



ABC Schools

Academic Integrity Policy



ABC Horizon is;

To be an exemplary educational institution that works for the superior benefit of the individual, society and the world,

To raise generations who are ethical and well-equipped, preserve their essence in the face of all conditions and adapt to the transforming world.

ABC Philosophy

We see a school as a dynamic system where students, teachers, parents and all members of the school community gather. We all believe that an individual should think and work in harmony by taking the greater good of their country and the world into consideration. The basis of our understanding of education is to raise individuals who value their core values, family, culture, nature and the world and who are curious, inquirers, and resilient in the face of challenges. On the way to achieve this goal, with our teachers who are competent and passionate about education, we support our students to be self-confident, self-expressive, well-prepared, qualified, innovative, and open to development. In this process, we learn with our students, improve ourselves and believe to be role models for them as today's adults. We respect each student's core values, character and learning style as we provide them with a healthy learning environment to discover and improve their individual skills.

ABC Family members;

For ethical and moral values; adopt and live according to the concepts of love, respect, honesty, being principled, reliability, hard-working, perseverance, conscience, compassion, and justice.

To improve life skills; master in resilient and determined self-management, thinking, researching, problem solving and communication skills with an aesthetic perspective and effective use of digital technology ability.

With social responsibility awareness, develop ideas for the benefit of humanity and take actions with precision, devotion, and a strong sense of empathy.

ABC Logo Story

We diligently grow the seeds of education and our "tomorrows". We strengthen the essence of each student with our grounded values and ensure that they flourish with their genuine skills through our principles. We are raising generations whose roots reach the depth of knowledge and dreams reach the sky.

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1. Introduction: Purpose and Establishment of the Academic Integrity Policy

At ABC Schools, instilling in students the values and qualities outlined in the mission statement and maintaining academic integrity are priorities. This comprehensive policy covers all students from age three through senior high school and provides detailed guidance to students, educators and the broader school community. It aims to ensure that students understand what academic honesty means and why it is important, to set guidelines for appropriate collaboration, and to create an environment that promotes integrity. It also aims to identify behaviors such as plagiarism, cheating, and fabrication and to ensure consistent application of the Policy.

In summary, the Policy aims to:

Understand the meaning and importance of academic integrity,

Set clear guidelines for appropriate academic collaboration,

Define the rights and responsibilities of each member,

Identify and define behaviors that violate academic integrity,

Ensure the consistent application of academic integrity,

Develop a unified stance and common language on upholding standards of academic integrity.

In line with the above-mentioned objectives, this Academic Integrity Policy has been prepared with the collaboration of the following committee members:

| ACADEMIC INTEGRITY POLICY COMMITTEE MEMBERS | |
|---|--------------------------------------|
| Aslı Öztürk | Coordinator Principal |
| Bediz Ölmez | Pre-School Principal |
| Sevtap Yalçın | Elementary School |
| Zafer Yaz | Middle School Principal |
| Hüsrev Demir | High School Principal |
| Rabia Daşdandır | Education Principal |
| Levent Kavak | Foreign Languages Coordinator |
| Pınar Demirel | IB PYP Coordinator |
| Nalan Gürakar | IB DP Coordinator |
| Ertuğrul Efe | Assessment and Evaluation Specialist |
| Esra Cansu Çan | Library Teacher |

2. ABC Schools Academic Integrity Principles and IB Learner Profile

ABC School Community,

As reflexive thinkers, they evaluate and take responsibility for the originality of the work they present and clearly indicate any sources or collaborations they use.

As inquiring learners, they are responsible for accurate citation and attribution for material derived from the work of others.

As knowledgeable individuals, they know the rules of academic integrity and value the correct use of knowledge.

Take a principled stand against all dishonest behavior, including cheating, plagiarism, forgery and unauthorized collaboration.

As responsive learners, respect the thought and labor of others and use knowledge ethically.

As courageous individuals, are willing to take risks in exploring new ideas, knowledge and perspectives using a variety of sources.

Adopt a balanced attitude towards ethical behavior in academic studies and in all aspects of their lives.

As communicators, are confident in identifying and expressing the source of information when presenting the knowledge they have acquired.

As thinking learners, analyze and synthesize the accuracy of the source and content of information. They make rational and ethical decisions when transferring knowledge.

As open-minded learners, explore and respect different cultures, languages and perspectives.

They use ethical rules appropriately in their work and produce creative ideas from new perspectives they have acquired.

3. Ensuring Academic Integrity

3.1. Education and Awareness

Through organized sessions and ongoing training, school leaders communicate the principles and values of academic integrity to everyone in the school community.

