



# 2021 - 2022 HISAR SCHOOL ROAD MAP

August 2021





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# Message from the General Manager

I reckon it will be helpful to imagine the future of education through a retrospective evaluation while planning the coming year. We have been through an extraordinary pandemic period together since March 2020, which has shown us that we may handle inconceivable surprises in all phases of our lives, with various future scenarios awaiting humanity.

Besides having affected public health and our daily lives on a large scale, this process has naturally taken its toll on all the stakeholders of the educational community and the education itself. It has also changed our learning practices and models radically. As in all crises, we have witnessed a struggle for rapid change and adaptation. We have seen that education has been redefined at a point where it is intertwined with life as the physical borders of schools and classrooms have been removed, the roles and responsibilities of teachers and students have changed, and the families have taken a role in education. This resulted in the creation of a brand-new system that focuses on technology and includes the reconstructed roles regarding physical environment, time, process and stakeholders.

By taking prompt actions in the face of emergency and through a sense of sharing and solidarity, at Hisar School, we have managed to reach our students at all levels through innovative educational models that are in line with the current circumstances. We primarily supported the well-being of our students, considering the importance of structuring curricula that not only respond to their cognitive needs but also emotional and social needs.

Despite these challenging conditions, I believe that we have been remarkably successful both as an institution and as educators in relearning, using technology as a natural part of all processes, developing new skills, and transferring what we have learned to our students.

Are we going to put this process behind as if it never happened and resume our pre-pandemic learning models with the start of face-to-face education? The difference between 'online' and 'offline' will gradually decrease while we proceed towards more flexible education styles with the digital and blended learning models. We will enrich our strong academic program, ensure permanent learning, and use the classroom course hours -which are the most valuable source- more effectively by including the blended, backward and hybrid learning designs into our education and learning models.

This process can exactly be described as a process of '**digital change and transformation**'. I wholeheartedly believe that we will internalize the new experiences and skills we have acquired in this process, as in every course, and will create a flexible, diversified, intriguing and inspirational learning environment.

This transformation will be remembered as a defining moment in our educational history since it coincides with the silver anniversary of Hisar School. There is no doubt that the educational policy, standards, strategies and actions discussed in this document will be instructive and inspirational not only for educators of Hisar School but also for all educators.

I believe that this document will serve as a compass to help us bolster our academic programs and learning designs while we continue to attach an irreplaceable priority to reinforce the well-being of our students and employees and to fulfill their socioemotional needs.

Kind regards,

**Prof. Dr. Gülay Barbarosoğlu**  
**General Manager/Founders' Representative**

# Back to School

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We are going through a promising normalization process of pandemic management thanks to the vaccination and measures implemented across the globe. We are revising our ways of living, working and living by adapting to constantly changing circumstances while also maintaining our determination to offer a sustainable, exchangeable and manageable learning environment to our students as well as our staff.

This plan focuses on a normal back-to-school process consisting of face-to-face lessons held in classes for the majority of our students in Fall 2021, and provides an overview of the key points for going back to school. **We have made the necessary efforts to ensure a digital transformation by combining the experience, knowledge, and skills we have gathered with our technical infrastructure. Another subject we put emphasis on in this process is to support the well-being of all our stakeholders.**

In order to help the learning process return back to normal, the school management, staff, teachers, students and parents must maintain their commitment and support.

We have made everything ready for any type of situation since we know the volatile nature of COVID-19. In this period, we have adopted a scientific approach and have closely monitored the studies and publications by the international scientific community, the procedures of **R.o.T. Ministry of Health, R.o.T. Ministry of National Education, R.o.T. Ministry of Labor, the World Health Organization, the Centers for Disease Control and Prevention**, and the practices implemented by domestic and foreign schools.

If you have any questions or recommendations regarding this issue, we kindly request you to contact us via the e-mail address: [info@hisarschool.k12.tr](mailto:info@hisarschool.k12.tr)

# Our Priorities

In the framework of its mission and principles, Hisar School has prioritized models that allow for a flexible and communication-based structure that can be adjusted to all kinds of changes and challenging conditions without any compromise to the scientific approaches.

Our priorities require us to apply health measures at the highest level for our students and staff, adjust and standardize our daily practices to ensure physical distance and plan and use academic processes as well as tools and strategies for face-to-face, online, synchronous and asynchronous learning (to achieve a high-level learning experience) in a holistic manner.

For the 2021-2022 Academic Year, our priorities as to academic processes were determined by the Executive Board and the relevant school principals as shown in the following table.

**Table 1: Academic Priorities for 2021-2022**

<b>P R I O R I T I E S</b>
<b>1.</b> Maintain the well-being of our students and teachers and provide continuous support.
<b>2.</b> Keep supporting our students' social and emotional learning needs.
<b>3.</b> Utilize and extend the use of differentiated learning strategies.
<b>4.</b> Utilize and extend the use of cooperative learning strategies.
<b>5.</b> Help students develop learning responsibilities.
<b>6.</b> Support long-lasting understanding and high-level cognitive skills.
<b>7.</b> Use process-oriented assessment results in a manner that supports learning.

# Basic Concepts and Models

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Academic priorities, determined by Hisar School, **require all academic processes along with face-to-face and online/synchronous and asynchronous learning tools and strategies to be planned and utilized with a holistic approach in order to provide a high-level learning experience.**

In Fall 2021, we aim for a normal back-to-school process consisting of face-to-face lessons held in classes for the majority of our students. Nevertheless, there are some situations which might require us to prefer distance learning or hybrid learning in the academic year of 2021-2022, such as the following:

## **Distance Learning (across the school or at certain levels)**

This method refers to short-term or temporary situations which may require us to adopt distance learning across the school or at certain levels in line with the decisions of **R.o.T Ministry of National Education.**

## **Hybrid Learning (across the school or at certain levels)**

This method refers to temporary situations which may require us to adopt a combination of face-to-face education in classes and distance learning (depending on what is preferred), in line with the decisions of **R.o.T Ministry of National Education.** In this case, some students follow classes simultaneously in the classroom while others at home follow them simultaneously by connecting to the classroom environment through the video conferencing system.

Hybrid Education Model can be applied in different ways based on the existing conditions.

- Campus Learning or Distance Learning on Certain Days
- Alternating between Campus Learning or Distance Learning on Certain Days
- Alternating between Campus Learning or Distance Learning during Certain Weeks

## **Quarantine (individually or as a group)**

This refers to short-term and temporary situations in which we may transition into distance learning by placing certain students individually or as a group into quarantine (i.e. teachers will be at school while students are at home) in line with the filiation instructions of **R.o.T. Ministry of National Education** and **R.o.T. Ministry of Health.** This approach also applies to short-term and temporary situations which would require adopting distance learning for some classes when teachers are placed in quarantine (i.e. teachers will be at home while students are at school).

It would be better to explain some concepts and models that we often come across and use in this period we are going through.



## Remote Class Attendance and Follow-up

In line with the explanations of **R.o.T. Ministry of National Education** and **Ministry of Health**, and filiation guidelines, the decisions to be announced by the Hisar School's Executive Board will be acted upon;

### **For Preschool students;**

Course materials, content and instructions will be shared regularly via Google Classroom for students who cannot attend the course.

### **For Primary School students;**

All materials, contents and instructions related to the course will be shared regularly via Google Classroom, and the Hybrid education model will be used for students who cannot attend the course.

### **For Middle School students;**

All materials, contents and instructions related to the course will be shared regularly via Google Classroom, and the Hybrid education model will be used for students who cannot attend the course.

