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NESİBE AYDIN EDUCATIONAL INSTITUTIONS ACADEMIC INTEGRITY POLICY

Chapter One

Aim, Scope, Basis and Definitions

ARTICLE 1: Aim

1. This policy aims at ensuring academic integrity in all academic processes such as exams, performance and projects at Nesibe Aydın Schools. The school expects from all stakeholders such as students, teachers, parents and schools leaders to speak the “same language” in all the processes mentioned above.

ARTICLE 2: Scope

1. This Directive covers the academic Integrity principles of primary, secondary and high school students of Nesibe Aydın Schools.

ARTICLE 3: Rest

1. This policy has been prepared based on the Ministry of National Education Curriculum, International Baccalaureate Programs, International Baccalaureate Programs, Academic Integrity Directive, Cambridge Assessment International Education Plagiarism Prevention Guidance for Teachers and Cambridge Assessment International Education Information for Candidates document.

ARTICLE 4: Policy Committee Members

1. The Policy Committee consists of the Head of School / IB DP Coordinator, the Cambridge Assessment International and IGCSE Coordinators, the PYP Coordinator, teacher representatives from each school level, guidance counsellors, as well as student and parent representatives. The committee meets annually to review and update the policy in alignment with IB standards and school-wide academic integrity expectations.

ARTICLE 5: Definitions

- a) **Violation:** Disruption, damage, failure to comply with law and order
- b) **Duplication:** Replication
- c) **Turnitin:** It is a web-based system that provides plagiarism and AI (artificial intelligence) detection services.
- d) **CAS:** These are the activities that students must do as required by the International Baccalaureate Diploma Programme.
- e) **Guardian:** The student's parent or legally responsible person.
- f) **Guidance Counsellor:** He/she is the person who evaluates and reports on the social, emotional and academic development of students in all units of the school.

Chapter Two

Nesibe Aydın Schools Academic Integrity Philosophy

ARTICLE 6: Philosophy and Core Values of Academic Integrity

1. At Nesibe Aydın Schools, the foundation of our Academic Integrity Philosophy is that all academic work reflects our own words and voices, and that the value of intellectual Integrity is recognized and understanding is developed in individual work. The philosophy of academic integrity policy is based on IB learner profile and the IB's core value of principled action. It encourages fairness, being authentic, and ethical behavior throughout the academic life of the students, which is intertwined with the IB Learner Profile Attribute 'Principled'

Chapter Three

Academic Integrity Definition and Processes

ARTICLE 7: Definition and Implementation of Academic Integrity

1. The International Baccalaureate defines academic integrity as "a set of values, skills that promote personal integrity, and good practices in teaching and assessing learning." Values of Integrity, integrity, and openness are fundamental to the culture of Nesibe Aydın Schools. Therefore, all academic studies are conducted within the framework of academic integrity. During the process, the students are awaited to be respectful to the works of others and that the students' own work should be authentic and created with the student's own effort.

ARTICLE 8: Academic Misconduct

1. The International Baccalaureate Academic Integrity document defines academic misconduct as conduct that is likely to result in, or results in, the candidate or any other candidate gaining unfair advantage in one or more assessment sections.
2. Situations that fall within the definition of Academic Misconduct are as follows:
 - a. **Plagiarism:** Presenting someone else's work or idea as your own. Using the author's original ideas (by rearranging or rephrasing them) can also be considered misuse if the source of the ideas is not properly cited. Using AI in producing content without a disclosure is also considered misuse.
 - b. **Collusion:** This is when a candidate supports another candidate in a process of academic misconduct, for example, allowing their work to be copied or submitted for evaluation as their own.
 - c. **Duplication of work:** Submission of the same work for more than one assessment and/or diploma requirement.
 - d. **Misuse of AI Tools:** Submitting text, images, or data generated by artificial intelligence tools without clear citation and acknowledgment of the source, including the prompt and date of generation.
3. This also includes conduct that would result in the candidate or another candidate gaining an unfair advantage (such as bringing materials into the exam room that should not be brought, misconduct during the exam, or making false statements or information in the IB CAS records).

