IŞIK SCHOOLS

FMV
FEYZİYE
SCHOOLS
FOUNDATION
·1885·

ACADEMIC INTEGRITY POLICY

Our Mission

Illuminating the past and the future through education.

Our Vision

FMV Işık Schools is an institution whose primary guiding principle is to 'raise good citizens'. It aims to raise citizens who adopt ethical values, have command of their mother tongue, are active in more than one foreign language, are tolerant towards different cultures, have historical awareness, have scientific thinking, have analytical skills, are environmentally conscious and lifelong learners

Aims

In line with the principles of Atatürk, we aim to do the following:

a) Spread the academic integrity works throughout the school.
b) Teach that academic integrity is a study valid both at school and beyond.
c) Foster appreciation and mindfulness of the differences, rights and needs of others, promote internalization of the democratic values such as peace, tolerance, democracy and human rights.
d) Raise individuals who are sensitive to the environment and the society, have a sense of responsibility and have decision-making skills.
e) Raise individuals who are proficient in at least one foreign language and who have adopted the idea that diversity is wealth.
f) Become versatile world citizens by creating an environment where they respect local and international cultures.
g) Ensure that our students have digital citizenship skills.
h) Raise individuals who adopt academic honesty as a principle in their studies.
i) Assist in putting learned knowledge into practice through experience, and support creativity.
j) Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
k) Help develop self-awareness, to enable good decisions and choices for further study and adulthood to prepare them for the next step of their education.

IB (The International Baccalaureate®) Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

This policy constitutes the principles of academic integrity and the philosophy of FMV Işık Schools.

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1.0 Definition of Academic Integrity at FMV Işık Schools and Academic Integrity Philosophy

Academic integrity is one of the main principles of FMV Işık Schools. FMV Işık Schools expect their students to be aware of the concepts constituting academic integrity and to demonstrate correct academic behavior throughout their lives. Not only our students, but all members of the school community know the importance of being principled and displaying ethical and honest behavior.

Fundamentally, academic integrity indicates that a person does his or her duty and demonstrates the knowledge that he or she claims to have acquired. Students of FMV Işık Schools are encouraged to inquire, and to think critically and creatively. It is significant that students show how they construct their opinions, how they express them, and how they reflect opinions of others.

All students must understand the benefits they will obtain from properly and honestly conducted research for each type of homework assignment and assessment, and be aware of the meaning and importance of concepts such as authenticity, intellectual property and creative expression.

Students are expected to submit original work and projects using their own creativity and ideas in the way only they can in the language they know. If any ideas or work of others are used, they must be fully acknowledged.

Having adopted the mission of "illuminating the past and the future through education" and the principle of "raising good citizens", FMV Işık Schools works with the philosophy that academic honesty must be nurtured in students.

Our schools' philosophy is based on the belief that children must be taught to be honest and responsible world citizens with ethical values. Basic features of this philosophy are as follows:

a) Ensure that academic integrity permeates all aspects of education throughout the school.
b) Students learn that academic integrity is valid during and beyond school.
c) Students believe the academic integrity policy is a part of their educational studies.
d) Ensure that students internalize principles of academic integrity to follow throughout their lives.
e) Students adopt the idea that academic integrity is a positive behavior.
f) The aim of academic integrity is to teach, not to punish.
g) Students are fully informed on academic integrity.
h) Students' achievements regarding academic integrity are reflected in all aspects of their lives.

Based on this philosophy, all studies and behaviors are determined by the FMV Işık Schools community to be in line with the principles of academic integrity.

2.0 Purpose and Processes of the Academic Integrity Policy

The Academic Integrity Policy document is a guide showing how academic integrity is practised and maintained at schools. It ensures that the academic procedures carried out within the schools are transparent, fair and consistent. This policy defines the rights and responsibilities of all members of the school community, and in this regard, enables everyone to understand

academically acceptable and academically unethical conduct. It clarifies what procedures are to be followed in case of breach of academically acceptable behaviors.

FMV Işık Schools approaches imparting the concept of academic integrity in a positive way, seeing it as a way of life. This academic integrity policy has been developed to support, ensure and maintain fair academic practices rather than merely to reveal dishonesty and designate punishment. The policy is valid for all students in FMV Işık Schools system and all members in the school community.

The academic integrity policy adopted by FMV Işık Schools aims to do the following:

a) To define the concepts of academic integrity and unethical behavior based on the age level for all students and teachers throughout the school and within the context and framework of IB Programmes,

b) To encourage students to be original and creative with their studies and underline the importance of authenticity in students' work,

c) To help youth to be well-rounded students,

d) To help create a knowledgeable school community,

e) To increase productivity of learning and teaching,

f) To instill ethical values and a respect for knowledge in students,

g) To enable students to think critically,

h) To raise respectful, balanced, and principled students who adopt ethical values,

i) To help students to be able to correctly use ideas of others in their work,

j) To ensure that an adequate number of sources are used in students' studies, and those sources are correctly cited,

k) To prevent students from gaining an unfair advantage through unethical behaviors,

l) To set down and define disciplinary actions for those who attempt to gain an unfair advantage,

m) To define the procedure followed by FMV Işık Schools, Ministry of National Education (MoNE), and the International Baccalaureate Organization (IBO) for the investigation of suspected student ethical violations,

n) To clarify the disciplinary actions as a consequence of a breach of academic integrity,

o) To define the duties and responsibilities of the school principals, programme coordinators, teachers, students, invigilators, parents, and other members of the school community to identify and prevent possible ethical breach,

p) To establish, display and promote good academic practices and procedures that minimize the cases of unethical behavior.