### **For High School students;**

All materials, contents and instructions related to the course will be shared regularly via Google Classroom, and the Hybrid education model will be used for students who cannot attend the course.

It will be important to explain some concepts and models that we frequently encounter and use in the process we are in.



# 1. HyFlex: Hybrid + Flexible



Offering a flexible structure that is adaptable to changing conditions, HyFlex refers to a dynamic process that allows for switching between models and scenarios (face-to-face, distance, hybrid). The name itself comes from a combination of the words Hybrid and Flexible. Within the scope of HyFlex, technology is considered a natural part of the learning process. This approach enables flexibility and allows students to follow their lessons without interruption regardless of where, how, or when they attend the class.

# 2. Distance Learning



It is an approach that is created due to emergency conditions to move physical education from school into online and offline environments/homes. It is the case when schools are closed, students and/or teachers are at home, teaching continues remotely, and all of the academic processes are conducted remotely (online & offline/synchronous & asynchronous), out of school, for all students.

# 3. Hybrid Learning



Hybrid learning refers to an education model in which some students attend the class face-to-face while others join in the class via video conferencing. Teachers simultaneously offer lessons to students remotely and face-to-face by using video conferencing systems.

Hybrid learning is a mixed approach based on the success of backwards design, blended learning, distance learning, and online learning models and aims to provide student-centered experiences.

## 4. Blended Learning



Blended learning is an instructional design approach that teachers have known and applied in their classes in varying manners from past to present. Its potential, however, has been revealed with technology. Although there is no sole definition regarding the application of this instructional design approach, blended learning is the use of face-to-face learning and distance learning technologies in varying combinations within the framework of the requirements of the learning environment to conduct learning more efficiently and effectively (Dağ, 2011:76).<sup>1</sup> Blended learning can be applied in different ways:<sup>2</sup>

- Station Rotation
- Lab Rotation
- Individual Rotation
- Flipped Classroom
- Flex
- A La Carte
- Enriched Virtual

## 5. Flipped Learning



It is a model (also known as Flipped Classroom) which transforms the conventional relationship between classes and homework. Students complete the class preparation process at home through online lessons, videos and materials, and teachers use the class time for teacher-led practice or projects. This model allows teachers to use the classroom time for more than just teaching traditional lectures.

<sup>1</sup>"The Effect of Blended Learning Environments on Student ...." [https://www.researchgate.net/publication/276345062\\_The\\_Effect\\_of\\_Blended\\_Learning\\_Environments\\_on\\_Student\\_Motivation\\_and\\_Student\\_Engagement\\_A\\_Study\\_on\\_Social\\_Studies\\_Course](https://www.researchgate.net/publication/276345062_The_Effect_of_Blended_Learning_Environments_on_Student_Motivation_and_Student_Engagement_A_Study_on_Social_Studies_Course). Accessed 13 Jul. 2020.

<sup>2</sup> Models - Blended Learning Universe, <https://www.blendedlearning.org/models/>. Accessed 12 July 2021.




## 6. Synchronous Learning

Academic processes are conducted face-to-face in the classroom or online in such a way that students and teachers attend them at the same time/simultaneously.

## 7. Asynchronous Learning

Academic processes are carried out in such a way that students can access and interact with the content which their teachers direct them to, at different times/asynchronously, and progress at their own pace.

The following infographic <sup>3</sup> shows the differences among these models.

	1 Synchronous Learning 	2 Asynchronous Learning 	3 Hybrid and Hyflex Learning 
Description	Teachers and students learn together by sharing their opinions and interacting with each other.	Students learn at their own pace and timing.	Students experience both online learning and face-to-face learning with a teacher.
Tools	Video conferencing, webinar, phone calls, chat rooms	Online classes, e-mail, blogs, recorded videos, recorded webinars	Video conferencing supported by additional online classes or recorded webinars
Timing	Timing depends on the schedule of the school.	Students follow through their own schedule to download materials or contact teachers and friends via messages.	Students are expected to follow the schedule of their teachers while also interacting with the relevant materials during their free time.

<sup>3</sup> <https://res.cloudinary.com/avd/image/upload/v1617054386/Resources/COVID-19%20Campaign/Distance-LearningBuzzwordGraphicRev4.jpg>

# Academic Program

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At Hisar School, our greatest goal is to offer a strong academic program in line with our mission in any given situation and on any given platform. In order to prepare our students for an ever-changing and unpredictable world, learning must be restructured to be flexible, personalized and communication-driven.

We prepare our learning programs according to the general principles specified below.

## General Principles

**1. Understanding by Design) UbD**, This approach puts the student at the center of learning. The student takes an active role in the learning process. Understanding a subject means using the skills and knowledge related to that subject in varying manners and environments. Our academic programs are planned with the approach of **Understanding by Design, UbD**. Understanding by Design focuses on six facets of understanding:

- a. The Capacity to Explain
- b. The Capacity to Interpret
- c. The Capacity to Apply & Adapt
- d. The Capacity to Shift Perspective
- e. The Capacity to Empathize
- f. The Capacity to Self-Assess

**2. The Role of the Teacher** is not to be a source of information but to guide the student's learning. Teachers are learners for life. As they continue to be learners, they become role models for their students as well. International educational technology standards by **International Society for Technology in Education (ISTE)** defined various roles and standards for teachers that are specified below. Our teachers perform all their work in compliance with these standards.

- a. Learner
- b. Leader
- c. Digital Citizen
- d. Collaborator
- e. Designer
- f. Facilitator
- g. Analyst

**3. Process-Oriented Assessment.** Assessment and evaluation are an integral part of teaching and learning. Alternative assessment methods and techniques are used according to the features and learning levels of the students. The main aim of assessment and evaluation is to determine the availability level of the student, to make follow-ups on the student's development by collecting information from various sources, and to provide feedback. Process-oriented assessment lies at the heart of student-centered learning. Students receive feedback regarding their learning/attainments, follow up on their own learning, and find opportunities to eliminate their deficiencies. However, the assessment of learning is a result-oriented assessment.

**4. The Interdisciplinary and Intercultural Approach.** Interdisciplinary projects and activities are an important part of the learning process. These projects improve our students' creative and inspirational thinking and problem-solving skills while enabling them to achieve academic success. They learn to approach problems from a solution- and design-oriented viewpoint.

**5. Social-Emotional Learning (SEL).** This is a process where individuals develop awareness and skills on managing emotions, setting goals, building relationships and developing responsible decision making, and which promotes success at school and in life. Socio-Emotional Skills encompass self-awareness, self-management, social awareness, communication skills and responsible decision making. These skills can be taught to all age groups starting from very early on. It is crucial to integrate the learning plans of Understanding by Design (UbD) with the learning plans and the assessment & evaluation process regarding social-emotional learning skills.

**6. Positive Discipline Approach.** This method aims to help our students acquire autonomy, a sense of responsibility and self-discipline, communication and conflict-resolution skills. Discipline does not only help students become aware of how their behaviors affect others but it also enables them to see how their choices can help them overcome challenges and conflicts. There are no good or bad children. There are only different individuals with different needs. Instead of controlling student behaviors from the outside, we expect them to develop their own self-discipline. As per the **principles** on which we base our disciplinary policy, we bolster confidence in our students to develop their own self-discipline rather than expecting their behaviors to be controlled from the outside, encourage them to play an active role in problem-solving processes and consider social conflicts as important opportunities for active learning.

**7. Differentiated Instruction.** It is important to design learning processes and environments in a way that maximizes the level of student learning. Students in the same age groups may have different developmental characteristics and needs. Standardized learning processes may not meet the students' needs. To support learning, we make instructional designs where the content, process, and outcome of learning are differentiated according to the readiness, interests and learning styles of students.