Chapter Four

Responsibilities of the School Community

ARTICLE 9: Students of Nesibe Aydın Schools

1. Students must be fully aware of the school's mission, educational philosophy, and Academic Integrity Policy. They are expected to read all school policies carefully and comply with academic integrity principles at all times.
2. Students must ensure that all submitted work represents their own original thinking. Any use of ideas, data, or content from others, including material generated by AI tools, must be properly acknowledged and cited. In cases where AI tools are used to support learning or

research, students must clearly state which tools were used and how they contributed to their work.

3. Students have access to a fully equipped library that includes computers, study spaces, and digital academic databases such as JSTOR, to support independent research and academic writing.
4. Students are aware of where to locate appropriate academic resources and how to use them effectively to complete their assigned work.
5. Students must not engage in any form of academic misconduct, including but not limited to plagiarism, collusion, duplication of work, falsification of data, or cheating in any assessment or submission.
6. Students are expected to reflect the IB Learner Profile attributes in all academic work, particularly being principled, reflective, open-minded, and communicators, demonstrating respect for intellectual property and integrity in the learning process.
7. All students are required to read and sign the Academic Integrity Agreement, confirming that they understand and will uphold the principles outlined in this policy.

ARTICLE 10: Nesibe Aydın Schools Teachers

1. Teachers are fully knowledgeable about the school's Academic Integrity Policy and are responsible for implementing it consistently within their teaching practices.
2. They conduct all academic activities in accordance with the Academic Integrity Directive and model ethical behaviour for their students in all learning contexts.
3. At the beginning of each academic year, teachers inform students about the Academic Integrity Policy and ensure that all academic tasks, assessments and projects are conducted in line with this directive throughout the year.
4. To ensure that AI tools are used responsibly and that all submitted work reflects authentic student authorship, teachers are expected to:
 - a. Explicitly teach the ethical and responsible use of AI within academic boundaries.
 - b. Establish regular checkpoints during assignment preparation to monitor student progress and verify that the work produced represents the student's own effort.
 - c. Hold individual conferences or discussions with students, if necessary to confirm how AI tools were used and whether the final product reflects genuine understanding.

- d. If there is a reasonable suspicion of improper AI use or third party authorship, the teacher must not approve or submit the work to the IB for assessment.
 - e. In such cases, teachers must follow internal reporting procedures and document the case in accordance with the Academic Integrity Policy.
5. They are competent in the design, administration and evaluation of assignments, examinations and projects, ensuring that these processes uphold the principles of fairness and academic honesty.
 6. It is the teachers' responsibility to teach ATL skills, such as research skills (citation and source evaluation), thinking skills (ethical reasoning) and self-management skills (time management). Strengthening ATL skills helps students develop a deeper understanding and practice of academic honesty.
 7. Teachers are expected to use plagiarism and AI detection tools, such as Turnitin, to identify and prevent potential cases of academic misconduct.
 8. They set clear academic expectations and goals, contributing to students' internalization of the principles of academic integrity.
 9. Teachers guide students on which resources are appropriate to use and how to use them correctly in their work.
 10. They monitor the process to be followed in cases of suspected academic misconduct and ensure that all procedures are handled in accordance with school policy.
 11. Teachers must act fairly, consistently and objectively when dealing with actions that contradict academic integrity.
 12. They may prepare subject specific Academic Integrity guidelines consistent with the school's main policy when necessary.
 13. Teachers instruct students to keep detailed records and documentation to verify the authenticity of their work and provide support and guidance throughout this process.

ARTICLE 11: Nesibe Aydın Schools Parents



1. Parents/Guardians are knowledgeable about the Academic Integrity Policy of Nesibe Aydın Schools and are informed about its principles and expectations. They also sign the Academic Integrity Agreement together with their children at the beginning of the academic year.
2. Parents are expected to support their children in developing effective time-management skills, ethical academic habits, and a sense of personal responsibility to complete assignments honestly and on time.
3. They encourage and model behaviours that comply with school policies and reinforce the values of honesty, responsibility, and respect for intellectual property.
4. When assisting their children with homework or research tasks, parents emphasize the importance of academic integrity and guide them to complete their work independently and truthfully.
5. Parents understand that in cases of academic misconduct, students are held accountable for their actions and must accept the consequences outlined in the school's Academic Integrity Policy.