Before the Academic Integrity Policy was written, an executive committee was established that included the school administration, IB PYP and IB DP Coordinators, subject teachers, librarians, and the guidance and counselling service. The committee conducted a preliminary examination to check whether the concept of academic integrity is clearly stated in the FMV Işık Schools' philosophy, and whether it was in line with the IB philosophy. FMV Işık Schools ethical principles and practices were examined as they relate to our mission and vision as well

as to the IB philosophy. An action plan was created in case of unethical behaviors. After the research, a draft was prepared with main and sub topics, and the academic integrity policy was written. The policy was shared with the school community.

The following factors were taken into consideration when the FMV Işık Schools Academic Integrity Policy was written:

a) That an academic integrity policy be created in accordance with the school's philosophy and IB expectations

b) To ensure that the common referencing system of MLA to be used by the school community as a whole enabling all members of the society to learn to use this system

c) That in-service trainings on academic integrity practices be made available as necessary

d) Ensuring there is a pre-defined process applied by the school in case of breach of academic integrity principles and practices

e) Creating a source to assist the adoption of an ethical approach in transferring and using knowledge, and the development of scientific writing skills

3.0 Academic Integrity and Academic Misconduct Terminology

Academic misconduct is defined as an unfair advantage gained in one's studies that would not have been possible without misconduct. The following terms are used to describe different forms of misconduct:

Copying: The use of another person's assignment or test answers with or without their approval/cooperation.

Plagiarism: The practice of taking someone else's work or ideas and passing them off as one's own by not providing references.

Collusion: An agreement between people to act together secretly for the purpose of academic misconduct.

Multiplication: Reproducing and using part or whole of a study on different media and channels.

Cheating: Secretly benefiting from a person or source during an exam.

Unacceptable Cooperation: Receiving assistance outside of the borders foreseen and determined by the studies.

Altering, Distortion and Deception: Altering data and information, forging a signature and using someone else's signature.

Aiding and Abetting: Assisting someone else in dishonest behaviors.

Sabotage: Undermining educational activities to work against the principles of academic integrity.

Copyright Infringement: Any unauthorized use or reproduction of any idea, product or artwork that is copyright-protected.

4.0 Roles and Responsibilities

The academic integrity policy does not only involve students, but also administrators, teachers, parents and other members of the school society. All members of the school community support the fair conduct of teaching, learning and assessment.

FMV Işık Schools accept academic integrity as the school's fundamental principle. In this context, students are expected to respect all forms of intellectual property and not to use officially published material (data, maps, photographs, pictures, graphs, works of art) without acknowledging. School administration informs students about what constitutes academic dishonesty and the possible consequences they will face in case of misconduct. From the first day of school these practices are conducted by the principal along with all vice-principals, department heads, teachers, as well as with the librarian, IT, and guidance and counselling departments.

4.1 Roles and Responsibilities of the School Principals

a) Take part in the formation of the policy
b) Approve the policy
c) Ensure the policy is applied by the school community

4.2 Roles and Responsibilities of the Assistant-Principals

a) Check the functioning of the policy
b) Determine the setbacks observed while the policy is applied
c) Check whether the annexes of the policy are compatible with the legislation of Ministry of National Education (MoNE)
d) Ensure the policy is shared with the parents
e) Communicate with necessary parties in case of a policy breach

4.3 Roles and Responsibilities of the IB Coordinators

a) Support the department heads, librarians, pedagogical leadership team and all relevant employees in determining main curricular sources and other requirements for career development, and demanding sources
b) Ensure that the policy complies with IB standards and requirements
c) Work in cooperation with the department heads, librarians and Pedagogical Leadership Team to introduce the policy to the school society
d) Ensure that the internal and external assessment practices are conducted and completed in accordance with the academic integrity principles
e) Inform the authorities in case of any breaches by IB Diploma candidates
f) Support the formation of a school culture that actively encourages academic integrity
g) Support IBO in preventing, detecting and investigating malpractice

4.4 Roles and Responsibilities of Department Heads

a) Ensure the policy is understood and applied within the department
b) Check whether the work prepared by department teachers are in accordance with the policy

c) Organize educational activities for the school community for the policy to be heard and adopted

4.5 Roles and Responsibilities of Teachers

a) Display an honest and ethical attitude
b) Create an environment of trust for the policy to be implemented
c) Set an example to students regarding academic integrity principles
d) Show responsibility for their own actions and decisions
e) Avoid acting in their own self-interest
f) Encourage the students to respect academic integrity
g) Praise the originality of the students' work
h) Notify suspected administrative or academic misconduct
i) Take action in case of breach of regulations
j) Support school-wide academic integrity standards
k) Ensure all students have equal opportunity to access educational material
l) Support students to be responsible for their own learning
m) Guide students in creating authentic work
n) Ensure the students correctly understand the requirements of the study demanded from them
o) Give reliable feedback to the students' drafts
p) Ensure students respond to feedback
q) Assist IB students in improving their IB learner profile skills
r) Plan extra-curricular and course-related tasks for the students to improve and practise their research and critical thinking skills
s) Provide various tools in order to organize the students' research for all stages to be recorded
t) Act in accordance with the academic integrity policy by presenting suitable citations and references for the materials and ideas shared with students
u) Cooperate with librarians and technology specialists for assistance in order for the students to develop research skills and learn how to decide on safe sources of information

