**MVHS Academic Integrity Policy**

**Murrieta Valley High School academic integrity policy**

Students need to take personal responsibility for their academic performance and demonstrate academic integrity. Academic dishonesty includes, but is not limited to, the attempt to copy assignments from other sources (another person or online), using notes without permission, turning in work that’s done by someone else, forging, altering and/or duplicating school documents or signatures, use of AI (artificial intelligence) when prohibited by a teacher, plagiarism, sending text messages of answers, and using photography to capture / reference assessment data, assignment answers, or other information. All of these actions will be considered cheating. Consequences for academic dishonesty may be implemented by both administration and at the discretion of the teacher. This may result in zero credit for the assignment as well as progressive discipline. Consequence severity will increase if the offense repeats.

**Rationale/statement of purpose for the policy**

The purpose for fostering academic integrity is to maintain fairness, to maintain trust and credibility, and to develop respect for others (*Academic integrity* *policy,* 2023). As a school we want to foster a culture of academic integrity that prepares our students for the university level and the workforce. It is expected that our students’ learning is assessed and completed with validity. As a school, we want to guard against academic misconduct or school maladministration, which can cause distrust and harmful effects in the school community; therefore, at MVHS we will strive to uphold the integrity of both the staff and students. With the many pressures these students face, it is important that we model and foster positive attitudes towards integrity in a social and educational setting. The purpose of this document is to instruct and provide skills to foster academic integrity.

**Details and advice on school responsibilities**

The school leadership team and staff are equally responsible for teaching, promoting, and monitoring academic integrity. Embedding the policy into the school structure will allow for a focus on developing the skills for academic integrity rather than simply a process for penalizations. A clear understanding of academic integrity must be established and maintained by staff, students and parents. Our goal as a school is to create the most ethical environment possible for our students. Our IB staff have collaborated to develop this policy for academic integrity. What constitutes student academic misconduct and school maladministration, and the possible consequences will be reevaluated and reinforced each year.

Providing proper awareness and instruction of academic integrity is a core requirement, as the students must first be taught what academic integrity is, how it looks in the classroom, and why it is valued. This starts with ensuring the teachers all have a common understanding of expectations to avoid inconsistencies. Annual teacher training, relying on prior examples and updated procedures, is necessary, especially as AI continues to evolve. The school will provide opportunities for teacher training to ensure teachers have a variety of strategies to teach and reinforce academic integrity in a safe, trusted and effective manner.

The academic integrity policy will be incorporated/referenced in each syllabus and again when introducing the internal assessment for the course. The policy is supported through the IB Honor Code and the MVHS Student Handbook. This information is provided to both students and parents. Teachers will focus on prevention in the classroom throughout the year. Teachers produce activities in the classroom to develop academic integrity skills from the beginning of the course. Teachers will foster trust with the students and parents through transparent communication and consistent feedback. To ensure honesty, teachers will educate students about plagiarism and the importance of original work, while being a role model of ethical behavior in the classroom. To achieve fairness, teachers will use rubric grading to maintain objectivity, and they will provide equal opportunities for all students to be able to participate in their course. Respect will be fostered through an inclusive and safe environment, where students feel they are valued and heard. Teachers will foster opportunities to practice active listening with their peers, but teachers will also model how to be an active listener and show genuine interest in students’ perspectives and ideas. Teachers will develop responsibility in the students through accountability, by holding themselves and the students accountable to the policy and encouraging students to take ownership of their learning and actions.

School administration will support teachers in maintaining consequences when students do not follow the academic integrity expectations. They will assist with parental communication. They will ensure the policy and its consequences are fairly and consistently applied. School leadership will ensure financial support for professional development in this area.