ARTICLE 12: School Leadership

1. The school leadership ensures that appropriate disciplinary actions are implemented fairly, consistently, and in accordance with both the school's internal disciplinary procedures and the IB's official Academic Integrity guidelines, in cases of confirmed academic misconduct.
2. They ensure that the Academic Integrity Policy and related procedures are applied equitably and consistently across all departments and grade levels.
3. They maintain comprehensive documentation of all reported cases of academic misconduct and ensure that these records are stored securely. This documentation supports transparency, accountability, and fairness throughout the assessment and decision-making processes.
4. When necessary, the school leadership communicates with the IB Organization to report serious cases or patterns of misconduct in accordance with IB regulations and guidance.

ARTICLE 13: Ethical Use of Artificial Intelligence Tools

1. AI tools may be used by students to support their learning, particularly for tasks such as brainstorming ideas, generating outlines, or organizing content structure, provided that their use remains ethical and transparent.

2. Using AI tools to generate entire assignments, essays, or final assessment components is strictly prohibited, as this practice violates the principles of authentic authorship and academic honesty.
3. When AI tools are used to support learning, students must acknowledge and cite the tool appropriately. Each citation should include the name of the AI tool, the specific prompt used, and the date of generation.
 - a. Example: “The influence of AI in modern education is evident in classroom practices...”
(ChatGPT, prompt: “AI in education”, 23 February 2025).
4. This form of citation aligns with the IB’s expectations for transparency and integrity in authorship and must be applied consistently across all submitted work.
5. Students must use a consistent citation and referencing style approved by the school, such as APA for all AI generated content and other sources.
6. Failure to properly acknowledge the use of AI tools in academic work will be considered a case of academic misconduct, subject to the disciplinary actions outlined in the Academic Integrity Policy.

Chapter Five

Responsibilities of the School Community

ARTICLE 15: Monitoring and Sanction Process

1. **Preventing and Monitoring Plagiarism:** Nesibe Aydın Schools uses Turnitin as a plagiarism prevention and feedback tool to ensure the authenticity of student work and promote ethical academic practices. In accordance with the Academic Integrity Policy, Turnitin is used not only to detect potential misconduct but also to:
 - a. enhance students’ academic writing and referencing skills,
 - b. promote fairness and transparency in assessment,
 - c. teach effective summarizing and paraphrasing techniques and
 - d. develop a deeper understanding of proper citation conventions.



All new students and teachers are introduced to Turnitin and trained in its appropriate use. During departmental meetings, case studies and best practices are regularly shared to increase the system's effectiveness and pedagogical value.

Teachers must establish scheduled checkpoints, such as draft reviews, classroom observations, and feedback sessions to verify that submitted work genuinely represents the student's own understanding and effort.

Structured instruction must be provided on proper citation and referencing techniques (APA style), ensuring that students are confident in applying academic conventions correctly.

In addition to Turnitin, teachers are encouraged to employ additional verification methods, in line with Ministry of National Education (MEB) regulations and their professional judgment, such as:

- conducting oral checks or brief interviews with students,
- comparing the questioned work with other samples of the same student's writing and
- using online searches to verify the originality of suspicious passages.

Teachers are also expected to design assignment tasks that minimize the potential for plagiarism, encouraging inquiry-based and authentic learning experiences.

These preventive strategies collectively foster a school wide culture of honesty, strengthen students' information literacy skills and support the ATL framework by promoting ethical research and critical thinking.

As students develop these skills, they gain a clearer understanding of academic expectations and become less likely to engage in unintentional misconduct.

2. Procedures to Be Followed in Cases of Academic Misconduct

The severity of consequences for violations of academic integrity depends on the nature, intent, and frequency of the misconduct. The primary goal of applying consequences is not punitive but educational to help students develop ethical responsibility and maintain the credibility of the IB Diploma Programme.