4.6 Roles and Responsibilities of Students

a) Read, understand, internalize and implement the policy
b) Actively participate in classwork organized for the adoption of academic integrity principles
c) Take notice of breach of academic integrity, and inform their teachers and school administration as necessary
d) Behave in a manner to set an example for the school community with regards to the policy
e) Know the disciplinary actions that are imposed in case there is a failure to comply with the policy

f) Conduct and complete studies with classmates ethically

g) Present information in various formats and on various platforms ethically

h) Make citations and references on the studies they complete; use the MLA citing format to present all used sources

i) Avoid benefitting from friends, relatives, private teachers and homework websites for their own assignments

j) Behave in accordance with the distance learning policy

k) Complete studies and homework before the deadline

l) Use the media to communicate, share, and connect with others ethically

m) Be aware of the difference between safe and unsafe sources

n) Organize, resolve, evaluate and synthesize the information obtained from various safe sources, social media and online networks

o) Compare, contrast and correlate (multi)media sources

p) Search for different points of view from multimedia and various media sources

q) Demonstrate awareness on how the incidents and ideas are interpreted by the media

r) Use critical literacy skills to analyze and interpret information

s) Understand the importance of academic integrity and intellectual property rights

4.7 Roles and Responsibilities of Parents

a. Read, understand and accept the policy
b. Support the school community in following the policy
c. Bear responsibility regarding the academic integrity principles
d. Set an example regarding the practices
e. To discuss the topics of integrity and honesty with their children
f. Support the student in following the academic integrity policy principles
g. Do not help but guide the students with their homework
h. Check whether the student's studies are in accordance with the policy
i. Support their children in terms of time management by following their academic calendars showing exam dates and deadlines
j. Investigate reasons for a possible academically inappropriate practice displayed by their children and to take precautions to correct the situation
k. Be aware of the sanctions imposed in case of breach of academic integrity principles

4.8 Roles and Responsibilities of Librarians

a. Support the missions of IB and FMV Işık Schools with the studies they conduct
b. Enable the studies to be conducted in a multi-directional manner
c. Obtain sources that are high in academic level for the school community to have a broad perspective
d. Conduct studies for the policy to become widespread
e. Provide trainings to improve the students' literacy skills
f. Teach basic concepts such as bibliography, and citation
g. Contribute to students' academic study process
h. Support the exhibition process of IB-PYP students and the IBDP Extended Essay,

i. Ensure the students have knowledge of the research methods

j. Guide new students to learn the research methods and principles according to the academic integrity policy

k. Adopt the concept of international mindedness

l. Support the IB learner profile attributes and approaches to teaching and learning with their works

m. Guide the members of the school community to correctly use technological sources when accessing information

n. Cooperate with teachers

o. Inform the authorities in case of any breach of regulations by IB Diploma Programme candidates

4.9 Roles and Responsibilities of Other School Community Members

4.9.1 Guidance and Counselling Departments

a) Help students obtain information on the policy

b) Support students to behave in accordance with the principles of academic integrity

c) Guide the students in case of an academic misconduct

d) Contact the parents when necessary

e) Ensure the policy is correctly implemented with inner class counselling activities

4.9.2 Assessment and Evaluation Departments

a) Act in accordance with the policy principles on the completed work

b) Support the students in adhering to the relevant principles of the academic integrity policy with regards to assessment

c) Ensure the assessment practices comply with the national curriculum and IB program requirements

4.9.3 Laboratory Specialists

a) Support ethical behavior during lab studies as well as the delivery of data, experiment, and observation results,

b) Ensure the 3R rule is followed

4.9.4 Parent Teacher Association

Enable communication between the school community and parents with regards to the policy practices

4.9.5 Printing Office Employees

Prevent the reproduction of books, journals and other documents to prohibit breaches of copyright

5.0 Academic Integrity and Learning Skills

5.1 Learner profile

IB learner profile is closely related to the values forming the educational philosophy of our schools. These ten attributes assist our students in becoming locally, nationally and globally

responsible members of the society. Learner profile attributes represent the students' responsibilities rather than intellectual development and academic success. The academic integrity policy includes learner profile attributes and plays an important role in our students' character development. These attributes are listed as follows within the framework of academic integrity principles:

5.2 FMV Işık Schools students are

Inquirers: They know how to reach the source of true information and research a subject from various sources.

Knowledgeable: They are aware of their actions, the potential causes and consequences, and of the academic integrity rules.

Thinkers: They have the understanding of justice and respect, know the importance of academic integrity, and are aware of what one may face in case of contradictory behaviors and which method to follow to resolve this.

Communicators: Regardless of the presentation method, they follow the academic integrity principles in their studies, communicate with their friends in issues regarding ethical rules to warn and direct them, respond to their friends' academic support demands within the framework of ethical rules.

Principled: They give references for works of others from which they benefited from, correctly apply the referencing rules, and accept responsibility for their mistakes.

Open-minded: They respect the opinion of others, have the mental structure to see from and evaluate other points of view, are free to express their opinions and express them in accordance with ethical rules.

Caring: They respect ethical rules and labor when they are producing their works.

Risk-takers: They honestly approach difficulties while trying to discover new ideas during individual or group work, and express their own thoughts.

Balanced: They lead a balanced life alongside ethically appropriate academic works, participate in extracurricular activities in an appropriate manner and play by the rules.

Reflective: They notice and evaluate their own correct and false behaviors while reflecting their own learning process and experiences, thoughts they reflect and works they produce are original; they display honest behavior.

5.3 Approaches to teaching and learning

It has become so much easier to access information due to developments in technology. For the same reason, the ideas on learning modalities and the ways to deliver new information have changed as well. With ATL (Approaches to Teaching and Learning), within the framework of the IB Programmes, students improve their skills for learning to learn through the curriculum. Academic integrity is part of this learning process.

