring file,
- 32) Student individual development report file,
- 33) Individualized training program file,
- 34) Parent interview minutes file,
- 35) Norm staff practice file
- 36) Circular file,
- 37) Portable training file
- 38) Work placement file,
- 39) Tracking students at work,
- 40) Workplace recognition file,

c) In addition, Public Financial Management and Control Law No. 5018, Vocational Education Law No. 3308, The Disclosure Directive dated 1/6/1939, the Official Repetition dated 31/12/2005 and numbered 26040 3rd repeating With the Regulation on Central Government Expenditure Documents published in the newspaper, dated 15/8/1983. School Affiliated to the Ministry of National Education, enacted by the Council of Ministers Decision No. 83/6950 Books, files and documents required by the Guest House Regulation are kept.

Annex 1

SPECIAL EDUCATION EVALUATION
EXAMPLE OF THE BOARD REPORT

Photo

TC Identification number:		Decision Number	File number:
Name and surname		Decision Historical	
Father name	Mother name	Birth Historical	Birth place
Address			the district Provincial

Educational assessment and diagnosis:

Suggested special education service: *(The educational environment recommended for the student in this section, the duration of education, support education the form and duration of the training, if necessary, arrangements and aids to be made in the educational environment, teaching methods and techniques, educational materials, etc. explanations are included.)*

Decision:

Member	Member	Member	Chairman of the Board
Signature	Signature	Signature	Signature

Member	Parent of student	SUITABLE
Signature	Signature	(Change: RG-31/7 / 2009-27305) RAM Manager
		... / ... /

one

Oct-1-a

EXAMPLE OF THE TRAINING PLAN

..././....

Student's name and surname :
 TC Identification number :
 Date of birth :

STUDENT:

I- EDUCATIONAL PERFORMANCE

(This section shows the student's performance in all areas of development and academic discipline. results regarding the evaluation will be included.)

II- NEEDS

(In this section, the priority needs determined in accordance with the educational performance of the student Will.)

III- ANNUAL GOALS

(In this section, according to the educational performance of the student to gain targeted long-term goals will be included.)

one

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Annex 2
(Amendment: RG-21/7 / 2012-28360)

REPUBLIC OF TURKEY
MINISTRY OF EDUCATION

SPECIAL EDUCATION APPLICATION CENTER (SCHOOL)
LEARNING CERTIFICATE (1st STAGE)

Turkish Identity Number	The document issuing center (school)
Name and surname	Center (school) number
Father name	Time of Education
Mother name	Document number
Birth place and date	Document date
The city where the school is located	Document note

..... ođlu / daughter Special Education Application Center (School) education success
has been entitled to receive this document. / /....

REPUBLIC OF TURKEY
MINISTRY OF EDUCATION

one

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(Appendix RG-21/7 / 2012-28360)

SPECIAL EDUCATION APPLICATION CENTER (SCHOOL)
LEARNING CERTIFICATE (STAGE II)

Turkish Identity Number	The document issuing center (school)
Name and surname	Center (school) number
Father name	Time of Education
Mother name	Document number
Birth place and date	Document date
The city where the school is located	Document note

..... oğlu / daughter Special Education Application Center (School) education success
has been entitled to receive this document. / /....

assistant director

Center (School) Director

one

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Annex 3
(Abolished: RG-21/7 / 2012-28360)

one

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Annex 4
(Amendment: RG-21/7 / 2012-28360)

For Students to be Placed at Work

Parent Consent Certificate

..... Special Education Vocational Training Center (School) Directorate

Your center (your school) class students

I agree to work in any workplace after theoretical and practical training.

I hereby submit for your information that I accept any responsibility arising from his work at this workplace.

Address:

Parent
Name and surname

one

Annex 5
(Amendment: RG-21/7 / 2012-28360)

OBSERVATION AND MONITORING FORM ON STUDENT Ğğ

..... Special Education Vocational Training Center (School) Directorate

Student's name and surname :
Class and Number :
Watch Date :
Student's Work:

ASSESSMENT

- Complying with workplace rules
- Follow the rules of the department he works for
- Planned work
- Establishing positive relationships with those in the workplace

- Fulfilling the tasks given in the group studies
- Complying with safety measures at the workplace
- Complying with the behaviors required by business ethics

History: //

Workplace Coordinator Teacher
Signature

History: //

Workplace Coordinator Teacher
Signature

one

(Change: RG-21/7 / 2012-28360) Annex- 6

CONTINUED FOLLOW-UP SCHEDULE OF STUDENTS PLACED IN

..... To the Directorate of Special Education Vocational Training Center (School)

Student's Name and Surname :

Watch Date :

Business Address :

Day	Attendance Status	Evaluation	Employer Signature
one.			
2nd.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11th.			
12.			
13.			
14.			
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22.			
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24.			
25.			
26.			
27.			
28.			
29.			
30.			