**8. Flexible Learning Environments.** This approach considers the environment itself as an active teaching element. Flexible learning environments are of great importance for personalization of learning. Environment refers to the learning areas where students can act more freely, work individually or in a group with ease, make changes according to their needs, and communicate with each other and the world anytime. In short, it means the areas where they can be more involved in the learning process.

**9. Digital Transformation in Education.** We maintain our digital transformation efforts as per the school's mission to establish **information and communication technologies as a natural part of the academic process** and the vision of **identifying informatics strategies to support learning environments, and to structure a sustainable, manageable and dynamic ecosystem that can rapidly adapt to changing conditions and needs within the K12 integrity.**

## HyFlex: Hybrid & Flexible Course Design Strategies

Academic processes for the academic year of 2021-2022 have been planned with a multi-channel approach and foresight. We have envisioned a plan which would coincide with the **HyFlex Course Design Strategies** and help us adapt quickly to varying circumstances and environments.

As indicated in section titled **General Principles**, we design our learning processes in line with the approach of **Understanding by Design (UbD)** for all grades and classes.

All the details of these plans can be found in **Hyflex: Hybrid & Flexible Education Policy** and **HyFlex: Hybrid & Flexible Course Design Strategies**.

As part of a flexible, accessible and easy-to-follow curriculum which is aligned with the Academic Priorities shown in Table 1:

- We plan our content using a holistic approach to ensure that students can take the responsibility of their learning processes while also monitoring those processes easily.
- We clarify the process to be followed before, during, and after classes as well as the necessary work to be submitted.
  - Course content (presentations, videos, documents and other
  - Asynchronous work (homework, projects)
  - Assessments and evaluations (rubrics, control charts)
- We provide entries on our LMS (Google Classroom) platform in the format determined by each school for the course content to be accessible and easy-to-follow by students.

We employ different assessment methods and techniques based on the characteristics and learning levels of the students along with the educational technology tools specified in [HyFlex: Hybrid & Flexible Course Design Strategies](#). As outlined in the following table, we monitor the learning processes of the students with a variety of tools and strategies used at the stage of evaluation.

Self-evaluation forms	Research and reporting work
Multiple-choice examinations	Modeling studies
Writing activities (diaries, letters, etc.)	Monitoring forms
Output cards	Peer review forms
Poster preparation	Experiment reports
Gamification	Presentations
Concept and mind maps	Group and individual work reports
Studies based on group/individual projects	Surveys
Quizzes and short answer questions	Case studies
Video-based feedback (drama, experiments, speaking, playing instruments, giving speeches, etc.)	Digital portfolio
	Product control list (product evaluation)
	Creation of video-animation



We design and apply our academic program with a structure which would help us to provide our students with the skills required by the era we are in and to bring up world citizens who are capable of interpreting information and thinking critically, who have acquired the 21<sup>st</sup> century skills through practice, who are equipped with leadership features, and who are creative and self-confident with a sound scientific, social, and intellectual background.

## Flipped Classes

In the academic year of 2021-2022, we aim for our students to acquire high-level learning skills while we make the necessary efforts for digital transformation by combining the experience, knowledge, and skills we have gathered with our technical infrastructure. With that purpose in mind, we will continue to use face-to-face, online, offline, synchronous and asynchronous learning strategies and approaches in a combination which depends on the availability and needs of students and the course structure at different levels.

Flipped Classroom is one of the learning approaches that we will use in the academic year of 2021-2022. The relevant information and explanations will be provided by the responsible principals and teachers.



# Social-Emotional Learning

## What is Social-Emotional Learning?

Social-Emotional Learning is defined as “the process through which all children and adults acquire and effectively apply their knowledge, skills, and attitudes to manage emotions, achieve personal and collective goals, empathize with others, establish and maintain supportive relationships and develop healthy identities.” Overall, Social-Emotional Learning (SEL) is considered to be a process where individuals develop awareness and skills on managing emotions, setting goals, building relationships and making responsible decisions, all of which promote success at school and in life.<sup>4</sup>

SEL skills can be taught to all age groups starting from very early on. When SEL programs are designed to include examples from day-to-day life and match with students’ age levels, they help students to turn those skills into attitudes and behaviors throughout the process.<sup>5</sup>

## Goals for Social-Emotional Learning Skills

Hisar School aims to support SEL skills at all levels. As such, social-emotional learning skills are meant to be integrated into the Understanding by Design (UbD) lesson plans and the assessment and evaluation process.

Socio-Emotional Skills encompass self-awareness, self-management, social awareness, communication skills and responsible decision making.

At the level of K12, there is a comprehensive resource which provides information, goals and indicators for SEL skills, on our **Hisar School SELF (Social-Emotional Learning) Platform** to guide adults. We aim for our teachers to take advice from psychological counseling and guidance (PCG) experts in the process of integrating SEL skills with our academic curriculum at each level.

<sup>4</sup> Göl-Güven, M. (2021). Çocuklukta sosyal ve duygusal öğrenme (s. 28-35). İstanbul: Yeni insan yayınevi.

<sup>5</sup> Uşaklı, H . (2017). SOSYAL DUYGUSAL ÖĞRENME NEDİR NEDEN ÖNEMLİDİR (İNSAN İLİŞKİLERİNDE BEŞ DUYGU ALANI) . Sinop Üniversitesi Sosyal Bilimler Dergisi , 1 (2) , 1-16.

<https://dergipark.org.tr/tr/pub/sinopusd/issue/32782/314566> adresinden erişilmiştir.

# Adaptation Period

## Student Adaptation Period

At Hisar School, students at any level start their new grade with an orientation program. We especially design different adaptation processes for new preschool comers as well as students who arrive at our school halfway through the term. Teachers and PCG specialists cooperate to look for ways to facilitate the adaptation course of the child in this process, and look at his/her individual needs. Family support and cooperation are crucial for helping the child build a trusting relationship with the school.

For the academic year of 2021-2022, we have arranged the opening of schools to be carried out normally or in stages. We have taken the following aspects into consideration: students will experience face-to-face, hybrid, and distance learning models; they will alternate between various programs; some students will start the school term without seeing their school, teacher, and friends; and others may have been separated from their school for a long time.

As such, for the purpose of supporting the adaptation process, we aim to:

- Organize face-to-face (outdoor)/online private meetings between students, teachers and parents;
- Publish videos to introduce various places at different departments of our school and send them to students in August;
- Ensure that children who will attend face-to-face lessons can see their classes and are introduced to the places across the school (infirmary, psychological counseling and guidance room, library) to facilitate their adaptation to the physical environment;
- Plan the first week of the term with orientation events for all levels;
- Organize events to reinforce the sense of belonging of newcomers through face-to-face meetings and communication within the limits of measures against the pandemic (i.e. meeting outdoors and/or in distanced groups);
- Ensure that the PCG expert of the upper grade attends the classes of lower grade students to meet them and facilitate their adaptation process (May 2021);
- Ensure that our teachers and PCG experts work in cooperation with parents for all the grades (especially with the parents of smaller children), starting from the beginning of the term;

- Plan the work to be done in order to support children in developing the necessary skills for adapting to new circumstances;
- Plan peer support activities (peer support system, mentorship program, class visits);
- Plan counseling courses for classes to raise awareness of the students about the changes and improvements brought along with the current period within the scope of the values of our school;
- Plan possible measures to be taken for social-emotional aspects at all levels in case of change in circumstances and learning models within the year.