If a student is suspected of violating the Academic Integrity Policy, the following procedures are to be followed:

- a. The teacher completes an “Academic Integrity Violation Form” describing the suspected misconduct and submits it to the relevant Vice Principal and the Guidance Counsellor.
- b. Members of the Academic Integrity Policy Committee, representing the student’s school and relevant subject area, investigate the alleged violation.
- c. If the investigating teachers determine that the student is likely to have violated the policy, they report their findings to the school administration and the guidance unit.
- d. The Vice Principal reviews the student’s disciplinary history to determine whether this constitutes a first time or repeated offense.
- e. In the case of a first-time (minor) violation, the student receives a formal warning and is given the opportunity to revise and resubmit the work. This approach aims to support learning and ethical growth.
- f. If the violation is serious or repeated, the student may receive a grade of zero (0) on the specific assignment or internal/external assessment component where the violation occurred.
- g. If the student is found to have committed severe or repeated academic misconduct, the school may report the case to the IB, and the student may face disqualification from earning the full IB Diploma, depending on the IB’s determination.
- h. In all cases, an Academic Integrity Decision Form is completed and the case is documented and securely stored. The IB may conduct an additional review or formal investigation and decide on further sanctions if deemed necessary.
- i. Throughout the process, the student will be informed of the allegations, given the right to respond, and notified of any decisions or outcomes in a timely and transparent manner.

Chapter Six

Policy Review and Communication

ARTICLE 16 – Review Cycle

1. The IB DP Pedagogical Leadership Team reviews the Academic Integrity Policy annually to ensure its continued relevance and alignment with current IB regulations and school practices.

2. The review process includes consideration of updates to IB regulations, developments in educational technology, such as the emergence of new AI tools and improvements in school wide academic practices.
3. Feedback from teachers, students and parents may also be collected during the review cycle to ensure that the policy remains effective and reflective of the entire school community's needs.

ARTICLE 17 – Communication

1. At the beginning of each academic year, the Academic Integrity Policy is distributed to all stakeholders involved in the teaching and learning process, including students, teachers, and parents.
2. The school introduces the policy to new staff members as part of their induction and onboarding programme, ensuring that they are aware of its principles and expectations from the start.
3. The policy is also published on the school website and school portal to ensure transparency and ongoing access for reference by all members of the school community.
4. The principles of the Academic Integrity Policy are reinforced throughout the school year through classroom discussions, workshops, and parent meetings, ensuring that expectations are clearly understood and consistently applied across the school.

Chapter Seven

Connection to Other School Policies

ARTICLE 18 – Interrelation of Policies

Academic Integrity, which cannot be regarded as an isolated concept, is closely connected to other key IB Diploma Programme policies implemented at Nesibe Aydın Schools. These interconnections ensure consistency, coherence and alignment within the school's educational philosophy, fostering a learning environment grounded in fairness, inclusion, and transparency.

1. **Assessment Policy:** Academic integrity plays a central role in maintaining the validity and reliability of assessment processes. While the Assessment Policy outlines how students are evaluated, the Academic Integrity Policy ensures that such evaluations are based on honest, authentic and ethically produced student work. Together, these policies uphold fairness and credibility in all stages of the assessment cycle.

2. **Language Policy:** The Language Policy supports students in developing strong communication, academic writing and referencing skills in multiple languages. These skills are essential for properly citing sources, understanding academic conventions and avoiding unintentional plagiarism. Language learning, therefore, directly reinforces the principles of academic integrity through clarity of expression and respect for intellectual property.
3. **Inclusion Policy :** The Inclusion Policy guarantees equitable access to learning and assessment for all students, regardless of individual differences or learning needs. The Academic Integrity Policy complements this by setting clear expectations and providing guidance and support to help every student engage ethically and confidently in the learning process. Both policies collectively promote a culture of respect, fairness, and equal opportunity.
4. **Academic Honesty Policy:** All school policies collectively support the development of Approaches to Learning (ATL) skills, including self-management, research, communication, and reflection. These competencies are essential for acting with integrity and making principled decisions in all aspects of academic work. The synergy among these policies reinforces the IB Learner Profile, helping students grow as ethical, reflective, and responsible learners.

Chapter Eight

CHAPTER EIGHT – Enforcement and Execution

ARTICLE 19 – Enforcement

1. This Academic Integrity Policy enters into force on the date it is approved by the Board of Directors of Nesibe Aydın Schools and published on the official school website and school portal.

