Mar Qardakh School
Academic Integrity Policy

Developed in February 2014.

Reviewed in December 2021.

Date of next review: December 2024.

Related policies:

- Assessment Policy

- Technology Policy

- Ethical Code

Mar Qardakh School Mission Statement

Our mission is to empower students for life in the 21st century by providing them with a holistic, international education encompassing academic, social, spiritual and personal development.

I. Rationale

Purpose Statement

The purpose of this document is to clarify the understanding of the Mar Qardakh School academic integrity policy within the school setting. The policy applies to the whole school and is to be communicated to and understood by all teachers, students, parents, and administrators.

Mar Qardakh School seeks to empower the whole person by providing means for academic, social, spiritual and personal development.

Philosophy and Aims

Academic integrity is a set of values that promotes personal integrity and good practice in teacher, learning and assessment. At Mar Qardakh School we believe that the core of developing academic integrity lies in developing the character of our students. The IB Learner Profile is embedded in our Ethical Code and Daily life. Many, if not all of the Learner Profile attributes, play a role in academic integrity. Our students are:

- **Inquirers,** acquiring the skills necessary to conduct inquiry and research.

- **Knowledgeable,** exploring concepts, ideas and issues.

- **Principled,** acting with integrity and integrity and taking responsibility for their own actions.
- **Open-minded,** eagerly seeking and evaluating a range of points of view.

- **Risk-takers,** brave and articulate in defending their beliefs.

By cultivating these attributes and equipping students with the tools for proper use and attribution of ideas and material, we seek to produce learners who pursue their studies with discipline, respect, integrity, perseverance, motivation and work ethic. By focusing on character development, we approach academic integrity in a positive way whenever possible, stressing the importance of integrity in all forms of assessment and emphasizing the benefits and importance of academic integrity in conducting research.

The School Leadership team members are the guarantors and enforcers of academic integrity in Mar Qardakh. They model, guide, and communicate clear expectations of sound academic practice to teachers, students and parents (IB Academic Integrity, 2019).

Definitions

Mar Qardakh has adopted the following definitions from IB documentation**:**

Academic integrity: 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 behaviour in the production of legitimate, authentic and honest scholarly work (IB Academic Integrity, 2019).

School maladministration: An action by an IB World School or an individual 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 (IB Academic Integrity, 2019).

Student academic misconduct: A deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen (IB Academic Integrity, 2019). Student academic misconduct may take one of the following forms (IB Academic Honesty Paper, 2011):

- **Plagiarism:** the representation of the ideas or work of another person as the candidate's own

- **Collusion:** supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another

- **Duplication of work:** the presentation of the same work for different assessment components and/or diploma requirements

- Any other behavior that gains an unfair advantage for a candidate or that affects the results of another candidate.

Intellectual Property: Forms of intellectual and creative expression that must be respected and are protected by law, such as patents, registered designs, trademarks, moral rights and copyright. (Summarized from the IB Academic Honesty Paper, 2011).

Balance of probabilities approach: the decision maker(s) with appropriate subject matter expertise is satisfied an event or account is more likely than not to have occurred. It is used when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available (IB Academic Integrity, 2019).

Conflict of interest: where an individual's ability to exercise judgment or act in one role is, or could be, impaired or otherwise influenced by his or her involvement in another role or relationship. The individual does not need to exploit his or her position or obtain an actual benefit, financial or

otherwise, a potential for competing interests and/or a perception of impaired judgment or undue influence can also be a conflict of interest (IB Academic Integrity, 2019).

II. Details and Advice

Student Responsibilities: Each student is required to abide by the school's academic integrity policy, and is fully responsible for the authenticity of all work submitted to be assessed. The student is responsible for ensuring that all sources are properly acknowledge and cited (in MYP, this involves using MLA and/or APA formats).

Teacher Responsibilities:

Teachers are expected to guide students in all IB Programmes regarding matters of academic integrity, acting as role models and providing students with the support needed to learn how to create authentic pieces of work, expressing their own ideas and properly citing any work and ideas drawn from other sources. Teachers are also expected to remind students of the importance of abiding by the academic integrity policy, and the harm of academic disintegrity, which includes not only disciplinary consequences, but also the compromising of character and trust. Teachers are also responsible for checking all work submitted by students to ensure that it is authentic, detect and indication of academic malpractice, and report such incidents to the respective IB Coordinator. Teachers are expected to provide students with regular opportunities to practice academic integrity and master the skills needed to do so successfully. Teachers of all subjects are involved in this to the extent appropriate for their subject areas; it is understood that some subjects, such as Language studies and humanities related subjects will include more numerous opportunities for practicing academic integrity in written works. All subjects, including mathematics and sciences, however, include different inquiry-based tasks that will require research and therefore afford opportunities for students to practice academic integrity.