### Adult Adaptation Period

We aim to undertake efforts that support the psychological endurance and emotional regulation strategies for the academic and administrative staff as well as the parents.

## Learning Climate

Research shows that the development of Social-Emotional Skills diminishes possible behaviors that could impede learning. Based on the fact that academic achievement and school climate have a direct correlation, a positive school climate is the primary factor that motivates students to engage in a lesson and focus on academic achievement. Ways of communication are open and healthy in a violence-free inclusive school climate where students can regulate and control themselves. Moreover, healthy communication facilitates exchange of information and development of skills.

Hisar School aims to provide a positive school climate at all levels and in all learning environments.

## Developmental Class Support and Academic Support

Hisar School supports the social-emotional and academic development of each student with various strategies based on their individual differences, interests and needs.

### To support the academic development, we aim to:

- Ensure that teachers responsible for student development and psychological counselors meet often and regularly to share their observations and data as to the development of students;
- Ensure that teachers and the relevant PCG experts meet in private to discuss students' development and to determine, apply and monitor strategies for development;

- Develop problem-solving strategies and provide supportive environments for students to search for solutions on their own;
- Ensure that the PCG expert closely follows the strong/weak aspects of the student with regards to social-emotional and cognitive skills, makes use of tests and inventories as needed and shares the data with teachers and parents;
- Measure the availability of the students according to their developmental needs and develop a roadmap in cooperation with teachers;
- Plan counseling courses for the classes to acquire SEL skills;
- Cooperate with the primary school resource room as well as the learning coaches for grades 8-12;
- Raise awareness of students about their learning responsibilities in transformed learning environments;
- Monitor the access to academic programs for students involved in the Personal Education Program;
- Coordinate the required arrangements for students to have access to appropriate tools and support.



## Family and Society Cooperation

Supporting the development of social-emotional learning skills requires the mutual engagement and close cooperation of family, school, and the society. We see that when we have a family-school-society cooperation, the success levels of students increase and their adaptation processes become smoother. Students' positive perception of the school and their trust is boosted with the participation of their families.

To support the school-family cooperation within that framework, we aim to:

- Ensure that parents-teachers/PCG experts meet in private;
- Organize psychological training activities for families and increase their attendance to them;
- Provide written, visual and auditory resources to parents on our website for them to learn more about the social-emotional development of students and adults;
- Share strategies about relevant aspects with the families through monthly PCG newsletters;
- Cooperate with the relevant experts for the needs of students and adults and organize informative seminars.

Hisar School's aim is to guide students to practice what they learn in their daily lives and to use that information for the benefit of their society.

Hence, with the purpose of supporting societal cooperation, we aim to:

- Include social awareness skills into our curriculum;
- Design interdisciplinary projects to raise awareness about global problems;
- Raise awareness about special days;
- Cooperate with public schools as part of community services.

# IT Strategies

Hisar School Informatics Strategies Center maintains its digital transformation efforts as per the school's mission for **establishing information and communication technologies as a natural part of the academic process** and the vision of **identifying informatics strategies to support learning environments, and to structure a sustainable, manageable and dynamic ecosystem that can rapidly adapt to changing conditions and needs within the K12 integrity.**

## Sustainability and Standards

As per our school's aim to design informatics strategies in a way that supports learning environments, and to structure a sustainable, manageable and dynamic ecosystem that can rapidly adapt to changing conditions and needs within K12 integrity, we comply with the international education technology standards of the **International Society for Technology in Education (ISTE)**. The roles of students and teachers in this context are described below.

### ISTE Standards for Teachers and Students

*Table 2: ISTE Standards for Teachers and Students*

ISTE STANDARDS FOR TEACHERS <sup>6</sup>	ISTE STANDARDS FOR STUDENTS <sup>7</sup>
Learner	Empowered Learner
Leader	Digital Citizen
Digital Citizen	Knowledge Constructor
Collaborator	Innovative Designer
Designer	Computational Thinker
Facilitator	Creative Communicator
Analyst	Global Collaborator

<sup>6</sup> "ISTE Standards for Educators | ISTE." <https://www.iste.org/standards/for-educators>. Accessed 16 Jun. 2020.

<sup>7</sup> "ISTE Standards for Educators | ISTE." <https://www.iste.org/standards/iste-standards-for-students>.

Accessed 16 Jun. 2021.

## A. Digital Citizenship, Ethics and Awareness

Our works on digital citizenship, ethics and awareness are accredited by **Common Sense** which is globally recognized as the most important organization in the field. We expect our students to act with this awareness under any and all circumstances. In this regard, we place strong emphasis on following subjects.

- Digital Confidentiality and Security
- Expressing Yourself and Digital Identity
- Being a Part of Internet Culture
- Acting in Accordance with the **Academic Integrity Guidelines**

Materials that can be shared by Hisar School are published on our website for all users to access. As for all the materials shared through LMS: Learning Management System (Google Classroom), they include the academic processes for the relevant courses, teachers, and students. Presentations, videos, worksheets, documents, tests, and any other course-related material cannot be shared with third parties due to intellectual property rights.

Our school attaches great importance to KVKK compliance (the law on the protection of personal data). Please see the **Clarification Texts** on our website.

## B. Hyflex: Hybrid & Flexible Education Policy

**Hyflex: Hybrid & Flexible Education Policy** reflects our attitude towards providing education with a multi-channel approach and integrating technology with learning environments. This document also describes the roles and responsibilities of our teachers, students, and parents. To make the process traceable, manageable and sustainable, the Hyflex: Hybrid & Flexible Education Policy is taken as reference and is regularly improved and updated during the process.

## C. Technology Roadmap

As part of our preparation for the academic year of 2021-2022, we identified applications, software and platforms to support **HyFlex: Hybrid & Flexible Course Design Strategies**.



Created with care and aligned with the needs of academic departments as well as the advice and assessments of the leading international institutions (e.g. [ISTE/Common Sense](#)), our [Technology Roadmap](#) provides its users with the list created based on the categories below.

- Operational
- Education
- Content
- Productivity
- Evaluation

We integrated the digital tools and platforms required to support face-to-face, on-line, synchronous and asynchronous studies and to satisfy varying needs of different grades and branches into our technical infrastructure and education system.

*Table 3: Technology Roadmap A*

TECHNOLOGY ROADMAP: A 2021 - 2022			
Name of the Application	Type	Prioritized Purpose of Use	Level
Adobe CC	Operational	Creation	K12
Bamboozle	Education	Interactive Learning	Preschool & Primary School
Canva Edu	Productivity	Creation	K12
Cisco WebEx	Operational	Communication	K12
Edpuzzle	Education	Interactive Learning	K12
Flipgrid	Productivity	Creation	K12
Genially	Education	Interactive Learning	Middle School
Google Calendar	Operational	Communication	K12
Google Classroom	Operational	Class Management/LMS	K12
Google Docs	Productivity	Creation	K12
Google Drawing	Productivity	Creation	K12

