Ecole Mondiale World School
Academic Integrity Policy 2021-2022**

**This policy will be reviewed yearly and by a committee every three years.

<div align="center">

Ecole Mondiale World School
Academic Integrity Policy & Procedures

</div>

Purpose

The purpose of Academic Honesty is to promote key values of **honesty, trust, fairness, respect** and **responsibility** for all members of our community. We believe that the IB learner profile describes the attributes that we nurture, value and respect in all members of our community. Academic honesty is part of being "principled", a learner profile attribute where learners strive to "act with integrity and honesty" as we question, inquire and act (*IB learner profile in review: Report and recommendation* (April 2013), page 21). As members of the EMWS community we are committed to behaving in an honest, principled manner at all times and in all situations, both within the school environment and in our behaviour in the world beyond school.

This means that as members of the EMWS community we will:

- Ensure all stakeholders are aware of the purpose, key terms, their responsibilities and consequences.
- ensure that the work, data and information that we use and produce, and which may be sent to the IB, 'is authentic, with the work or ideas of others fully and correctly acknowledged' (*Academic honesty in the IB educational context*, 2014).
- respect the intellectual property rights of others and contribute to the greater body of knowledge.
- behave in ways that promote integrity and principled conduct.

The IB learner profile and academic integrity

- *Principled* - Acknowledging the work others have done, and taking responsibility for one's own work.
- *Thinkers* - Using critical thinking skills by making reasoned and ethical decisions while using the internet or any other sources.
- *Reflective* - Giving thoughtful consideration to others' experiences.
- *Knowledgeable* - Reading and researching through the best practices (inclusive of correct citation).
- *Caring* - Displaying respect toward others by acknowledging their work.
- *Risk Takers* - Trying and doing work independently even if unsure of success.

Key Definitions

Plagiarism	Plagiarism is defined as the representation of the ideas or work of another person as the candidate's own.
Collusion	This is defined as supporting malpractice of another candidate, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of work	Duplication of work is defined as the presentation of the same work for different assessment components and /or diploma requirements.
Fabrication or Falsification	This includes any form of dishonesty where a student invents or distorts the origin or content of information used as authority.
Cheating	This includes any form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that has not been obtained.
Other academic misconduct	This includes behavior that gains an unfair advantage for the candidate or that affects the results of another candidate, and other academically dishonest, deceitful, or inappropriate acts which are intentionally committed.

Roles and responsibilities

Students:

The students should understand and follow the Academic Integrity Policy (at age-appropriate levels). Students must :
- use the internet consciously and appropriately
- be aware of the consequences of malpractice
- know the ways to credit or reference a work correctly. EMWS has adopted MLA Referencing for this purpose.
- appreciate academic honesty as a principle of education
- comply with international standards of academic work.
- work together with others to complete tasks/assignments that have been constructed for collaborative work, and work alone when appropriate for the task (no unauthorized collaboration)
- create learning products that are unique to the requirements of the task without resubmitting previous work products (no duplicate submissions)
- use only authorized materials when in assessment situations (no cheating)
- use data and information in an accurate form (no falsification of data)

Teachers:

Teachers are expected to promote academic honesty by:
- modelling academic honesty at all times
- provide opportunities for students to practice and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures.
- being attentive to malpractice in any form
- checking that any work submitted to them is the student's own work.
- behave in ways that allow all learners to have access to the same opportunities and resources as we do ourselves

The school:

The school is responsible for:
- establishing a culture of academic honesty
- ensuring that there is a complete and current policy that is communicated to all members of the school community, and that it is regularly reviewed
- ensuring that other policies are in line with the academic honesty policy
- ensuring that all students understand both the importance of academic honesty and the consequences of academic dishonesty.

Parents:

Parents play an important role in promoting academic honesty. Parents should:
- read the academic honesty policy and discuss it with their children
- serve as role models for their children in displaying academic honesty
- support the school in its actions to ensure academic honesty.
- use tutors, if at all, to help learn, not to help complete assignments.

Primary Years Programme:

In the PYP students exhibit academic honesty by developing the IB learner profile as a fundamental element of the programme. The responsibility of adhering to practices which foster creativity, originality of work and giving appropriate credit to others' ideas and work not only lies with the students but also with teachers and parents.