**Details and advice on the program coordinator responsibilities**

The program coordinator must be a member of the pedagogical leadership team and a role model of “honest, ethical and responsible behavior. The program coordinator is responsible for ensuring that all teaching and learning activities are carried out in accordance with the rules, policies and guidelines stipulated by the IB” (*Academic Integrity policy,* 2023, p. 10). The program coordinator will

* ensure teachers, students and parents are properly informed of the academic integrity policy and respond to questions
* ensure teachers develop classroom activities to support all students in developing the skills for academic integrity
* ensure teachers have proper access to all subject guides, regulations, and policies
* ensure compliance with secure storage of confidential IB material policy
* monitor the invigilation of IB examinations
* ensure teachers, students and parents/legal guardians have a copy, read and understand the school’s academic integrity policy and relevant IB regulations
* report suspected instances of academic misconduct and school maladministration to the school administration and/or the IB; and
* remain informed and aware of investigations of student academic misconduct and school maladministration (*Academic Integrity policy,* 2023, p.11)

**Details and advice on teacher rights and responsibilities**

Teachers must have a clear understanding of the school’s academic integrity policy and IB expectations. Teachers must be role models and uphold the expectations and consequences outlined in the academic integrity policy. Teachers are expected to adhere to the subject guidelines, rules and regulations set forth by IB. Therefore, the school administration must provide opportunities for staff training on academic integrity.

Teachers must first instruct students on expectations of academic integrity and provide support and resources to develop such skills. This will include what constitutes plagiarism and as it relates to the use of artificial intelligence. Teachers will include an academic honesty statement in their syllabi and ensure the students read and understand the academic integrity policy. Teachers will clarify examples that constitute misconduct in the classroom and the consequences. This instruction will occur in daily assignments, formative and summative assessment, and the internal assessment process. Teachers will guide students on how to properly reference the work of others when in support of their own. Students will be given the opportunity to make mistakes and learn from them in a safe and supportive classroom environment.

It is the responsibility of Diploma Programme teachers to support candidates in the preparation of their work for assessment and to ensure that all candidates’ work complies with the requirements of the relevant subject guide. Ongoing support and guidance will help with the early detection of plagiarism and will dissuade candidates from deliberately copying another person’s work without acknowledgment because they know their work is regularly subject to scrutiny. Teachers must educate students on the appropriate use of artificial intelligence, following IB’s guidelines. However, teachers should consider reasons why students engage in acts of academic misconduct, identify shortcomings, and develop a plan for supporting good academic practice rather than solely punishing behavior immediately. Teachers are encouraged to identify opportunities to reinforce academic integrity and provide feedback on deficiencies rather than incidents that require penalization (*Academic Integrity policy,* 2023, p. 13).

Responsibilities for teaching a variety of practices related to academic integrity include:

* clarifying expectations and clearly defining plagiarism, cheating, and collusion
* providing resources and tools, such as citation guides and Turnitin.com, to help maintain academic honesty
* discuss ethical behavior in the curriculum
* create a fair and supportive environment through clear policies and rewarding honest efforts and hard work
* implement preventative measures through original assessments and using secure online testing environments
* enforce policies consistently but handle violations with care
* foster a respectful learning environment that encourages open communication and respects diversity
* promote responsibility by empowering students to take ownership of their learning and support their autonomy in the classroom

Specific teacher responsibilities include but are not limited to the following:

* For all assessments for IB, it is the responsibility of the teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate.
* Ensuring students understand what constitutes academic misconduct and possible consequences.
* Planning a manageable workload so students can allocate time effectively to produce work according to IB’s expectations.
* Giving feedback only once on formal IB assessments before final submission.
* Ensuring student work is appropriately labelled.
* Cross-referencing student work across groups to prevent collusion.
* Maintain the integrity of the IB curriculum in grading to ensure fairness, trust and credibility of the student, teacher and program.
* Respond to student academic misconduct and support the school’s and IB’s investigations.
* Respond to school maladministration and support the school’s and IB’s investigations.

**Measures to provide education and support to students**

Teachers are responsible for instructing the students on how to demonstrate academic integrity and explain examples of misconduct. Teachers must provide examples, modeling and testing for works cited, in-text citation, quality of sources used, how the sources are used, and formative assessment. Teachers need to provide explicit and specific instructions for the assignments to understand what is or is not allowed. Teachers must utilize Turnitin as an instructional tool rather than simply an inspection tool that allows students to revise work that may be done incorrectly. Teachers must teach students how to use the available resources, such as EBSCO Databases, Encyclopedia Britannica and ProQuest, for searching for sources. Students must be taught how to do scholarly research using the world-wide web and discern the legitimacy and objectivity of sources. Teachers must provide concrete evidence of any suspected breach of academic honesty to ensure fairness, rather than a personal “gut feeling”.

For all assessments for IB, “it is the responsibility of the teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate” (*Academic honesty*, 2014, p. 7). Students must be given time for revision of mistakes. Mistakes are seen as an opportunity for learning and growth rather than a penalty on their grade.