Name of the Application	Type	Prioritized Purpose of Use	Level
Google Drive	Operational	Storage	K12
Google Forms	Operational	Assessment and Evaluation	K12
Google Jamboard	Productivity	Cooperation	K12
Google Meet	Operational	Communication	K12
Google Sheets	Productivity	Creation	K12
Google Sites	Productivity	Creation	K12
Google Slides	Productivity	Creation	K12
Kahoot	Evaluation	Formative Evaluation	K12
Mentimeter	Education	Interactive Learning	K12
Microsoft Teams	Operational	Productivity/LMS/Communication	K12
MindMeister	Productivity	Creation	K12
Miro	Operational	Cooperation	K12
Nearpod	Education	Interactive Learning	K12
Notability	Operational	Creation	Middle School & High School
Seesaw	Operational	Class Management/LMS	Preschool
Padlet	Productivity	Cooperation	K12
PearDeck	Education	Interactive Learning	K12
Quizlet	Evaluation	Formative Evaluation	K12
QuickTime Player	Productivity	Productivity	K12
Socrative	Evaluation	Formative Evaluation	K12
Teacher X	PG	Complementary	K12
Urkund	Plagiarism	Plagiarism	K12
Wordwall Pro	Education	Interactive Learning	K12
YouTube	Productivity	Productivity	K12
Zoom	Operational	Communication	Institutional

Table 4: Technology Road Map B

TEKNOLOGY ROAD MAP: B 2021 - 2022			
Name of the Application	Type	Prioritized Purpose of Use	Level
Achieve 3000	Content	Complementary	High School
Gizmos	Content	Complementary	Middle School
Morpa	Content	Complementary	Primary School & Middle School
MozaWeb	Content	Complementary	Middle School
Okuvaryum	Content	Complementary	Primary School
Razkids	Content	Complementary	Primary School
School History	Content	Complementary	High School
V Cloud	Content	Complementary	Middle School

## D. Technical Infrastructure

The technology infrastructure of Hisar School was designed to offer an infrastructure that would support all learning activities and learning environments during or out of school time and ensure the continuity of learning, independent of time or place.

Hisar School has 1 GB of symmetrical internet connection, 2 backup lines of 300 MBs each, and Cisco network infrastructure, which allows the users to benefit from learning, content management, accessible cloud and video conference systems consisting of Apple, Google, Microsoft and Cisco products such as Google Workspace, MS Teams, and Cisco WebEx.

## TECHNICAL INFRASTRUCTURE

<b>Accessible Cloud Systems</b>	For file and e-mail access of students and teachers, Google Workspace services are used. Every student and teacher have unlimited space for storing e-mails and files. Students and teachers use the Google Workspace platform to easily communicate, access resources and deliver assignments and projects.
<b>LMS: Learning Management Systems</b>	Learning Management System (LMS) offers teachers with an online system where they can create, and offer content to students, track student engagement, and evaluate student performance. Hisar School uses Google Workspace: Google Classroom as the content management system at preschool, primary school, middle school and high school levels. This platform enables regular sharing of the course materials and content with students.
<b>MacBook Computers</b>	Hisar School provides a MacBook to each of its teachers and replaces it with a new one every four years.
<b>Video Conferencing Systems</b>	The video conferencing method is a strong and effective tool to stay connected with students and to continue the academic process at all events. In the distance learning period, Hisar School uses Google Workspace: Google Meet for its online courses at the K12 level. Microsoft Teams and Cisco Webex are also integrated into the school's technical infrastructure as backup video conferencing software to be used when needed.
<b>Smart Board Systems</b>	There are Promethean Titanium ActiveBoard 75" or 86" Touch Board systems in all classrooms.
<b>Camera Systems</b>	In all classrooms across the Pre-K12 continuum, there are camera systems that allow for broadcasting from classrooms in addition to Promethean Titanium ActiveBoard 75" or 86" Smart Touch Board system. In addition to the camera systems that are available in all classrooms, Mix Type camera systems are also installed in certain classrooms and workshops. These cameras offer the ability to switch between various predetermined points in the classroom and have the zoom in and zoom out feature.
<b>Wacom Tablets</b>	We have made Wacom tablets available for all teachers. The tablet turns all software, documents, presentations that can be used on a computer into a writeable, drawable format that supports touch-screen feature.
<b>Lightroom Video Shooting Area</b>	Thanks to the in-class camera, audio and video recording systems, it is possible to either broadcast live from within the classroom or to create class videos. Moreover, we have set up LightBoard Studio as a separate recording room with special lighting, LightBoard, and a dual-camera system for preparing professional videos.

## Preschool

\* All teachers are provided with a PC by the school.

\* Camera system to be used for broadcasting from the classroom

\*\*\* Professional video recording room to shoot class videos at school

\*\*\*\* Students are recommended to use tablets/PCs at home; mobile iPad stations are used at school.

\*\*\*\*\* Parent support is taken into account.

In the columns for students and teachers, the number of ✓ changes with respect to usage. ✓



HARDWARE									
SCENARIO	Student *****			Teacher			Learning Environment		
PC* PC/ Tablet ****		✓	✓✓	✓	✓✓	✓✓✓			
Apple TV	✓	✓		✓	✓		✓	✓	
Smart Board	✓	✓		✓	✓		✓	✓	
Camera System**					✓✓✓		✓	✓	
Drawing Tool/Tablet				✓	✓✓✓	✓✓✓	✓	✓	✓
Video Recording Room***				✓	✓✓✓		✓	✓	
Mobile iPad Station	✓	✓		✓	✓		✓	✓	
SOFTWARE									
<b>Internet Browser</b> Google Chrome	✓	✓	✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Cloud Systems</b> Google Drive		✓	✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>LMS</b> Google Classroom	✓	✓✓	✓✓	✓✓✓	✓✓✓	✓✓✓	✓	✓	✓
<b>Apps</b> G Suite: Docs, Slides, Sheets, Forms, Jamboard	✓	✓✓	✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Video Conferencing Platforms</b> Google Meet/ Cisco Webex/ Microsoft Teams	✓	✓✓	✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Curriculum Management System</b> Atlas Rubicon				✓	✓	✓	✓	✓	✓

## Primary School

\* All teachers are provided with a PC by the school.

\*\*Camera system to be used for broadcasting from the classroom

\*\*\* Professional video recording room to shoot class videos at school

\*\*\*\* Students in grades 1, 2, 3 use mobile iPad stations at school; students in grade 4 have their own iPads to bring to the school. We recommend all students to have a tablet/ PC for home use.

\*\*\*\*\* Parent support is taken into account.

In the columns for students and teachers, the number of ✓ changes with respect to usage.



HARDWARE									
SCENARIO	Student			Teacher			Learning Environment		
PC* PC/ Tablet *****		✓	✓✓	✓	✓✓	✓✓✓			
Apple TV	✓	✓		✓	✓		✓	✓	
Smart Board	✓	✓		✓	✓		✓	✓	
Camera System**					✓✓✓		✓	✓	
Drawing Tool/Tablet				✓	✓✓✓	✓✓✓	✓	✓	✓
Video Recording Room***				✓	✓✓✓		✓	✓	
Mobile iPad Station	✓	✓		✓	✓		✓	✓	
SOFTWARE									
<b>Internet Browser</b> Google Chrome	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Cloud Systems</b> Google Drive	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>LMS</b> Google Classroom	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓	✓	✓
<b>Apps</b> G Suite: Docs, Slides, Sheets, Forms, Jamboard	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Video Conferencing Platforms</b> Google Meet/ Cisco Webex/ Microsoft Teams	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Curriculum Management System</b> Atlas Rubicon				✓	✓	✓	✓	✓	✓

## Middle School

\*All of our students have their personal iPad tablets and all of our teachers have PC's provided to them by the school.

\*\*Camera system to be used for broadcasting from the classroom

\*\*\* Professional video recording room to shoot class videos at school

In the columns for students and teachers, the number of ✓ changes with respect to usage.