The meaning of academic integrity is explained to kindergarten and primary school students by their class teachers, and to middle and high school students by their subject teachers. Grading criteria, examples and counselling are provided for all tasks including homework during the teaching process, and students are expected to complete tasks accordingly. All members of the school community abide by the academic integrity principles, and students

conduct work based on their age levels. All members of the school community are aware of their responsibilities provided in the academic integrity policy. They are aware that transdisciplinary skills improve throughout life. Those skills enable students to regularly observe examples of academic integrity policy and support them with strategies.

Teachers may internalize the concepts of academic integrity by questioning colleagues during teamwork and cooperation, through teaching the concepts with differentiated strategies, and through practicing them during assessments.

Students may internalize academic integrity by using their thinking, communication, social, self-management and research skills. Implementing the learning approaches (transdisciplinary skills) makes it easy to create an ethical school environment, to ensure and maintain academic integrity.

5.4 21st Century Skills

Different methods are used at FMV Işık Schools in teaching 21st century skills. These are listed as problem-solving, communication, teamwork, technology and innovation skills. Students develop these skills by communicating and socializing in line with academic integrity principles in physical or visual learning environments. A good learning environment allows the student to ask questions, be open to different opinions and perspectives, create new ideas, and gain confidence.

6.0 Quotations / Citations / Referencing

Our students need to learn how to cite references in order to become more experienced researchers and thinkers, and to support and intensify the arguments they assert in their work. Moreover, students enable their own thoughts to deepen by referring to the works and ideas of other authors and scientists in their work so as to exhibit an understanding of an intellectual "discussion" and context.

By respecting academic integrity and intellectual property rights, students working within their own research areas are able to consider, mention, and contribute to scientific work previously completed and published by others.

Cases where the school community must use referencing:

a) When more than two words are borrowed from an audio work
b) When a word specific to the source is borrowed
c) When evidence from other sources are presented
d) When ideas, comments or results in a source are expressed or summarized in different words
e) When information that is not considered general knowledge is presented
f) When part of an argument from a source is borrowed
g) When other authors are referred to when generating knowledge

The FMV Işık Schools community uses the MLA (Modern Language Association) citation tool in their work. Bibliographies and footnotes are prepared in accordance with this system.

7.0 Identifying Originality in Student Work

The students are responsible for correctly documenting citations and providing a bibliography for homework assigned.. They are expected to self-check their work before they hand it in. The

course teacher is the person to detect whether the presented homework is original, and is responsible for directing and advising the student in preparing an original piece of work. The best way to understand whether a work is original is to check the methods and techniques (the number of mistakes, a highly academic writing language, etc.) used by the student. Therefore, the teacher needs to know the student, and analyze his/her language use skills and style. Checking the originality of the student's work becomes easier by providing continuous support and counseling to the student, and conducting regular interviews with him/her regarding the content of the assignment. Apart from the regular interviews conducted with the student during the process, our priority in academic integrity lies in early acquisition of academic writing skills by the student, teaching to choose and use correct sources, developing research skills, and assigning topics for homework that will not encourage cheating. 'Turnitin' is used to detect the plagiarism ratio in daily assignments, and internal and external assessment components for the IBDP students. Librarians also take part in checking the originality of student works. They enable the students to distinguish correct and false information for their studies to continue efficiently. They support the students with regards to bibliography and citation, direct the IBDP students during their extended essay process, and work in cooperation with authorized parties in the detection of breach of regulations.

8.0 Detection & Investigation of Plagiarism and Disciplinary Actions

8.1 Detection

If teachers suspect academic plagiarism, they must conduct an investigation. The school administration and the students are informed in writing regarding this detection. Written statements are received from students on whether they accept or deny plagiarism, and an interview is conducted together with the students, teachers and administrators. Parents are notified verbally or in writing. Suspected students are directed to the disciplinary or honorary committee by the School Principal.

8.2 Investigation

All detections and evidence regarding suspected misconduct are handed in by course teachers to the school administration in writing. The School Principal sends a letter to the Guidance and Counseling Service. Counsellors interview students and inform the school principal about their view on the incident in writing. In the evaluation, students' best interests, confidentiality, information about the students' families and entourage, students' characteristics and psychological conditions are taken into consideration. The view of the school principal is asked for non-IB students, and the view of the IB Diploma Coordinator is asked for IB students. Finally, cases are transferred to the to the Honorary or Disciplinary Committee by the School Principal so as to start an investigations.

The following steps are taken during the investigation:

a) A meeting is organized among the Disciplinary Committee, vice-principals, coordinator, teacher, student and parent, and the meeting is recorded.
b) During the investigation, the interview conducted and the report written by the Guidance and Counseling service play an important role in the clarification and understanding of the case.
c) Students forwarded to the disciplinary committee present written and (if necessary) verbal defenses, which are kept as minutes.

d) The head of the disciplinary committee receives written statements from relevant witnesses. If the incident has occurred during class time or has been witnessed by the school community, many members of the school community are asked for statements. Information and documents regarding the incident are collected in a file to be presented to the school's reward and disciplinary committee.

e) The disciplinary committee makes decisions by majority vote.

8.3 Disciplinary Actions

8.3.1 The forwarding to the honorary committee by the school principal

The Honorary Committee negotiates the issues brought by the school principal or members of the general committee regarding the school's discipline and order, and presents the school principal with its decisions for them to be reported to the School Student Reward and Disciplinary Committee. Parents, teachers, administrators and student club presidents are asked to cooperate to contribute to students' sense of responsibility,   for them to become honest, reliable, respectful and successful, to protect them from unhealthy habits, and to prevent them from entering problematic situations..