Students are given guidance on how much more serious misconduct/malpractice is at the collegiate level. Here at MVHS, they are in a learning environment and are expected to grow through their experience across all subject areas. Students receive instruction on proper citation methods and referencing formats. Teachers provide instruction through the OWL Purdue online resource for formatting. The main school-wide format used is MLA. Some courses also instruct students on the use of APA style. Students are provided with access to bibliography resources both in print (samples of proper citations for different scenarios) and electronically. Turnitin is used as a tool to help students identify areas that are not properly cited.

**Details and advice on responsibilities of parent or legal guardian**

It is important for parents to provide honest feedback and expectations for their children. Parents are a member of the education team and are expected to encourage their children to observe the rules and complete all work according to the teacher’s expectations. It is the responsibility of the parents to read and understand the MVHS IB Academic Integrity Policy, IB Honor Code, and the MVHS Handbook outlining procedures and supports to academic integrity: “Parents should understand what constitutes student academic misconduct and its consequences; report any potential cases of student misconduct or school maladministration to the school’s administration and/or the IB; and abstain from giving or obtaining assistance in the completion of work to their children” (*Academic integrity policy*, 2023, p. 17). Parents and guardians are made aware of the increasing use of artificial intelligence and plagiarism due to increased stressors within the program. Parents should be vigilant in noticing these behaviors and encourage the students to seek assistance before engaging in any academic dishonesty. Before entering the Diploma Program, both students and parents must sign the MVHS IB Honor code.

|  |  |
| --- | --- |
| **Helpful/Accepted Parent Behaviors** | **Not helpful/not accepted Parent Behaviors** |
| * Providing resources and materials
* Encouraging good study habits
* Guiding research techniques for finding reliable sources and citing properly
* Reviewing work to proofread drafts for spelling, grammar, and clarity without rewriting or altering the content
* Encouraging independence
* Discussing ethical practices, especially with the use of AI, and the importance of academic integrity and the consequences of dishonest behavior
 | * Completing assignments on behalf of their student (homework, projects, essays, etc.)
* Plagiarism – allowing/encouraging the student to copy and paste information without proper citation
* Cheating assistance: providing answers to test questions, homework problems or take-home exams
* Falsifying information to misrepresent their work or abilities
* Inappropriate collaboration or over-involvement in group projects, doing the work for the student
 |

**Details and advice on student rights and responsibilities**

“Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic and honest scholarly work” (*Academic Integrity policy,* 2023,p. 3). All IB students are expected to:

* take responsibility for producing authentic and genuine individual and group work
* correctly attribute sources and acknowledge the work and ideas of others in their work
* use information technology (artificial intelligence) and social media responsibly
* observe and adhere to ethical and honest practice during examination papers and internal assessments

“In the context of academic integrity, one of the most important attributes is to be ‘principled’ and all students participating in IB programs are expected to act honestly, responsibly and ethically” (*Academic Integrity policy,* 2023, p. 13). Students have an active role in their own learning. Students are expected to read and understand the school’s academic integrity policy, and they will be supported and taught by their teachers to develop good practice and how to respond when they see incidences of student academic misconduct. Students will be provided with opportunities to learn academic integrity skills and learn from their mistakes in a safe environment in their classrooms.

The candidate is ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Students can use Turnitin.com to verify their reference process. Candidates are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version. It is our expectation that students will follow the modeled instructions for ensuring authentic work, such as proper citation procedure and demonstrating the difference between collaboration and collusion. This includes the appropriate use of artificial intelligence. Although global friendships are encouraged, students must ensure they maintain the principles of academic integrity while using social media (24-hour rule discussing examination content).

According to *Academic Integrity policy,* 2023, (p. 14) students are expected to:

* Have a full understanding of their schools and IB’s policies
* Respond to acts of student academic misconduct and report them to their teachers and/or program coordinators
* Respond to acts of school maladministration and report them to their teachers and/or program coordinators
* Complete all assignments, tasks, and examinations in an honest manner and to the best of their abilities
* Communicate openly and honestly with their teachers
* Give credit to referenced sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
* Abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
* Abstain from giving/receiving undue assistance to peers in the completion of their work
* Recognize that they are accountable for actions and behaviors online, and show responsible use of the internet and social media platforms, including but not limited to:
	+ not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
	+ not using inappropriate language or sentiments that may be aired at a future job or university interview
	+ not expressing views, behavior or language that brings the IB into disrepute.

