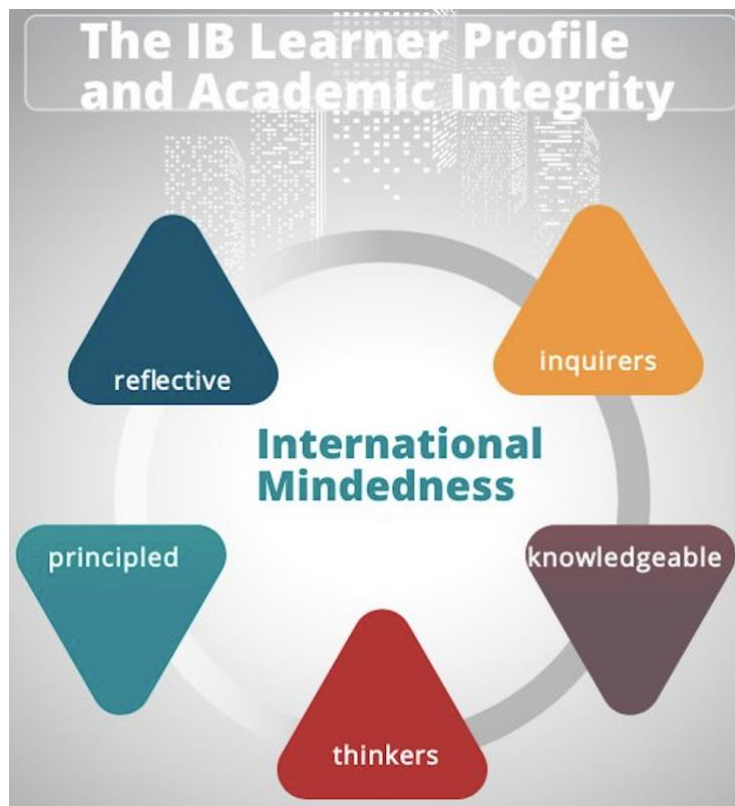


Academic Integrity Policy

There are 10 key principles of the IB learner profile. While each learner characteristic is important, there are five that most accurately reflect the behavior of the IB student. Our IB learners are inquirers, knowledgeable, thinkers, principled, and reflective. Our students are inquirers as they demonstrate curiosity through individual and group research. Our students are knowledgeable through an exploration of new and familiar concepts, ideas, and issues that have local and global significance. This can only be done through an earnest quest for and recognition of the intellectual property of others. Our students exercise initiative as they critically and creatively recognize and approach complex problems. This can only be done through ethical decision-making. Our students are principled in that they act with integrity. This is demonstrated through daily decisions made by our students through their actions and an awareness of the consequences made by their actions. Finally, our students are reflective in their collective learning experiences. They understand how to build on their strengths while working to improve their weaknesses in an effort to support their own personal development. As a program that emphasizes international mindedness, it is our collective responsibility to emphasize the importance of academic integrity in our individual and group assessments to ensure that we demonstrate value to the intellectual property of others and recognize the danger of being careless in the development and submission of our academic work. It is an expectation that students know the rules, apply the rules, and understand their importance in order to make good choices about their academic success.



Pledge for Student Work

Students sign an affirmation statement when turning in work such as the following:

“I affirm that I have not give or received any unauthorized help on this assignment, and that this work is my own.”

“By submitting this assessment, I am affirming that I have not given or received any unauthorized help on this assignment, and that this work is my own.”

Academic Dishonesty

While we do understand that the given conditions of academic dishonesty may not always be deliberate, we also want our community to be aware and conscious of what constitutes ‘dishonesty’ in their academic life and the kind of consequences it entails.

Although the following list is not exhaustive, academic dishonesty can, in general, take several forms:

1. **Plagiarism:** taking work, words, ideas, pictures, information or anything that has been produced by someone else and submitting it for assessment as one’s own.
2. **Copying:** taking the work of another student, with or without his or her knowledge and submitting it as one’s own.
3. **Exam cheating:** communicating with another candidate in an examination, bringing unauthorized material into an examination room, or consulting such material during an examination in order to gain an unfair advantage.
4. **Duplication:** submitting work that is substantially the same for assessment in different courses without the consent of all teachers involved.
5. **Falsifying data:** creating or altering data to one’s advantage which has not been collected in an appropriate way.
6. **Collusion:** External/ internal help that can lead a student to be academically dishonest. This could be an external aid, a friend, a parent/guardian or a teacher.

Incidents of Malpractice

Incidents include (but are not limited to):

- Copying homework or allowing homework to be copied.
- Taking information from another source that is not properly attributed.
- Working with others on an assignment that was designed as independent work.
- Looking at another’s task/assessment.
- Letting another student look at your work during a task or assessment.
- Using other secretive methods of receiving or giving information during a task/assessment.

Consequences:

1. The teacher in the classroom will deal with incidents. Students who are caught cheating or plagiarizing will not receive a grade or score for the work and students may not be given the opportunity to make up the grade.
2. The student will be expected to re-do the work for an accurate score within the time frame specified by the teacher if the school's IB submission timeline permits.
3. This work may be part of the internal assessment elements which will be submitted to the IBO. Teachers who confirm that a student has committed any of the above will report the incident to the IB Programme Coordinator and, according to his/her judgment on the details of the incident, he/she will recommend the behavioral consequence(s).
4. Any second infraction will result in a category two consequence and an on-going pattern may lead to a recommendation for exclusion.

Rights and Responsibilities

Teachers serve as the primary instructor in the process of understanding academic integrity.

Teachers will:

- Ensure learners understand the academic learning policy.
- Create inquiry-based assessments that reward the effort required to complete the assignment as well as the final product.
- Teach proper ways to acknowledge others' work.
- Provide simple, clear guidelines and expectations to students.
- Plan to ensure consistent guidance for students about the use of others' work.
- Clearly communicate any changes in expectations for student autonomy and independence. Such changes should be communicated through examples.

Parents/guardians will...

- Be aware of the academic integrity policy.
- Motivate and support students at home to be original in their work by restricting adult involvement as much as possible.
- Discourage procrastination and encourage effective time management.

Students will:

- Always do their own work.
- Refrain from sharing their work with other students to claim as their own.
- Track use of resources and always give credit to the original source or author, including all images and online sources.
- Use appropriate ways to signal use of sources, focusing on APA style citations.
- Ask the teacher when in doubt for clarification.