Expectations of PYP age specific formats for giving credits:
- Nursery to Grade 1 -- Graphic representation of the type of source used (books, multimedia and people)
- Grade 2 to 4 -- Simplified citations (Author, Title, and Type: Print/Web)
- Grade 5 --- In-text MLA Citations and MLA style Works Cited Page.

Consequences of being academically honest:
- Giving correct credit will give an idea to the readers as to where they can find the information.
- Students will receive appreciation and motivation.
- Students may be awarded certificates during assemblies for consistently displaying academic honesty in their work.

Consequences of being academically dishonest:
- The person whose ideas have been borrowed will not get any recognition.
- Student work will not be accepted till due credits are given. Students may have to rewrite the assignment.
- You will not be eligible for class awards and learner profile certificates.

Middle Years Programme and Diploma Programme

Academic Honesty in the MYP is focused on the specific teaching of skills relevant to referencing, researching and collaborating which are scaffolded and age appropriate. In the DP students are expected to accurately and comprehensively comply with all academic honesty expectations. The explicit teaching of ATL skills supports Academic Honesty but also **personal responsibility, fairness, trust and respect**. The students are taught to be Independent learners who are expected to take responsibility for their own work.

The focus is on the process in the MYP and in the DP, the focus is on the refinement and accuracy of those skills. Process journals, reflective tools and drafts of student work, across various subject groups are important in promoting academic honesty. Students, with the help of teachers, the librarian and peers, will learn to acknowledge the works cited and used.

The students exemplify their understanding of academic honesty during the Personal Project, ePortfolios, DP Internal Assessments, Theory of Knowledge (TOK) and Extended Essay (EE). The teachers also ensure the students are aware of the requirements of the external assessment process based on the annual publication *Diploma Programme Assessment Procedure.*

Teachers develop their curriculum collaboratively with other teachers and may do so with students. Teachers create essential understandings of their expectations and teaching strategies across subject groups in order to promote Academic Honesty.

Consequences of academic dishonesty:

The aim of promoting Academic Integrity within the MYP is to ensure critical knowledge and skills are embedded and avoid any cases of academic dis-honesty within the DP. However, our choice of behaviour has consequences. These consequences will vary according to the severity, frequency, history and context of the event. In order to support learning the following steps are taken regarding a case for academic misconduct and in line with the Secondary School's Discipline Structure (see appendix A). In brief, the following steps are taken:

Step 1: A case for academic dis-honesty is identified. The relevant teacher will in the first instance meet with the student to follow up and query the content of the work.

Step 2: Once a case for academic dis-honesty is confirmed by the teacher, a further meeting may be held with the Head of Department and/or IB Coordinator as appropriate.

Step 3: An official letter will be sent home to parents (see template in appendix). The letter will also go into the student's school file. The student will be awarded zero.

Step 4: Academic dishonesty in internal and other assessments, including but not exclusive to ePortfolios, Personal Projects, IAs, written tasks, Extended Essay, TOK essay, may result in the student being required to rewrite the assignment under school supervision. Repeated instances may lead to the withdrawal of the student from the IB eAssessment and/or IB Diploma.

Review of policy
This policy will be reviewed yearly and by a committee every three years.

Works cited

"Academic Honesty." Online Curriculum Centre. International Baccalaureate Organization. 1 July 2011. Web access 10 October 2014.

"Academic honesty in the IB educational context" ibo.org August 2014. Web access 19 October 2019

Making the PYP happen, Online Curriculum Centre, IBO 2014. Web access 6 January 2014

MYP from principles into practice, Online Curriculum Centre, IBO 2014. Web access 16 February 2014

Handbooks for Procedure Diploma Programme, Online Curriculum Centre, IBO 2014. Web access 8 February 2014
For further details read:
https://www.ibo.org/globalassets/digital-tookit/brochures/academic-honesty-ib-en.pdf

Acknowledgements:
We acknowledge the work of Bali Island School, Indonesia; and Sreenidhi International School, Hyderabad, India; in creating this policy.

Contributors:
The PYP section of this policy was developed after a meeting on academic honesty attended by all PYP teachers. The policy was given its final shape after consolidation of the draft presentation with teacher input. The major contributors were Ms Dholakia and a team of teachers.The MYP and DP sections of this policy were adapted from a draft created by Ms Kuntal and a team of teachers.

"Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. The IB recognises that academic honesty is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills." (DP: Academic Honesty, July 2011, p2).

The norms and class protocols will further clarify the deeper context of Academic Integrity in each subject.

Appendix A:
Secondary Discipline Structure and letter template

STAGE	ATL STRUCTURE	Support Action
Discussion with student	Non-completion of homework Forgotten equipment for lesson	Teacher discusses the issue with students, determining the reason for non-completion/forgotten homework. Where necessary the student submits asap (i.e. by end of lesson/day/following day).
Homework Recovery Session	Repetition of above Poor application of work during class time For correct referencing/MLA errors	Teacher writes a behaviour note on Managebac. Teacher assigns homework recovery session. Where student fails to attend they may be issued a detention and discipline structure followed
Referral to Head of Department and Homeroom teacher	Repeated non-completion of homework Non-submission of formal assessments – students receive a zero on ManageBac and should submit the assessment task for feedback. Submission of plagiarized work in formal assessment tasks – students receive a zero on ManageBac and should re-submit task for feedback.	Email Homeroom teacher and HoD For non-submissions the teacher to notify parents via ManageBac/email and carbon copy Homeroom teacher For plagiarized work the teacher to notify parents via a letter (see attached generic letter) which goes in the student file. Notify the HoD and Homeroom teacher via email.
Referral to Team Leader	Repeated concerns of ATL steps above	Homeroom teachers to email Team Leader (students of concern to be discussed at Grade Level Meetings)
Academic Monitoring	Target and Monitoring Reports may be used as appropriate at any point	Monitored by Team Leader

| Academic Honesty - Plagiarism | Please check the Academic Honesty policy.

Students receive a zero where plagiarism occurs and a letter to be sent to parents. | For plagiarized work the teacher to notify parents via a letter (see attached generic letter) which goes in the student file. Notify the HoD and Homeroom teacher via email. |
|---|---|---|
| SLT REFERRAL | Repetitive issues outlined above which relevant steps have been unsuccessful in resolving and/or no progress made. | Member of SLT to meet with parents. |

Date:

Re: Academic Mis-conduct

Dear Parents of _____, grade _____,

Academic honesty means ensuring that the student's work is authentic and based on his or her own ideas, language and expression. Plagiarism is when the student represents the ideas or work of another as their own. When students enter the IB Diploma Programme the consequences for plagiarism are very strict.

When plagiarism is detected, according to the Uptown MYP disciplinary procedures (which can be located in the *MYP student/parent handbook* and student planner), the student receives an official warning letter with a copy in their school file and the work is awarded a zero and will also have to be repeated.

Unfortunately your child has plagiarized an assessment task in _____. We ask that your child re-submit the assessment task as soon as possible and ensure that the work is their own. When citing someone else's ideas and/or words it should be referenced appropriately.

We will endeavor to support your child in ensuring that they have the appropriate understanding of academic honesty and how to cite another's work. We ask for your support in ensuring your child understands this important life-skill.

If you have any queries, please contact _____ at the following email address_____.

Yours faithfully,

_____

Teacher of_____

Appendix B:
CITATION RESOURCE FOR ALL GRADES

MLA Works cited guidelines and samples
- The works cited page should have the title **Works Cited centered at the top of its own page**.
- All entries should be listed **alphabetically**.
- Authors are always listed with **last name first**.
- **Do not use bullets or numbers** for the list.
- Book, database, magazine, and periodical titles are to be *italicized*, while article titles should have '**quotation marks'**.
- **Be consistent in using either one or two spaces after a period** within the works cited page.

Examples:

Books

Author. *Title of book.* City of publication: Publisher, Year. Medium.

One author
Adler, David A. *Biography of Abraham Lincoln*. New York: Holiday House, 2004. Print.

Two authors
Gleiter, Jan, and Kathy Thompson. *Polar Bears.* Milwaukee: Raintree Childrens' Books, 1998. Print.

No author given
Webster's Word Histories. Springfield: Merriam, 1989. Print.

eBooks
Author. *Title of eBook.* City of publication: Publisher, Year. *Title of Database.* Medium. Date accessed.