HARDWARE									
SCENARIO	Student			Teacher			Learning Environment		
PC* PC/ Tablet****	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	1:1 iPad	1:1 iPad	1:1 iPad
Apple TV	✓	✓		✓	✓		✓	✓	
Smart Board	✓	✓		✓	✓		✓	✓	
Camera System**					✓✓✓		✓	✓	
Drawing Tool/Tablet	✓	✓✓	✓✓✓	✓	✓✓✓	✓✓✓	✓	✓	✓
Video Recording Room***	✓	✓		✓	✓✓✓		✓	✓	
Mobile iPad Station									
SOFTWARE									
<b>Internet Browser</b> Google Chrome	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Cloud Systems</b> Google Drive	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>LMS</b> Google Classroom	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓	✓	✓
<b>Apps</b> G Suite: Docs, Slides, Sheets, Forms, Jamboard	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Video Conferencing Platforms</b> Google Meet/ Cisco Webex/ Microsoft Teams	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
<b>Curriculum Management System</b> Atlas Rubicon				✓	✓	✓	✓	✓	✓

## High School

\*All of our students have their personal PC's and all of our teachers have PC's provided to them by the school.

\*\*Camera system to be used for broadcasting from the classroom

\*\*\* Professional video recording room to shoot class videos at school

In the columns for students and teachers, the number of ✓ changes with respect to usage.



HARDWARE									
SCENARIO	Student			Teacher			Learning Environment		
PC* PC/ Tablet ****	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	BYOD	BYOD	BYOD
Apple TV	✓	✓		✓	✓		✓	✓	
Smart Board	✓	✓		✓	✓		✓	✓	
Camera System**					✓✓✓		✓	✓	
Drawing Tool/Tablet				✓	✓✓✓	✓✓✓			✓
Video Recording Room***	✓	✓		✓	✓✓✓		✓	✓	
Mobile iPad Station									
SOFTWARE									
Internet Browser Google Chrome	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
Cloud Systems Google Drive	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
LMS Google Classroom	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓✓✓	✓	✓	✓
Apps G Suite: Docs, Slides, Sheets, Forms, Jamboard	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
Video Conferencing Platforms Google Meet/ Cisco Webex/ Microsoft Teams	✓	✓✓	✓✓✓	✓	✓✓	✓✓✓	✓	✓	✓
Curriculum Management System Atlas Rubicon				✓	✓	✓	✓	✓	✓

## E. Technical Support

Our teachers, students, and parents convey their technical support needs via [destek@hisarschool.k12.tr](mailto:destek@hisarschool.k12.tr) and receive support quickly.

Thanks to the <https://destek.hisarschool.k12.tr> web site developed within the process, all our stakeholders are informed about technical subjects through general explanations, educative documents, videos, and frequently asked questions.



# Library and Resources

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One of our key goals is to make our library, the biggest supporter of our strong academic program, accessible in any situation and on any platform in the academic year of 2021-22 as well. As is the case in any field of education, we are witnessing digital transformation in our libraries, and technology is becoming a natural part of all processes. We plan this transformation according to the international educational technology standards and **teacher roles** defined by the **International Society for Technology in Education (ISTE)** as well as the **Future Ready Librarians™ Framework**.

We plan our library processes with a multi-channel approach and increase the number of online resources. Our library is assuming an even greater role while information is being shared and reproduced much more quickly in online environments. The library helps students find the relevant resources, evaluate the reliability and usefulness of the information and become digital citizens, and cooperates with our academic departments. Our library courses are designed by using the educational technology tools specified in **HyFlex: Hybrid & Flexible Course Design Strategies** as our other courses.

Hisar School Library will keep working in accordance with the academic plans and priorities for the academic year of 2021-2022.

- We will continue to follow all the rules against the pandemic without exception to ensure the safety of our students.



- Exiting and entering the library will be controlled, and it will be ensured that the readers move in line with the instructions to be displayed at the library.
- At the library, the corridors between the book racks will be instructed to be used in a way that allows no more than 1 person to stand at one corridor. Additionally, the entrance and exit points of the racks will be designated in advance with the instructions.
- According to the area and volume measurements of the libraries in Block A, B, and C, we will limit the number of people in the library at one time to 16 in the Primary School Library, to 8 in the Middle School Library, and to 40 in the High School Library, including the library staff.
- The desks, chairs and armchairs at the library will be arranged in a way to ensure at least a 1.5 m distance between them in compliance with the social distance rule.
- A maximum of 1 class will be accepted at the same time at the library and no class will be let inside the library if a reservation was not made prior.
- Informative posters on COVID-19 will be placed in different areas at the library.
- Book borrowing service will continue to be provided in the library in person, by way of a security point, or via mail. If a security point is preferred for borrowing books, the relevant resource will be prepared and delivered to the security point at the main entry, and similarly, returns will be completed at the same security point at the main entry.
- The returned books will be stored in the disinfection cabinet at the library entrance, and afterwards, be placed on racks.
- We will keep providing all the published and online sources requested by students.
- Online resources of the library (Pressreader-Overdrive/Sora-Follett Destiny-Sayısal Kitap-Web Path Express-Britannica School) will be open to access 24/7 inside and outside the campus.
- Library lessons will be planned and conducted in accordance with the **HyFlex Course Design Strategies**.
- As we do every year, we will organize orientation activities.

- The courses on research methods and techniques, information literacy, academic integrity, and the likes will continue to be offered to students.
- We will keep providing live support service via Google Meet on certain days at certain times.
- We will organize events such as writing activities and workshops.
- In the last week of March, we will organize a Book Tree event for the Library Week. Joint projects by Hisar School Library and students will be put into practice (e.g. Library Newsletter, etc.).
- We will inform our students, teachers and parents via e-mails as well as the social media accounts of the school and offer synchronous & asynchronous training on the use of library resources.
- We will organize events for the project of “Hisar Reads” (Hisar Okuyor).
- The Middle School Library at Block B (the learning center) will start its services in the academic year of 2021-2022.
- Hisar School will join in common studies to be conducted with the academic staff and students in line with the **Academic Integrity Guidelines**.



# Health and Safety

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This includes the organizations and plans of Hisar School Health and Safety Committee for 2021-2022 Academic Year. Our Board of Directors assesses and adopts decisions according to the information, recommendations and guidance provided by the members of Hisar School Scientific Board.

This is followed by a framework of the health and safety measures and procedures to be applied in the potential scenarios on the opening dates of our school.

All preparation and procedures developed are based on the procedures of the R.o.T Ministry of Health, the R.o.T Ministry of National Education, the R.o.T Ministry of Labor, the WHO, and the CDC. Our procedures are periodically checked and adjusted to new regulations with necessary revisions being implemented.

## Hisar School's Covid-19 Health and Safety Guidelines

The measures which are required as per the Health and Safety Guidelines and which are prepared and periodically updated in line with the decisions and recommendations of the R.o.T Ministry of Health, the R.o.T Ministry of National Education and the Hisar School Scientific Board, will be fully adopted within the scope of hyflex (face-to-face, hybrid, flexible and distance) education model. The appropriate conditions will be secured in the school, and diagnosis, treatment and referral processes for the patients will be carried out.

## Measures During COVID-19

*July 2021-August 2021*

- Hisar School's campus will be made ready for the new academic year pursuant to the updated Covid-19 guidelines of the R.o.T Ministry of Health and the R.o.T Ministry of National Education.
- It is planned that we will not compromise on mask wearing, social distancing and hygiene issues in the school during the academic year of 2021-2022.