At the beginning of each academic year, students and parents sign a covenant on academic integrity, reinforcing understanding throughout the community.

The importance of academic integrity is emphasized by teachers as part of the teaching and learning content. Teaching approaches are utilized to promote ethical research practices and proper citation.

Learners are introduced to the inextricable relationship between research, thinking, self-management, communication and social skills and the ethical use of knowledge in a conceptual and questioning approach according to their age level. This is important for ensuring and sustaining academic integrity.

3.2. Academic Integrity and Violations

Within ABC Schools, the integrity of academic records and official documents is essential and any alteration or falsification is strictly prohibited. Examples of academic dishonesty and misconduct include but are not limited to the following:

Quotation: Directly quoting someone else's texts or sources is the use of another author's words, statements or ideas in your text. Quotations are used to support or prove the author's argument or to emphasize a point. Quotations are taken from the original text and in most cases are enclosed in quotation marks.

Quoting: Paraphrasing is taking information from another source and expressing it in your own words. When reformulating another author's ideas or information, you should express it in a different way while retaining the meaning of the original text. Transposition is an effective way of using information from other sources while maintaining the coherence of your own work.

Citing Sources: Citation is the act of indicating the source from which your quotations or paraphrases come. Citation is important to provide readers with access to information, verify the accuracy of citations, and ensure academic integrity. Citing a source is done with a bibliographic entry that includes the author, date of publication, title and other necessary information.

ABC students are responsible for complying with the guidelines (Annex 1) set out by school unit and age level in order to maintain academic integrity in their studies.

Plagiarism: Plagiarism is the act of presenting the work, ideas or words of another as one's own without proper attribution or acknowledgment of the original source. Plagiarism includes the intentional or unintentional unauthorized use or copying of another's intellectual property without proper attribution to the original author or source. In IB DP essays, extended essays or other written assignments, copying someone else's words verbatim without using quotation marks or proper citations, paraphrasing without attribution, using someone else's ideas or concepts without citation, or failing to include proper citations to the sources used are considered violations of academic integrity. Such violations include instances where the student fails to fulfill his/her responsibility to present his/her own work and can lead to serious consequences.

Cheating: Cheating can take various forms. This includes copying from another student's work or allowing someone else to copy from your work. In addition, communicating with other students during the exam and using unauthorized aids are also included in cheating. Changing the seating arrangement in the exam hall without permission from the invigilator or coordinator is considered cheating. Possession of written materials such as notes or photocopies, or notes on the body or clothing is also prohibited. Various actions such as writing notes on chairs, tables and desks are also considered cheating.

Fabrication: Fabrication refers to the use of false or inaccurate information and sources. Types of fabrication include plagiarism (quoting the works of others without citing the source), falsifying data in research, falsifying references, presenting the work of others as one's own, presenting the same research under different names in different places, and deliberately misusing data/statistics. Falsification leads to academic sanctions when detected. For this reason, students are expected to prepare their own research using real data and accurate sources.

Undisciplined Behavior: Talking in the exam room, looking at another student's answer sheet, and intentionally or unintentionally not returning the answer sheet after the exam are undisciplined behaviors. It is also forbidden to lend or borrow materials in the exam room without permission, and to write before the start of the exam or after the call for the end of the exam. Leaving the exam room before the specified time is also an act of misconduct.

Within 24 hours after the end of the exam, it is forbidden to discuss exam topics with the course instructor or anyone else except exam group members. Sharing exam content and solving exam questions on online platforms can also lead to serious consequences.

Misuse of Electronic Resources: Includes actions such as hacking accounts, accessing prohibited sites, using unauthorized Graphic Display Calculators (GDC), laptops, cell phones, and other electronic devices to use digital cheating to store exam questions, data, programs, or applications.

Negative Use of Artificial Intelligence Applications: ABC Schools supports the use of productive AI software and technological innovation. However, learners should use AI ethically, understand and develop the text rather than simply copy it, refer to any AI-generated content and reflect on it appropriately. Information and training on the use of AI is disseminated to the school community by appropriate departments and teachers, adopting a holistic approach.

3.3. Investigation Procedure and Sanctions

3.3.1. Primary School

In case of violation, the student is first warned verbally and reminded of the principles of academic integrity. In repeated cases, the work in question is not taken into consideration and a verbal explanation is requested from the student. The student, guidance counselor and program coordinator come together to develop an action plan on the importance, implementation and internalization of academic integrity.