ARTICLE 20 – Execution

1. The provisions of this Policy are executed by the Head of School of Nesibe Aydın Schools on behalf of the Board of Directors, ensuring consistent implementation across all campuses.

Chapter Nine

List of References

ARTICLE 21 – (1) The following sources were used while creating this Policy.



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Ministry of National Education. (1973). *Basic Law of National Education (Law No. 1739)*. Ankara, Türkiye: Author.

Ministry of National Education. (2024). *Regulation on Secondary Education Institutions*. Ankara, Türkiye: Author.



Nesibe Aydın Schools

ACADEMIC INTEGRITY AGREEMENT

Nesibe Aydın Schools Academic Integrity Policy

I understand what academic integrity is and my responsibilities. I will not plagiarize. I understand that plagiarism involves taking or adapting the words of another author, other than myself, and using them in my work without proper citation. I will not use another person's expressions, ideas, graphs, images, or similar work, and I will not claim them as my own. I will not submit text, images, or data generated by AI (Artificial Intelligence) tools without clear citation and acknowledgment of the source, including the prompt and date of generation. I will not disrupt the exams. I will not distract my classmates by talking to them during exams. I will not look at another student's writing during the exam. I will not show or make my own answers visible to other students. I will not communicate with other students about the exam or their answers in any way during the exam. I will not use lecture notes, calculators, cell phones, or any other equipment during exams unless otherwise permitted. After completing the exam, I will not share exam-related information with other students. I will not omit or falsify any data when completing scientific experiments in the laboratory. I will not submit the same work or project multiple times, as if it were a new piece of work, in different courses or classes. I understand that this will be considered duplication. I understand that violations of this agreement may result in a failing grade for the related task and/or additional disciplinary consequences according to the school's Academic Integrity Policy

I have read, understood and accepted the above mentioned items.

Student's Name - Surname

Student's Signature

Date

I have read the agreement and will support my student in adhering to this Policy.

Parent's Name - Surname

Parent's Signature

Date



NESIBE AYDIN SCHOOLS	
ACADEMIC INTEGRITY MISCONDUCT REPORT FORM	
Student Name - Surname:	Student Number:
Class/Branch: Course:	
Name and Surname of the Staff Reporting the Case:	
Signature:	Date:
CASE The above-mentioned student, Nesibe Aydın has acted contrary to Academic Integrity for the following reason(s). I request that it be evaluated. ☐ Cheating ☐ Plagiarism ☐ Misuse of AI ☐ Collusion ☐ Duplication / Reproduction 4. Fraud – Copying someone else's paper or electronic work, such as homework, classwork, exam answers, or using unauthorized or deceptive methods to obtain credit or to obtain good grades. 5. Plagiarism – Presenting someone else's work or idea as your own. Using the author's original ideas (by rearranging or rephrasing) can also be considered misuse if the source of the ideas is not properly acknowledged. 6. Collusion – The unauthorized encouragement of another candidate to copy or submit work for assessment. 7. Duplication – Submission of the same work for more than one assessment or diploma assignment. 8. Misuse of AI - Submission text, images, or data generated by AI (Artificial Intelligence) tools without clear citation and acknowledgment of the source, including the prompt and date of generation. Description of the Case (Use additional paper if necessary): <i>This form is used in cases of violations of Nesibe Aydın Schools' Academic Integrity Directive. Documents that provide evidence of the violation should be attached to the back of this form.</i>	

NESIBE AYDIN SCHOOLS	
ACADEMIC INTEGRITY DECISION FORM	
Academic Integrity Policy “Processes to be Followed in Cases Where Academic Misconduct is Considered” Article 2/f: In all cases, the “Academic Integrity Decision Form” is filled out.	
This form is filled out by the school administration within the scope of the above article and signed by the parties.	
Student Name / Surname:	Student Number:



Class / Branch:

Case Date:

Name and Surname of the Person Reporting the Case:

Summary of the Case:

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Decision:

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I accept the decision made above.

Student Name - Surname: Signature:

Date:

Teacher Name - Surname: Signature:

Date:

School Principal