In case students are forwarded to the honorary committee due to academic misconduct, the committee provides them with various tasks and responsibilities to help them understand their mistake, not to repeat it, and to set an example for others by correcting their behavior.

8.3.2 The forwarding to the disciplinary committee by the School Principal

After the act of academic misconduct is negotiated by the School Student Reward and Disciplinary Committee and a decision is made, disciplinary action in line with MEB Secondary Schools Reward and Disciplinary Regulation is imposed on the student according to the types of behaviors and actions that require disciplinary action.

9.0 Diploma Programme Candidates and Academic Integrity

9.1 Academic misconduct in the IB Diploma Programme

FMV Işık Schools applies the IB academic integrity guidelines in case of any academic misconduct that may occur within the Diploma Programme. The School principal and Diploma Programe coordinators, as well as all subject teachers, consultants, students and parents are responsible for ensuring that all diploma students abide by the academic integrity principles in their work,.

In case of academic misconduct, all people involved are transparently questioned in order for the necessary information and evidence to be compiled. A fair, neutral and cautious investigation is conducted within the scope of the IB guidelines.

Breaches that may occur during Diploma Programme exams:

a) Additional time given to a student
b) Insufficient number of invigilators in the exam room

c) Lack of training of the invigilators on the subject
d) Unattended bathroom visit by students during the exam
e) A course teacher or another teacher other than the invigilator entering the exam room
f) Calculators that are not reset before the exam
g) Taking unauthorized material into an examination room. (dictionary, booklet, etc.)
h) Unprotected exam material (For other examples of misconduct see: Attachment 1)

9.2 Procedures to be followed in case of academic misconduct

Violations of academic integrity procedures are detected as a result of an investigation or after a sample of student works and answers on exams are reviewed. This is reported to the IB by external shareholders such as invigilators, Diploma Programme coordinator and teachers. The IB conducts an advanced investigation if necessary. If the student's improper behavior is proved, the IB applies the appropriate penalty.

If the teacher is involved in the case, IB has the right to demand the teacher be banned from being an IB teacher in the future.

9.3 Conducting an Investigation

The IB opens an investigation and demands the details of the incident from the school principal and the diploma programme coordinator. In case the principal is involved in the case, the IB has the right to assign an independent negotiator for the investigation. The investigator presents a full report to the IB by using the "School Employee Form" within 10 days after the first day of the investigation.

The report needs to include the following:

a) Information on the people responsible for the investigation
b) How the investigation is conducted
c) People involved in the investigation
d) A detailed report of the incident
e) Evidence to prove the opposite and how it was obtained
f) Information on whether the evidence is supported
g) Information on the witnesses
h) Information on expert witnesses providing evidence

The IB may request the following when necessary:
a) How and when the student and teachers were informed regarding the IB General Regulations
b) Exam seating plans
c) Photos of the room where IB exam materials are kept
d) The deadline calendar including all IB assessments
e) All student working drafts regarding the investigation
i) Other evidences that may assist the investigation

9.4 Investigation review and sanctions

After all information is compiled regarding academic misconduct, the issue is reviewed by the IB Assessment Division at the IB Global Centre, Cardiff, and a decision is made on whether there is a breach based on the evidence and IB World Schools General Guidelines.

In case IB decides on a breach on the assessment procedure, school principal and the Diploma Programme coordinator are informed and one of the sanctions on the penalty matrix are applied. Based on individual condition, academic breach may be presented to the Final Award Committee for a further investigation and final result. The student is not given the final grades until the investigation is completed.

In case the investigation on academic breach is not adequate, the IB Assessment Division in Cardiff may demand an additional investigation. In case the evidence is inadequate and ineffective, specialists on the issue are consulted to decide on which action or sanction to apply depending on the possibilities.

The IB defines academic misconduct as intentional or unintentional behavior of a student to enable him/her to gain undeserved benefits over other students during the assessment process. An academic misconduct also involves any type of behavior before, during and after the breach that will harm the integrity of IB exams and other IB assessments.

IB students may be involved in the academic breach at various levels of the assessment process, and this may involve behaviors that will prevent them from completing their class-based works or exams by themselves. These behaviors may not always arise from an openly malicious motive to gain undeserved benefits, but may be the result of not completely understanding information on relevant documents.

Breaches as defined by the school are categorized under two topics::

9.4.1 Incidents Related to Course-based Student Work

In cases where the school detects academic breaches with work submitted by deadlines, the IB uses the school's academic integrity policy to resolve the issue.

Breaches in academic integrity may be listed under the following categories: teacher-assisted breach, student or parent-assisted breach, breach through online paid assistance, and breach by direct copying due to time pressure. These unethical behaviors negatively affect the assessment of the students' work. Assessment processes are only fair if students provide their own genuine efforts.

With academic breaches in internal assessment studies, on work completed or submitted on time, the grade of "F" is assigned on the IBIS system. With breaches in external assessment studies, i.e. The Extended Essay or the TOK (Theory of Knowledge) essay, the designation "non-submission" is assigned. The school cannot submit any work to the IB that violates academic integrity standards.

In cases where academic breaches are revealed after submission to the IB, the Diploma Programme coordinator immediately informs the IB regarding the issue.

9.4.2 Incidents Related to Exams

IB certified schools are obligated to abide by the rules in the document on conduct of IB Diploma Programme Examinations (Diploma Programme Assessment Procedures 2020) and must ensure that these rules are understood by both invigilators and students. As such, IB students are expected to behave ethically during the exams.