3.3.2. Middle School

When an academic infraction is detected, the teacher or supervisor immediately reports the situation to the school administration and a brief interview is conducted with the student to gather initial information. The school administration initiates a preliminary investigation based on the nature of the infraction, assessing its scope and seriousness, and gathering information from other students, teachers or staff, if necessary. The student and his/her parents are then invited to a formal interview, where the student's defense is taken and guidance is provided to prevent the violation from recurring. Based on the information and evidence gathered, the school administration determines a sanction appropriate to the seriousness of the violation and communicates this decision in writing to the student and his/her parents. The sanctions determined are notified to the student and applied. When necessary, the student is provided with additional support and guidance to act in accordance with academic integrity.

3.3.3. High School

Violations of academic integrity will be taken seriously, the work under investigation will be considered invalid, and an oral and written explanation will be requested from the student. Repeated violations will be referred to the school's disciplinary committee for further investigation and appropriate sanctions.

4. Duties and Responsibilities

Promoting academic honesty and integrity is a shared responsibility involving various stakeholders within the school community. The roles and responsibilities of different stakeholders in promoting academic honesty and integrity are as follows:

4.1.Administrator:

- Establishes academic integrity policies and guidelines.
- Communicate and implement policies.
- Provides training and development opportunities for staff.
- Implements systems for academic dishonesty detection.
- Creates a culture of academic integrity.

4.2.Teacher:

- Provides instructional support to students on academic integrity.
- Communicates expectations clearly.
- Prevents falsification and encourages critical thinking.
- Provides guidance and support to students.
- Identifies and addresses incidents of fraud.
- Promotes open dialog and supports students.
- Informs the relevant coordinator and administrator when an irregular situation is detected.

4.3.Library Teacher:

- Teaches students how to access, evaluate and use information ethically and effectively.
- Provide instruction on research methods and citation formats.
- Emphasizes the importance of citing original sources.
- Organizes and manages a variety of reliable and up-to-date sources.
- Assists students in understanding and applying appropriate citation practices.
- Assists students and teachers in selecting appropriate and reliable resources.
- Contributes to the development and implementation of academic integrity policies in collaboration with teachers and administrators.
- Collaborates with teachers to develop teaching materials and assignments that reinforce integrity principles.
- Informs the relevant coordinator and administrator when an irregular situation is detected.

4.4.Student:

- Understands and follows school policies.
- Takes responsibility for their work.
- Uses correct citations and references.
- Participates in academic work with integrity.
- Reports incidents of forgery.

4.5.Parent and Guardian:

- Strengthens the values of honesty at home.
- Instills a sense of responsibility in their children.
- Supports and helps them understand school policies.
- Cooperates with teachers and the school.

5. Relationship of Academic Integrity Policy with Other Policies

5.1. The Relationship between Academic Integrity Policy and Language Policy

The Academic Integrity Policy provides a framework that enables students to work ethically in their language learning and develop their language skills. The policy encourages students to avoid unethical behavior in language learning, such as plagiarism, and thus helps them to advance their language skills in a fair and reliable manner. This ethical framework for language learning allows students to accurately and honestly assess their own language abilities and contribute to their long-term success.

5.2. Relationship between the Academic Integrity Policy and the Assessment and Evaluation Policy

The Academic Integrity Policy provides a framework of objective and ethical values for the preparation of students' work. Students are expected to reflect their own research, ideas and conclusions in an original way and to cite other sources appropriately when quoting them.

The Assessment and Evaluation Policy ensures that students' work prepared within this framework is evaluated fairly and objectively. Thus, it is aimed both to evaluate students under fair conditions and to protect academic integrity.

Together, the two policies enable students to produce and present their work in a reliable and ethical manner. Students are expected to cite and attribute appropriately in their assignments and projects. The principles of the Academic Integrity Policy are taken into account when assessing students' work.

In the unlikely event of malpractice by IB DP students during internal or external assessment, IB rules apply.

5.3. The Relationship between the Academic Integrity Policy and the Inclusion Policy

The Inclusion Policy aims to ensure that all students receive an equal and fair education. The Academic Integrity Policy provides a similar framework, ensuring that students' work is based on a solid scientific foundation and ethical values. Thus, all students from different backgrounds can be subjected to a fair evaluation process.

By setting clear and transparent academic rules, students are given the opportunity to develop themselves and prove their achievements. Together, therefore, the two policies ensure equal educational opportunities for all students and support them to fulfill their potential.