History: //

Workplace Coordinator Teacher
Signature

History: //

*Center (School) Director
Signature stamp*

one

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(Change: RG-21/7 / 2012-28360) Annex-7

**REPUBLIC OF TURKEY
MINISTRY OF EDUCATION**

SPECIAL EDUCATION VOCATIONAL EDUCATION CENTER (SCHOOL) LEARNING CERTIFICATE

Turkish Identity Number	The document issuing center (school)	
Name and surname	Center (school) number	
Father name	Time of Education	
Mother name	Document number	Document date
Birth place and date	Document note	
The city, district, where the center (school) is located School he has completed before		

..... son / daughter

**He successfully completed the Special Education Vocational Training Center (School).
was entitled to receive. / /**

**Note: This document does not provide the right to continue higher education, but individuals do not
personal benefits provided to graduates of secondary education institutions if employed
ensures that they enjoy their rights.**

assistant director

Center (School) Director

one

(Change: RG-21/7 / 2012-28360) Annex-8

REPUBLIC OF TURKEY
MINISTRY OF EDUCATION

SPECIAL EDUCATION Ğđ APPLICATION CENTER (SCHOOL) LEARNING CERTIFICATE

Turkish Identity Number	Time of Education
Name and surname	Document date
Father name	Document number
Mother name	The document issuing center (school)
Birth place and year	Province, district where the center (school) is located

Her identity clearly written aboveoglu / daughter
 Since he has successfully completed his education at the Special Education Job Application Center (School).
 was entitled to receive this document. / /....

assistant director

Center (School) Director

(Change: RG-21/7 / 2012-28360) Annex-9

TO BE HELD AT PRIVATE EDUCATION CENTERS AND SCHOOLS
BOOK AND FILES

- a) Notebooks
- 1) Student registry,
 - 2) Student temporary (candidate) registry,
 - 3) Student probe book,
 - 4) Class course book,
 - 5) Class passing book,
 - 6) Diploma notebook,
 - 7) Certification book,
 - 8) Teacher and staff attendance - absenteeism book,
 - 9) Incoming-outgoing documents registry book,
 - 10) Embezzlement book,

one

- 11) Inspection book,
- 12) Disciplinary board decision book,
- 13) Honor board decision book,
- 14) Seizure book,
- 15) Tool distribution book,
- 16) Allowance book,
- 17) Advance book,
- 18) Salary and wage realization book,

- 19) Fixtures (A), course tools (B), bookshelf (C) notebooks,
 - 20) Goods and equipment notebook for use and kneading,
 - 21) Demirbasý utility notebook,
 - 22) Teachers board decision book,
 - 23) Branch and branch teachers board decision book,
 - 24) Decision book of the student behavior assessment board,
 - 25) Master class decision book,
 - 26) Master class business book,
 - 27) Social events meeting decision book,
 - 28) Visitor entry-exit book,
 - 29) Family education record book,
 - 30) Personnel health referral book,
 - 31) School parent association board book and other documents,
 - 32) Guidance and psychological counseling services executive commission book,
 - 33) Document notebook
 - 34) Student observation book
 - 35) Teacher and staff registry book,
 - 36) Nutrition and warehouse book,
 - 37) School library book,
 - 38) Class library book,
 - 39) Teacher and staff permit book,
 - 40) Note and invoice book,
- b) Schedules and files
- 1) Teacher transcript,
 - 2) Student development files,
 - 3) Term and exam grades file,
 - 4) Grade table,
 - 5) Teachers board meeting minutes file,
 - 6) Branch teachers board meeting minutes file,
 - 7) The clerk teachers board meeting minutes file,
 - 8) Certification file,
 - 9) Personnel files,
 - 10) The file of incoming and outgoing school (according to the decimal system),
 - 11) Confidential writing file,
 - 12) Civil defense file,
 - 13) Disciplinary board documents file,
 - 14) Student course lists file,
 - 15) Daily signature charts file,
 - 16) Staff and student shift schedule file,
 - 17) Spending documents (original and examples),
 - 18) Approved file of monthly, wage, tax refund and education allowance slips,
 - 19) Fixtures and transfer records for Demirbaş, services and purchase affairs and specimens of total fixtures (summary) notebooks,
 - 20) Document and minutes file of fixtures and belongings of fixtures,
 - 21) A file on the entries and exits of the goods and equipment used and intensified,
 - 22) Statistics file,
 - 23) Briefing file,

one

- 24) Internship application file,
- 25) Decision file on purchasing works,
- 26) A file of expense, accrual and payment schedules samples,
- 27) Social activities file,
- 28) National holidays, specific days and weeks file,
- 29) Student emergency data sheet
- 30) Unitized annual plan file
- 31) Student evaluation and monitoring file,
- 32) Student individual development report file,
- 33) Individualized training program file,
- 34) Parent meeting minutes file,
- 35) Norm staff practice file
- 36) Circular file,
- 37) Carrying training file
- 38) Job placement file,
- 39) Students' monitoring file at the workplace,
- 40) Workplace recognition file,

c) In addition, Public Financial Management and Control Law No. 5018, Vocational Education Law No. 3308, The Disclosure Directive dated 1/6/1939, the Official Repetition dated 31/12/2005 and numbered 26040 3rd repeating With the Regulation on Central Government Expenditure Documents published in the newspaper, dated 15/8/1983. School Affiliated to the Ministry of National Education, enacted by the Council of Ministers Decision No. 83/6950 Books, files and documents required by the Guest House Regulation are kept.

one