There are many ways students may conduct academic breaches during an exam. These behaviors constitute serious infractions. For example, the students may bring

unauthorized materials into the exam room, they may assist other students in the exam room, or they may write obscene or inappropriate comments on exam papers rather than answering the questions.

Students are not allowed to bring unauthorized material (class notes, mobile phones or other IT products) into exam room. Students carrying unauthorized materials are considered violators regardless of the kind of the material, and an investigation is opened accordingly. In this case, the school reports the issue to the IB in 24 hours. The student continues the exam without disturbing other students in the exam room, and his/her paper is sent for assessment.

Using online social media platforms is another factor affecting the student community. In good faith, students may set up study groups to prepare for exams. However, there is a risk that group members may share exam materials, their content, or homework online using applications fraudulently.

IB students noticing any breaches of exam integrity are obligated to inform the school administration and Diploma Programme coordinator.

9.5 Investigating academic misconduct on student works

When the IB decides there is evidence to suspect academic misconduct, it demands an investigation from the school and written statements from relevant parties. If the school fails to support the investigation into possible academic misconduct, no grade is awarded to the student in the subject(s) concerned.

If the IB notifies the school that a student is suspected of academic misconduct and that the IB intends to initiate an investigation, the student can be withdrawn from the session or from the subject(s) in which academic misconduct may have occurred. If a student is withdrawn from the subject under investigation no mark for that subject may contribute to the award of a grade in a future examination session.

A student suspected of an academic misconduct is required to provide a written statement. If the student fails to do so, the IB is informed in writing that the student declined to provide a statement and the investigation continues.

Academic breach incidents are forwarded to the internal committee of experienced the IB assessment department members. The Committee's decision is approved by the Final Award Committee. In case the internal committee fails to decide, the issue is forwarded to the IB Academic Integrity Director.

In case the academic breach is approved by the internal committee or the Final Award Committee, a penalty that is proportional to the seriousness of the issue is given for the relevant class as stated in the IB penalty matrix. The IB uses a penalty matrix for any type of academic breach. For instance, if a student copies more than 51 words from an external source, he or she receives a 3rd level penalty, meaning his/her work is not graded.

In case of conclusive evidence, the IB has the right to conduct an investigation after the exam results of the student is revealed. This may be carried out as an enquiry upon results. In case of an academic breach, the student's grade may be withdrawn. In this case, the student gives the diploma or certificate back to the IB.

9.6 Retaking exams and resubmitting homework

In case of an academic misconduct, IB decides whether the student can retake the exam or resubmit the homework. One of the following is applied to students who receive a penalty for academic misconduct:

a) The student retakes the exam after six months

b) The student retakes the exam after twelve months. (if the course is not available on the relevant exam session).

c) The student is not given the right to retake the exam, but his/her unaffected courses are graded.

9.7 Additional disciplinary actions

In addition to the penalties on the matrix, the IB has the right to apply the following sanctions in case of more than one and very serious academic breaches:

9.7.1 Changing the enrollment category

Diploma Programme students are given the chance to retake the exam of the relevant course. However, he or she loses the right to receive an IB Diploma and can only receive a certificate from that course.

9.7.2 Disqualification

The student is not graded for any course and is not allowed to retake exams.

10.0 Ensuring and Protecting Academic Integrity at School

10.1 Supports given to the student by the school

a) There is detailed information on the definition and importance of academic integrity in the Student-Parent Guidebook. The policy is referred to as necessary.

b) At the beginning of each academic year, students and parents sign an academic integrity agreement. They are informed about our school's academic honesty policy.

c) On the first day of every academic year, students are reminded of the meaning and importance of academic integrity during the morning assembly.

d) At the beginning of each academic year, students are given an assignment to reveal whether or not they understand what academic integrity is and whether they take it seriously.

e) The academic integrity policy is reflected in the criteria provided in assessment forms.

f) The librarian, guidance and counseling service, and course teachers guide students on building study, academic, and writing skills.

g) All teachers place importance on academic integrity and this concept is promoted actively. To ensure academic integrity, all teachers guide their students on course-appropriate research methods, correct citation/quotation, referencing, interpretation and paraphrasing.

h) To set an example for students, teachers appropriately reference sources with reproduced documents such as worksheets, weekend homework, tests, and visuals.

i) Daily homework, performance tasks and projects assigned to students are carefully selected. Homework done well is not just research and the collection of information. An assignment correctly selected enables students to be creative with and to express their own ideas.

j) Teachers closely examine the writings of students including articles, compositions, essays, and end-of-term performance tasks, and they check whether the work has been done by someone else or copied from the internet. (During interviews, questions are directed to students to understand the originality of the work and whether its academic level is above the knowledge level of the student.)

k) Topics for the Diploma Programme focus, long essays, and writing assessment tasks are carefully selected by students in a way that ensures they are original, and cannot be copied. Students are guided on the topic selections and teachers are required to approved them.

l) Work is done to improve the students' time management skills in order to prevent delays in the submissions of homework assignments.

m) Each academic year a one-week long Academic Integrity Week is celebrated. During the whole week, all departments conduct classwork on the theme of academic integrity to improve the understanding of the concept.

n) Each term or annually, all students sign a declaration of authenticity for all the work they will submit during that period.

o) IB students sign a declaration of authenticity for each work to be sent to the IB.

p) Turnitin or other plagiarism detection programs are used to prevent dishonesty, to encourage good research, and for teachers to create objective and analytical reports in case of possible attempts of academic misconduct.