5.4. Relationship between the Academic Integrity Policy and the Child Protection Policy

The Academic Integrity Policy describes how students will use resources accurately and honestly when doing their own original work, while the Child Protection Policy describes how the school supports children physically, mentally and cognitively. ABC Schools takes an integrated approach to meeting the needs of emancipation and social equality at both the academic, community and individual levels.

5.5. Relationship between the Academic Integrity Policy and the Admissions Policy

As per the Academic Integrity Policy, both students and parents are expected to sign the Academic Integrity Agreement before enrolling in the Diploma Program (DP). In this way, students and parents are made aware of their responsibilities and are encouraged to abide by the principles of academic integrity throughout the year.

6. Relationship of the Academic Integrity Policy with IB and CIS Standards

6.1. IB Programs and Academic Integrity Policy

IB programs aim to provide students with a global perspective that values academic integrity and ethical values. At ABC Schools, we encourage our students to adhere to the principle of integrity in their research and learning processes through our PYP and DP programs. These programs teach students to critically evaluate information and respect the work of others. Academic integrity contributes to the development of our students as confident, responsible and respectful individuals, and this approach is in line with the IB Learner Profile. While our students grow as curious, inquisitive and open-minded individuals, they also internalize the values of honesty and fairness. This integrated approach positively supports both the academic and personal development of our students.

6.2. CIS Standards and Academic Integrity Policy

The CIS Standards support the Academic Integrity Policy in many ways. The school's mission, vision and values identify integrity as a fundamental principle and act in line with these values. Governance structures and leadership ensure that ethical codes are established and implemented, thus contributing to the promotion of integrity and ethical behavior. The curriculum supports academic integrity with content that encourages students to learn ethical rules and honest behavior. Teaching methods and assessment processes apply the principle of integrity by promoting original work and fair assessment processes. Student well-being creates an honest and ethical learning environment, protecting emotional and psychological health.

Teachers and staff follow the principles of academic integrity and communicate these values to students. Physical resources and facilities help prevent ethical violations by providing a safe and appropriate environment. The school promotes and supports the values of academic integrity through collaboration with families and the community. This integrated approach ensures that students thrive in an ethical, honest and fair educational environment.

7. Supporting Professional Development

Regular training and seminars on academic integrity are organized for administrators and teachers, and participation in the development and updating of the policy is emphasized. Professional development opportunities, course materials and resources are provided to teach teachers the principles and practices of academic integrity. In addition, mentoring programs are established to encourage experienced teachers to mentor others. Access to materials and resources that support academic integrity is provided, and systems are put in place to monitor and evaluate the effectiveness of the

Policy. This unified support approach ensures the consistent implementation and sustainability of academic integrity throughout the school.

In addition, the following services and supports are provided to ensure that parents and students are committed to and embrace the academic integrity policy:

Services and Support for Students: Training programs are organized for students on the principles of academic integrity and why it is important. Counseling services are provided to provide guidance and support on academic integrity. Systems are created to reward and encourage students who adopt academic honesty. Students are informed about tools and software to prevent plagiarism and cheating and are taught to use them.

8. Academic Integrity Policy Monitoring, Reporting and Review Process

The Academic Integrity Policy will be regularly reviewed and refreshed to encourage continuous improvement and align with best practices in education. Community feedback is invaluable; therefore, input from all stakeholders will contribute to the continuous improvement of the policy and ensure that it is up to date and effective.

The Policy is reviewed each year by the Academic Integrity Policy Commission Members during the in-service training process prior to the start of the academic year. The Commission evaluates the implementation of the Policy, its compatibility with other policies and informing stakeholders who are new members of the school community. Amendments are made to the Policy when necessary. All changes and updates are shared with the school community at the beginning of the new academic year through the website, parent information meetings and in-service training. Thus, the Policy is continuously developed according to the needs and circumstances of the school and all stakeholders have the most up-to-date information. The Commission also conducts evaluations to ensure that the policy is being implemented effectively and that it is achieving its objectives.

The Academic Integrity Policy, like other policies, is reviewed by the Academic Integrity Policy Commission Members every year during the in-service training process before the start of the academic year and shared with school stakeholders. It is also audited and open to audit by the IB Organization during every five-year evaluation process by the Ministry of National Education in line with the need and demand.

ABC Schools Academic Integrity Policy, like all other policies, is a document open to all internal and external stakeholders on the school's official website. The Academic Integrity Policy Commission Members are responsible for the development, evaluation and reporting of the document. The opinions and requests of all stakeholders of the school regarding the policy are taken into consideration during the evaluation process of the policy.

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