**Student rights, both internally at the school and within the IB, if suspected of a breach of academic integrity**

Investigation protocols: *“*Once the IB establishes that there is evidence to suspect a student of academic misconduct, the school will be required to conduct an investigation and provide the IB with statements from all parties involved and any other relevant documentation pertinent to the case. If a school fails to support the investigation into possible academic misconduct, no grade will be awarded to the student in the subject(s) concerned.” (*Academic integrity policy,* 2023, p.23)

* If IB notifies a school of an investigation, the school can request the removal of a piece of work that is under investigation. The student will then be ineligible for a grade but can complete that subject requirement in a future session if they do not reuse any of the same work.
* Student suspected of academic dishonesty may write a written statement that addresses the suspicion of academic misconduct, which they can decline to write; however, the investigation will still occur.
* An internal panel will review documentation and issue a result to their investigation.
* Academic honesty subcommittee from IB will address unprecedented and extraordinary cases. They will decide penalties and retake opportunities.

**For students: consequences of academic misconduct during coursework, consequences of misconduct in external and internal assessments**

Student academic misconduct in coursework*:* This occurs when a student seeks and receives assistance from others (teachers, peers, parents, internet resources) beyond what is recommended in the subject guidelines during the completion of work. This could also occur when a student duplicates work (submitting the same piece of work for two projects or assessments).

In these cases, the school can resolve the situation prior to submission to the IB, according to the school’s academic integrity policy. If the work is not completed to the subject guide requirements, then the component will be awarded an “F” for IB, and the student would not be eligible for a final grade in the subject concerned.

Teachers report incidents of academic misconduct to the assistant principals and/or the Dean of Students. The teacher completes a referral form describing the incident and provides a copy of the suspected malpractice. The teacher informs parents and students of the incident. After investigation of the situation, if malpractice is confirmed, the incident will be documented on the counseling screen on the student’s record, and the appropriate discipline will be assigned according to the MV Guide. The paperwork is sent to the Dean of Student’s secretary who documents the incident in the student’s discipline screen. Monitoring is done on an as needed basis depending on severity and frequency of the incidents.

If the student is suspected of malpractice on an IB assessment, then the teacher will inform the IB Coordinator, who will then submit the proper forms to the IBO. If the IBO requests additional documentation or statements, the IB Coordinator will then communicate with all parties to complete the necessary paperwork. If the teacher suspects the student’s work is not authentic, then that work will not be submitted to the IB, and the student will receive a failing mark from IB for that subject area, forfeiting their IB Diploma. See the MVHS Access/Admission Policy for the formal IB Diploma Honor Code.

The consequences are outlined below for misconduct on coursework:

* 1st Offense: Credit loss for assignment, test, project; no make-up assignment permitted; discipline referral; entry into discipline file; parent-teacher-counselor-administrative conference. Final grade in class may be negatively affected. Student and parent will be notified that one more offense will result in removal from the IB DP.
* 2nd Offense: Credit loss for assignment, test, project; no make-up assignment permitted; discipline referral; entry into discipline file; parent-teacher-counselor-administrative conference; Saturday school is assigned. Final grade in class may be negatively affected. Student will be dismissed from the full IB Diploma Program.

Student sanctions/consequences to misconduct on external and internal assessments*:* A table of penalties may be applied based on the level and type of academic misconduct. Students may receive a zero mark or a no grade, which impacts the final score differently. Students may be able to retake or resubmit exams and coursework in a future session. However, for serious offenses, the student may be permanently disqualified from the program. See below for the table of penalties from the IB *Academic integrity policy* (2023)document. See appendix for Penalty Matrices.