10.2 IB Diploma Programme Exam practices

a) Examination papers are kept secure before the exam. Precautions are taken to prevent students taking possession of the exam questions , to prevent the process of copying and to prevent unattended exam papers from being left around. It is ensured that no exam questions are accessible while they are being prepared or kept for future use.

b) The same exam questions cannot be used even for a different academic year. In cases where previously used (authentic) questions are considered for reuse, sentence structure and vocabulary are modified.

c) In exams where unique or single answers are required, such as letters in multiple choice questions, individual questions and or parts of the tests are

rearranged or different exam groups are used so students seated closely will have different exam papers.

d) Students are informed on a regular basis particularly before exams about the principles of academic honesty and the consequences of academic misconduct They are reminded that attempting to gain an unfair advantage leads to the mistrust of teachers, undermining of the trust of the families' confidence in them, and a risk to their academic careers.

e) In the IB Diploma Programme exams other than exam candidates, only the head of school, coordinator, invigilators and authorized IB inspectors are allowed into the examination room.

f) Exam rooms are prepared in a way to prevent academic dishonesty. Students randomly sit in single chairs. IB students are seated according to a pre-arranged seating plan in specific seats allocated to them during each exam period.

g) It is made sure that nothing is left under the desks before the exam. Course materials, mobile phones and other electronic devices are placed in student lockers. Nothing is placed on the desks except for exam papers, pencil and eraser, and a dictionary and calculator if allowed by the teacher.

h) For exams that require calculators, all calculators are reset by teachers before students enter examination rooms.

i) In cases where space on answer sheets is inadequate and students need extra paper, teachers are able to provide additional answer sheets for students to use. Students are not allowed to bring their own notepaper to the examination rooms.

j) Each invigilator must give his or her whole attention to the supervision of the examination. It is not permitted for an invigilator to engage in any other activity.

k) There are always two invigilators in IB exams regardless of the number of students. At least one invigilator must walk around the room at regular intervals, without disturbing the candidates, to ensure that no candidate is engaging in any form of academic misconduct. Invigilators must not remain in one place for a long period, but when moving about the examination room, they must avoid distracting the candidates.

l) One invigilator should be seated at the back of the room so that candidates cannot see which part of the room the invigilator is observing. A course teacher cannot be an invigilator.

m) During the examination, the invigilator must keep an accurate record of any events or temporary absence such as bathroom visits.

n) After the exam begins, the students are not allowed to talk to one another, to make signs to one another or to exchange any materials.

o) Students cannot ask questions regarding the exam content.

p) Unless an emergency occurs, students cannot leave the exam room. IB students cannot leave the room in the first hour and the last 15 minutes of the exam. In cases where an IB student must leave the room, s/he is accompanied by an invigilator. (Parents are informed of this rule beforehand for cases that may require precautions.)

q) Candidates cannot be left unsupervised at any time. If an invigilator must leave the examination room, another invigilator must remain to supervise the candidates.

r) Question and answer papers are collected by the invigilator after the exam. Students cannot take any exam questions out of the exam room or take photos of the exam paper.

s) The programme coordinators ensure that *The Conduct of Examinations Booklet* has been read and all the rules and practices understood by the Head of School, the heads of departments and all invigilators before the exam period.

10.3 Ensuring an honest school environment

a) it is ensured that students read and understand the academic integrity policy.

b) Students are taught about academic integrity during classes to enable them to internalize and use the concept in a meaningful way.

c) Examples of academic breach are shared with students in detail.

d) Students are explained in detail the consequences and sanctions they may face in case of an academic misconduct.

e) The students are taught to apply the school's referencing system (MLA) from the first day of school.

f) Students are asked to prepare a planned work schedule to be able to study in a regular and timely manner.

g) Students are made aware of the importance of annotating the sources they use while doing their assignments.

h) To receive support from teachers and librarians, students are expected to share any problems they may face while doing research and with the use of resources.

i) Students are informed about exam topics, question types and assessment criteria before the exam.

j) Previous exam questions are shared with students.

k) Academic expectations are carefully examined to be directly proportional with the benefits the student may gain in accordance with his/her age, information and specific condition (if any).

l) If necessary, students are allowed to use calculators, dictionaries and other resources during exams. Students are provided with enough time to complete their homework and other assignments.

m) If a valid excuse is provided for homework presented after a deadline, additional time is provided. (IB Diploma Programme students receive the deadline calendar for internal and external assessment at the beginning of the programme and in case they do not meet a deadline, a point is made that their work is not accepted for evaluation.)

n) The school community adopts the understanding that the school culture is one that does not under any circumstances accept any form of dishonesty.

11.0 Sharing the Academic Integrity Policy with the School Community

The FMV Işık Schools community has been informed about the Academic Integrity Policy by various mediums. The policy is published on the schools' website. Work is conducted on the policy at every level within the scope of the Academic Integrity Week events organized at the school. The policy is shared with all parents during preparatory class and 9th grade orientation meetings. Parents are also informed about the policy during the Open Day organized for parents of students newly enrolled in the high school. Finally, the policy is also sent to all parents by our vice-principals via e-mail. Regular surveys are conducted to measure whether this policy has reached its goal.

12.0 Policy Review Process

In order for the academic integrity policy to remain as a living document, it is reviewed at the end of each academic year by the pedagogical leadership team. Its compatibility with other policies is checked, and changes are made by the academic integrity policy committee composed of campus representatives as necessary. The task of this committee is to ensure that this policy is implemented and assessed, and the new-coming teachers are informed about it. Changes made regarding to this policy are announced to the school community at the beginning of each new academic year.