- Hisar School Scientific Board's X. Meeting will be held in August 2021 to assess Covid-19 Pandemic and get new information and recommendations.
- Hisar School's Covid-19 Health and Safety Guidelines will be updated and shared with all parents and employees of the school.
- The Covid-19 Pandemic section of Hisar School website will be updated.
- Training meetings with up-to-date information will be held for the employees of Hisar School/supplier companies.
- Briefings will be organized for the parents/students of Hisar School before the opening of schools.
- Employees of the supplier companies will be trained with respect to the current hygiene practices, and frequent inspections will be conducted.
- Vaccination records of the supplier companies will be tracked.
- The social distance signs on campus, in offices and in classes will be renewed.
- Use of offices/classes and the dining hall of our school during face-to-face education will be planned, and required signs will be placed.
- Banners to inform about Covid-19 will be updated and posted throughout the school campus.
- Shuttle buses will be ensured to comply with the updated guidelines.
- Seating arrangement will be planned for the courses and catering of preschool and primary school students.
- Working conditions, vaccination status and medical reports for the health monitoring of our employees with disabilities/chronic diseases and pregnant employees will be evaluated, and their working conditions will be stipulated.
- Medical reports for the health monitoring of our students with chronic diseases will be evaluated, and the conditions for their attendance to school will be stipulated.
- Necessary preparations will be made to update the "Okulum Temiz" (My School is Clean) certificate.

# Operation and Organization

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In the areas of operation and organization, the preparations for the opening of the school are proceeded by providing the same conditions for all scenarios. Considering that fewer employees are available at the school currently, all the preparations made have the nature of a pilot project and required preparations are in progress for improving this project so as it becomes suitable in cases with more people on the campus and for the project to be suitable for more and more people.

## **Use of Buildings**

The measures which are required as per the Health and Safety Guidelines and which are prepared and periodically updated in line with the decisions and recommendations of the R.o.T Ministry of Health, the R.o.T Ministry of National Education and the Hisar School Scientific Board will be adopted, and the appropriate conditions will be secured in the school while diagnosis, treatment and referral processes for the patients will be carried out.

- When the academic staff and the students return to school, it is planned that they are going to be accepted to the school in a controlled manner through the designated entrance doors placed at 8 different points (i.e., 3 in Block A, 2 in Block B, 2 in Block C and 1 at the Culture and Sports Center), once their temperatures are taken through thermal cameras and the necessary checks are performed.
- The required social distance signs have been placed in the school garden.
- The warning boards and labels on hygiene and social distance are placed in all school buildings to be easily seen.
- Disinfection mats have been placed at all entrance doors of the buildings starting from the security point where found necessary.
- Hand sanitizers are available at several spots throughout the campus, outdoors, garden and buildings.
- In compliance with the recent regulations, disinfectant dispensers have been placed in the classes.
- Hand washing instructions have been hanged in front of all sinks.
- Cleaning workers patrol the school and ensure that the common areas are disinfected as required at certain intervals.
- The whole campus is disinfected by applying nano-silver sprays which are in the list of products with biocidal products, approved by the Ministry of Health.

- All incoming packages/cargos are disinfected by leaving them in a disinfectant cabin with ultraviolet lamps for a sufficient period of time.

## Provision of Transport Services

- Shuttle buses are periodically (daily, weekly, monthly, seasonally) disinfected in coordination with our contracted shuttle service company.
- By running the shuttles with 50% capacity and designating the places of each employee using the shuttle service, it is ensured that everyone sits at the same seat every day.
- Hand sanitizers and cologne are kept available in every vehicle.
- It is compulsory to wear masks while traveling by shuttles.
- The shuttles leave the school after the employees are transported, and at the end of the school day, the drivers wait in or next to their vehicles at places designated for shuttles.
- The employees coming to the school by their own vehicles are let in the school buildings after they are instructed to leave the parking lot from a single point and their temperature is taken and it is ensured that they wear a face mask.
- Similarly, for the students coming to the school by their own vehicles, they will be let inside the school building after their temperature is taken through the thermal cameras and checks are performed at designated points.
- In case any problem occurs, the process will again be managed by the school physician.





## Use of Dining Halls

- There are social distance signs at the entrance of the school dining halls. People have to use hand sanitizers first and then move to the food service area.
- The food service areas are divided with plexiglass screen so that all possible contact while waiting in line is prevented.
- The packaged cutlery and napkin sets are prepared by the dining hall personnel and single use spice packages and packaged cups of water are provided.
- The contact is prevented by organizing the seating arrangement at the dining hall by respecting the social distance rule, and when the employee/student finishes the meal, their table will be immediately cleaned, sanitized and prepared for the next employee/student.
- The tea houses at the school buildings will be open and only the employee working inside will be serving tea and filtered coffee in paper cups.
- No one except for the assigned personnel will be allowed in the tea houses.
- The water dispensers in the common areas are deactivated. Bottled water is available at the tea houses where they will be kept in stocks.
- If it is decided to open the schools, the required arrangements are made and are being strictly followed pursuant to the declared regulations.





# Communication and Briefing

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All communication activities to be carried out on behalf of Hisar School during the academic year of 2021-2022 will be organized in a way to inform our students, parents and employees about the academic programs as well as the health and safety measures to be adopted during the pandemic and to reinforce the communication network among the stakeholders of the Hisar community. Integrity, transparency, protection, impartiality, respect, commitment and amity principles which constitute the basis of the **Hisar School Communication Policy** will be respected during the communication established.

## Goals

**1-** Informing parents and students about the opening processes of the school, education models to be adopted, academic program and health safety issues before the school is available with the help of:

- Hisar School 2021-2022 Roadmap
- Updated Health and Safety Guidelines
- Parent/student handbooks
- Starting to send information messages to parents at the beginning of the academic year.

**2-** Maintaining the information exchange between parent-student-school throughout the academic year:

- Constant written (e-mail) communication
- Regular private/group meetings with parents
- Using other communicational channels of the school (HisarNet portal, the school webpage, the official social media accounts of the school) effectively

### 3- Meeting communication needs related to the pandemic:

- We will share the health practices to be performed throughout the year with our parents, students and staff through the Health and Safety Guidelines before the opening of the school.
- We will closely follow the decisions of the Ministry of Health and the Ministry of National Education as well as the developments in Turkey and around the world and convey the necessary information to the relevant groups via e-mails and, if needed, meetings.

### 4- Crisis management

Maintaining communication between parents-students-school in case of an emergency such as a natural disaster: We will act according to Hisar School Emergency Action Plan in such cases. If e-mailing is not possible, we will keep contact with parents via SMS, phone call, webpage, and social media accounts.

## Communication Channels

We summarize our general communication channels and their uses in this section.

**E-mail:** The school's official way of contact is e-mailing. We convey all types of information to parents and staff via e-mails.

**Meetings:** We want to exchange information with the parents at every opportunity with regard to the general academic processes and the development of students at all of the school levels. The teamwork of the school-family-student is crucial for all the students to achieve their potential.



Our scheduled parent/student meetings (in private or as a group) since the beginning of the academic year are as follows:

- Information meeting for new students
- Information meeting for new parents
- Parent information meetings for each level
- Student information meetings for each level
- Parent/teacher meeting at the branch level
- Student/parent meetings regarding examinations and Q&A sessions
- Additional meetings (private/group) needed in case of obligatory transition to different education models and Parent/teacher meetings in private
- Guidance counselor-parent meetings in private

**Phone:** Phone numbers of school executives and Registrar's Offices can be found in Parent Handbooks.

**SMS:** It is used in times of emergency.

**HisarNet:** Created separately for students, parents and staff, the intranet portal of HisarNet offers the following documents and information:

- Academic calendar and examination calendar
- Handbooks for students and parents
- Academic programs
- Parent e-mailing

**Reports:** We will share reports and documents on different topics with teachers, staff, parents and students predominately on a digital venue before the start of the academic year 2021-22 and distribute them as printed when needed.