**For teachers and school: consequences of unethical practice**

“The IB defines school maladministration as an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.” (*Academic integrity policy, 2023*, p. 19)

Types: Examples of school maladministration can be seen by a subject teacher during completion of coursework:

* Providing undue assistance to candidates such as over-editing or templating or manipulating finished pieces of work for improvement
* Allowing the submission of work produced by third parties (tutors, teachers, parents, etc.)
* Awarding mark of zero – for non-authentic or plagiarized work – as plagiarized work is not submitted
* Authenticating work when there are doubts regarding its authenticity
* Uploading submission errors, such as duplicate files, identified by the IB during the assessment process

When an examination is under way, acts of maladministration can also be committed by school administrators or invigilators. Examples of this can include, but are not limited to:

* additional time being granted to students without authorization from the IB
* an insufficient number of invigilators
* poorly trained invigilators
* failing to monitor student bathroom visits
* allowing the teacher responsible for the subject being examined to enter the examination hall and

assist their students

* failing to set calculators to exam mode (memory cleared and prohibited functionalities disabled)
* allowing students to bring unauthorized materials or electronics to their examination desk
* improper storage of exam materials
* amending responses to completed examination scripts prior to dispatch
* failure to report incidents of student misconduct or school or teacher maladministration
* failure to report an examination security break or alleged breach

Investigation protocols*:* Cases of possible school maladministration are reported to the IB by external stakeholders such as examiners, program coordinators, teachers, and school visitors, or are as identified by the IB through samples of work, review of responses to examination papers, or after an inspection. (*Academic Integrity policy,* 2023*,* p. 20) IB will notify the school and carry out further investigations of the work submitted and review the actions of the teacher, invigilator, or school. Individuals under investigation will be provided with an opportunity to respond in writing with the required explanations and documentation.

Actions/sanctions*:* Actions and sanctions can be taken against the school and/or individual teacher. Depending on the results of the investigation, no further action will be necessary, or, if the assessment process has been compromised, then further actions and/or sanctions will be applied as described in the Penalty matrices (*Academic Integrity policy,* 2023). An appeals process is only considered if there is evidence the IB has failed to follow its processes correctly or new evidence is present. (*Academic integrity policy,* 2023) Actions and sanctions can include but are not limited to the following:

* record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits
* formal warning letter and action plan to address incident
* audit or monitor the internal assessment completion process
* quality assurance checks in the entire cohort’s work for the component(s) concerned
* request immediate corrective action
* immediate inspection visit
* mandate relevant IB training
* include school in session monitoring for consecutive sessions
* deployment of independent invigilators
* annulment of grades for the candidates concerned or the entire cohort
* authorization withdrawal

**Definitions and examples of academic misconduct**

“The IB defines academic misconduct as deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another student is also regarded as academic misconduct. It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both papers based and on-screen.” (*Academic Integrity policy,* 2023, p. 22)

1. Plagiarism is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. This includes direct citations, paraphrasing sources, copying from peers, reusing your own work, or accidental plagiarism. This can also include facilitating plagiarism by sharing work with peers or on forums.
	1. **Example**: Rewriting someone else’s ideas or text in your own words but failing to credit the original source.
2. Collusion—this occurs when allowing one’s work to be copied or submitted for assessment by another. All students must submit individual and unique work for IB assessment, even when data collection as a group is permitted. See information in the next section on the difference between collusion and collaboration.
3. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
	1. **Example**: A student writes an essay for their English class on the theme of identity in a specific novel. Later, the student submits the same essay for a history class assignment, which also discusses identity but in a historical context.
4. Falsification of data
	1. **Example**: A student is required to collect data for their IA investigation in science or psychology. Instead of recording actual observations, they fabricate the data to complete the assignment quickly.
	2. **Example**: Falsifying a CAS record.
5. Submitting work commissioned, edited by, or obtained from a third party
6. Inclusion of inappropriate, offensive, or obscene material
7. Misconduct during an IB examination
	1. **Examples:** possessing unauthorized material in an examination, behavior that disrupts the examination or distracts other candidates, exchanging verbal or written information from other students during the examination, removal of secure materials, impersonating an IB candidate, or failing to report an incident of academic misconduct.
8. Unethical behavior such as the inclusion of inappropriate material in any assessment materials or the breaking of ethical guidelines when conducting research
9. Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).

**Guidance on the difference between legitimate collaboration and unacceptable collusion**

Collaboration means working together and sharing ideas and resources to achieve a common goal. Examples of legitimate collaboration include:

* Group projects: each member contributes their own ideas and efforts, and the final product reflects the combined work of all participants
* Peer review: students giving and receiving feedback on each other’s work to improve their assignments before submission. For example, in English, students exchange drafts of their essays to provide constructive feedback on structure, argument clarity and grammar.
* Study groups: students forming a study group to review class material, discuss concepts, and quiz each other to prepare for a test.