13.0 Linking the Academic Integrity Policy with Other Policies

13.1 Language Policy

FMV Işık Schools' academic integrity policy clearly states that unauthorized and uncited use of a sentence or text created by another person is called plagiarism. The school expects its students to present completed homework and projects in which their creativity, original ideas, and language skills are used. Teachers are responsible for directing and advising students in preparing original work. At this stage, teachers check the originality of the language used by the student, the number and frequency of his/her mistakes and the use of highly-advanced academic words and language. The teachers know the students work well enough to analyze their language skills and writing styles.

In accordance with scientific responsibility and academic integrity, FMV Işık Schools prohibit students' from using others' homework, copying or summarizing an author's thoughts or views without citation, and using information and comments on an artwork as their own research data without citation. FMV Işık Schools aim at ensuring that the students understand and value concepts such as intellectual property, original language, and creativity.

Teachers and students of FMV Işık Schools use the MLA (Modern Language Association) format to reference informational sources used in their academic work. Moreover, they use the Turnitin plagiarism detection software to check whether the prepared homework is compatible with academic integrity principles.

At the beginning of each academic year, FMV Işık High School libraries organize academic writing workshops for students to teach scientific research methods and referencing rules. The librarians guide students during the course of their education to ensure that homework, research and other projects are prepared according to academic integrity principles.

13.2 Assessment Policy

Students of FMV Işık Schools are obligated to use original language on all assignments and tests within the scope of the Assessment Policy by adhering to academic integrity principles. IB rules and regulations are applied if any academic breeches occur during the internal and external assessment processes of IB Diploma Programme candidates.

13.3 Admission Policy

The malpractice and plagiarism articles in the FMV Işık Schools Integrity Policy are clear. Students who breach academic integrity principles during 9th and 10th grades and who receive more than one warning will not be accepted to the IB Diploma Programme and cannot apply again.

13.4 Distance Education Policy

Academic integrity principles adopted by FMV Işık Schools are also adhered to in the distance learning process. The school community is expected to behave in accordance with these principles for assignments, projects, and other forms of assessment. In case unsuitable behavior is observed, sanctions listed on the academic integrity policy are applied.

14.0 Conclusion

Academic integrity is an important value at the core of constructive learning in FMV Işık Schools**.** A learning environment based on personal integrity is supported by all stakeholders of FMV Işık Schools. The necessary guidance and training are provided to prevent academic misconduct. The importance of academic honesty is emphasized at every opportunity. Our students are expected to be creative, free, authentic, and principled within the scope of national and international programmes applied in our schools. Considering the ease of access to resources in the age of technology and the widespread incidence of theft in scientific and academic writing, school administrators, teachers, students, parents, and other members of the community share responsibility for academic integrity and for implementation of the policy.

The Academic Integrity Policy of our schools is a living document that guides the school community within the whole academic process. The Ministry of Education's Secondary Education Institution Regulations and the IBDP academic integrity policies and procedures have been used in the creation of the FMV Işık Schools Integrity Policy.

15.0 Academic Policy Committee

NAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Representative
Arzu ALTUNTAŞ	School Principal – 05I
Tuğba YİĞİT	School Principal – 07N
Ergun KARAHASANOĞLU	FMV Process Development Coordinator
Didem ŞİRANUR	FMV Educational Projects Manager
Songül ERDOĞAN	FMV Işık Schools International Programmes Coordinator
Jenny CHAVUSH	IB DP Coordinator – 05N
Sinem ÖZGÖZ	IB DP Coordinator – 05E
Melda CEMAL	IB DP Coordinator – 05A
Erkan SAĞNAK	IB DP Coordinator – 05I
Gizem DOLU	IB PYP Coordinator – 06I
Merve ÜNAL	IB PYP Coordinator – 06E
Zeynep ÖZDEMİR	Assistant Principal – 05A
Barış ERDEM	Assistant Principal – 05E
Umut İlkay KILINÇ	Head of Turkish Language and Literature Dep. – 05I
Sevilay ERASLAN	Head of Arts, Music and PE Department – 05N
Gonca ÇETİNKAYA	Homeroom Teacher – 07A
Sevgi ARIOĞLU	Librarian – 05E
Sevgi BAKIR	Librarian – 05N
Gülşah ÖZER	Librarian – 05I
Özgül İLERİ	Librarian – 06I
Tülay SAĞLAM	Librarian – 06N

05: FMV Işık High School– Science High School   A: Ayazağa Campus   E: Erenköy Campus
06: FMV Işık Primary and Middle School   I: Ispartakule Campus   N: Nişantaşı Campus
07: FMV Işık Kindergarten

This policy was reviewed by the policy committee and necessary changes and updates were made in May 2021.

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Appendices:

1. *Examples of Academic Misconduct*
   1.1. *Examples of academic misconduct by a student*
   1.2. *Examples of academic misconduct by a teacher*
2. *Academic Integrity Student Contract*

3. *Notice to Parents Regarding Academic Integrity*
4. *Acknowledgment of Honor Code*
5. *Candidate Authentication Form*
6. *IBDP Candidate Consent Form*
7. *Ethical Guidelines for Extended Essay, Research and Fieldwork*
8. *Exam Protocol*
9. *Malpractice and Academic Infringement Scenarios*
10. *IBDP Academic Misconduct Statement Forms*

- *Candidate Statement Form*
- *Coordinator Statement Form*
- *Invigilator Statement Form*
- *School Staff Statement Form*
- *Teacher Statement Form*