- 2021-22 Hisar School Road Map
- Hisar School HyFlex: Hybrid & Flexible Education Policy V6.0
- Hisar School HyFlex: Hybrid & Flexible Course Design Strategies V2.0
- Technology Roadmap for Teachers V2.0
- Comparative Report on Education Models V2.0
- 2<sup>nd</sup> Term Report for Academic Year 2020-21
- Information Strategies Center's 2<sup>nd</sup> Term Report for Academic Year 2020-21

**School Webpage:** We provide up-to-date information in different sections on the school's webpage with regard to the school's opening process, our education models, health and safety, etc. throughout the year.

- We offer details of the school's opening on the homepage.
- We will update the academic programs for 2021-22.
- We will update our page on the pandemic as well as health and safety measures.
- We upload all the documents on academic matters, administration, and health & safety, prepared earlier for the academic year, on our webpage.

**Social Media:** The official social media accounts of the school are among our effective channels used to provide information on academic and administrative matters. We use those accounts to announce the activities, projects and successes of our students to the Hisar community and the public all year long.

## Communication Responsibilities

### School Administration

Written communication as well as meetings with students and parents are usually guided by the Principal and the Vice Principal. We keep contact with students and parents through e-mails (the official communication channel) along with phone calls, online calls, and meetings.

## Registrar's Office

Our Preschool, Primary School and High School have their own Registrar's Offices. Our students and parents can apply to Registrar's Offices in person for any question. Our offices respond to the questions as soon as possible or refer the applicant to the relevant persons and departments.

## Institutional Development

The communication between the school administration and parents, students and staff is under the responsibility of the Institutional Development department. The Institutional Development Department works in cooperation with school executives, academic departments, other administrative departments, and the school doctor.

## Human Resources

The employment and information processes of the staff are the responsibility of the Human Resources department.

# Communication Process

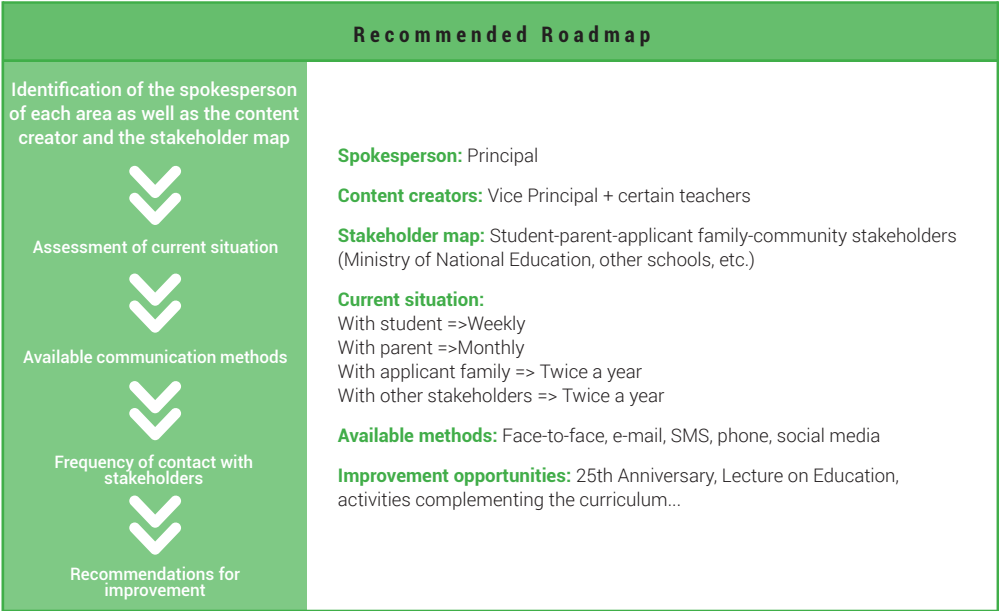
August 2021	We published a page on the opening of the school.
15-16 August 2021	Orientation program for the new teachers and staff at Hisar School
17 August-3 September 2021	Seminar Weeks for teachers: Preparation and training for the new academic year
6 September 2021	Start of the Academic Year
August-September 2021	Information messages on the school's opening schedule are shared with parents and staff:
	Sharing the academic calendar for 2021-2022
	Sharing Hisar School's Roadmap for 2021-2022
	Information messages, specific to the relevant level, on the students' use of technological devices
	Back to School: Roles and responsibilities of our students and parents
	Information messages regarding our compliance and orientation programs
	Information messages regarding health and safety activities
	Information messages regarding our academic programs
	Guidance on individual parent-teacher meetings
September 2021	Information meetings with parents for all of the levels

<b>Communication throughout the year</b>	<p>Written Communication (e-mail):</p> <ul style="list-style-type: none"> <li>Information messages on academic processes and Information meetings on counseling services</li> <li>Information messages on studies/academic calendar/holidays and procedures</li> <li>If needed, information messages regarding health and safety activities</li> <li>Information messages in case of an obligatory transition to different education models (the process and academic programs)</li> <li>Information messages on our examinations</li> </ul> <p>General and private meetings:</p> <ul style="list-style-type: none"> <li>Parent-teacher meetings</li> <li>Regular group meetings with the school administration (the principal-parents)</li> </ul>
<b>1<sup>st</sup> Mid-Term Break</b>	13-21 November 2021
<b>Semester Holiday</b>	22 January-06 February 2022
<b>2<sup>nd</sup> Mid-Term Break</b>	26 March-3 April 2022
<b>Academic Year End</b>	17 June 2022

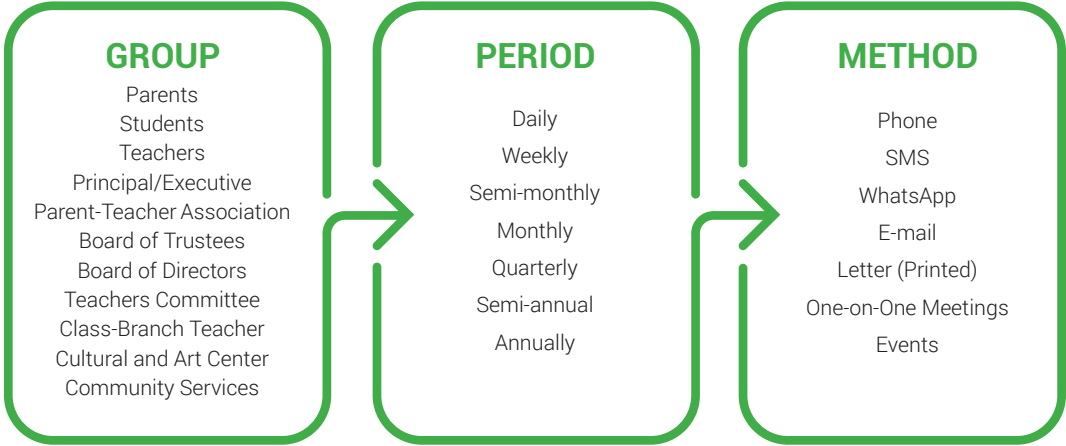
## Communication Map

The **Hisar School Communication Map** was created as part of **Hisar School Communication Strategy** in order to strengthen the communication between the main stakeholders of Hisar School, build a communication network between units and contribute to communication activities by turning each staff member into a communication agent. This project was shared with school executives, and responsibilities were determined. We aim to share the map with all the units of our school and put it into practice as an ongoing process in the academic year of 2021-2022.





### Subjects









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