Unacceptable collusion means working together when not allowed or submitting work that is not entirely your own. Examples of collusion include:

* Students receive or give answers to the assessment and quiz questions.
* Two students are required to analyze six sources each for an individual literature review. Having worked so well together previously, the two students decide to research three sources each and send their notes to each other to write their individual assignments.
* A student notices the assignment question was the exact same as last semester’s and asks if she might look at another student’s paper to get an idea on how to approach the question. She says she does not intend to copy it, and the other student sends the paper. Although there is no malicious intent from either person, this is collusion.
* Plagiarizing group work: one student does all the work on a group project, while others take credit without contributing.
* Copying homework: one student copying another student’s homework answers, rather than completing the work independently.

**Guidance on expected behaviors – Referencing Practices** (Microsoft Copilot, 2024)

|  |  |
| --- | --- |
| **Good Referencing Practices** | **Poor Referencing Practices** |
| * **Consistency**: Use a consistent citation style throughout your document.
* **Accuracy**: Double-check all citation details to ensure they are correct and complete.
* **Citations for All Sources**: Provide citations for all sources, including direct quotes, paraphrases, and any ideas that are not your own.
* **Complete References**: Ensure each reference in the bibliography or works cited section is complete with all necessary details (author, title, year, publisher, etc.).
* **Proper Citation Formats**: Use the correct format for different types of sources (books, journal articles, websites, etc.).
* **Plagiarism Detection Tools**: Use tools like Turnitin or Grammarly to check for any unintentional plagiarism and ensure proper citation.
 | * **Missing Information**: Failing to include all necessary details such as the author's name, publication date, title, or source.
	+ **Example**: "Smith, J. (2020). Study on climate change." (Missing publisher information and access date if it's an online source)
* **Improper Citation Style**: Using the wrong citation style or mixing multiple citation styles within one paper.
	+ **Example**: Using APA format for in-text citations and MLA format for the reference list.
* **Variable Citation Practices**: Inconsistent application of referencing throughout the document.
	+ **Example**: "Smith, 2020" in one part of the paper and "Smith, J. (2020)" in another part, without following a consistent format.
* **Uncited References**: Including sources in the reference list but not citing them within the text of the paper.
	+ **Example**: Listing several sources at the end of an essay without indicating where they were used in the text.
* **No Citation**: Directly quoting or paraphrasing someone else’s work without providing proper citation.
	+ **Example**: Copying a paragraph from a book or website and including it in the essay without citation.
* **General References**: Citing sources in a vague manner without specific page numbers or sections.
	+ **Example**: "According to Smith, climate change is a significant issue." (Without specifying where this information was found)
* **Questionable Sources**: Relying on sources that are not credible or peer-reviewed.
	+ **Example**: Using a personal blog or an unverified online article as a primary source of information.
 |

**Scenarios from Academic integrity policy (2023)**

Students and families are encouraged to review the examples of breaches of the IB academic integrity policy, and the subsequent outcome for students starting on page 37 of that source. This will provide clear examples of all forms of misconduct both in the classroom and during the official exams.

**Procedures – reporting, recording and monitoring**

When cases of academic misconduct arise, the teacher informs the student, parent and administrator of such case. Each student is handled in a case-by-case situation. Regardless, the student receives the penalization to the assignment grade as indicated by the teacher, and the incident is recorded in their student discipline file on Aeries. Saturday school may be assigned. This central record is monitored for future incidents. If the student is in the Diploma Program, then they will be held accountable to the expectations in the IB honor code. In formal assessment situations, the student and parent will be notified that the incident will be reported to the IB and the penalty matrix will be followed.

**Representation in the body responsible for policy formulation and review committees**

IB Administrator, IB Diploma Coordinator, IB EE/CAS Coordinator, IB Counselor, and all IB subject area teachers will collaborate to review and update the policy annually.

**Review of the policy**

Annual reviews will incorporate updates from IBO and feedback from current implementation of policy. This policy is connected to the assessment policy by reinforcing the integrity of assessment practices and ensuring support and services are provided for inclusion students.

This policy was last reviewed and updated on February 5, 2025.

**Appendix – Penalty Matrices (*Academic integrity policy, 2023, p.31-36)***