The teacher-librarian will also be actively involved in implementing the school's academic integrity policy both through teaching the students how to effectively research and properly cite sources. In cases of suspected malpractice, the teacher-librarian may also be asked to validate sources and/or the origin of information being presented by a student.

School Responsibilities

The school is responsible for making sure that it establishes and maintains an effective academic integrity policy. Parts of this responsibility may be delegated to the IB Coordinator(s) and/or other faculty members, who, together with the Head of School, are responsible for the following:

- Making sure students understand what constitutes academic integrity, authentic work and intellectual property, as well as what constitutes malpractice

- Putting in place and implementing teacher training related to understanding and implementing the school's academic integrity policy, and knowing how to detect malpractice

- Ensuring that all members of the school community adhere to the academic integrity policy

- Implementing the disciplinary consequences associated with malpractice when necessary, in a fair and consistent manner

- Keeping parents informed and updated on the school's academic integrity policy and its significance

- Providing support for all students as they learn about academic integrity, and additional scaffolding for students with special needs to help them master the skills needed to succeed at meeting the expectations of the academic integrity policy.

Parent Responsibilities: Parents are expected to be aware of the school's academic integrity policy, and to support it, explaining why it is so important to their children and encouraging them to abide by all ethical standards in relation to academic integrity. Parents are also expected, to the extent possible, to make sure their children follow the academic integrity policy on any work completed at home.

III. Education and Support

Students will receive age-appropriate support in learning about academic integrity and developing the skills needed to meet the expectations of the academic integrity policy. Support can include, but is not limited to the following:

- Sessions given by teachers and/or the teacher-librarian addressing specific elements of the academic integrity policy (such as how to properly cite sources, appropriate citation formats, etc.)
- In-class practice opportunities pertaining to academic integrity, identifying and citing sources. These opportunities will take place in group and individual settings and will enable the students to learn about academic integrity in a non-threatening environment, in which they can make mistakes and learn from them through the support of their teachers and/or peer support. These class activities can help the students practice academic integrity directly or indirectly. *Direct Exercises:* Teachers (particularly in language and/or humanity subjects) will give exercises specifically related to certain skills, such as valid paraphrasing, citation requirements and referencing formats that have the specific goal of helping students practice academic integrity (for example, students could be given a few quotations and asked to properly cite them, or to develop a bibliography from a few sources, or to edit a bibliography to identify and correct errors, etc.). *Indirect Exercises:* All teachers will give tasks that require research and therefore give students the opportunity to practice skills pertaining to academic integrity.

- Teachers and the teacher-librarian will regularly provide students with examples of materials and works that include proper referencing and citation, as well as with examples that illustrate insufficient references and citations to help students recognize what is expected of them.

- The language support teacher, in addition to helping students strengthen their language skills, can work with students one-on-one or in small group sessions, helping them review their work and identify if/where further references, more complete citations, and/or revisions of work are needed in order to maintain academic integrity.

- Any students struggling in this area can request additional support, either from teachers and the teacher-librarian or, in when appropriate, from the SEN coordinator who will then assist in developing a plan of action for the student to be carried out by the student with the support of faculty members.

IV. Age-Appropriate Guidance

PYP: In PYP, students form the foundation of academic integrity by learning about the Learner Profile attributes, learning how to conduct inquiries and explorations, and learning how to cite sources. Teachers model academic integrity in the classroom for students, and introduce students to ways of properly acknowledging the work and ideas of others and using resources ethically in one's own work.

PYP students should:

- Say when they have received information, ideas or help from other sources (this could include their parents, other students, the teacher or books and online sources). In an oral presentation, students should say who helped them. In a written assignment, students should make a statement acknowledging if they received help on the assignment and, if so, from whom.

- Learn how to cite ideas taken from other sources and learn how to make a simple bibliography. This will occur gradually; students in PYP 1 will simply be expected to acknowledge who helped; by PYP 5, students will have learned how to follow a simple format for citing sources that prepares them for transitioning into using the MLA/APA formats in the MYP.

- Complete their own work. Students may not copy work from other students or allow other students to copy their work. If students have a group assignment, they may work together, and must then include all names on the assignment, as well as a statement regarding any other sources they used. Even when working together, each student should contribute to the process and not duplicate the work of another member of the group.

MYP: The MYP continues to help students develop their understanding of academic integrity through the Learner Profile attributes, as well as other components of the programme, such as the global contexts and approaches to learning. All members of the MYP community continue to be actively involved in fostering an environment of academic integrity and upholding the academic integrity policy.

MYP students are expected to:

- Meet all expectations required at the PYP level.

- Include a variety of researched sources in their assessment tasks when appropriate (any task requiring written work and/or oral content-oriented presentations should include references to various sources with subject-specific modifications.

- Properly cite sources and develop bibliographies using approved style guides (MLA and/ or APA).

- Develop a more nuanced understanding of what constitutes authentic work as well as malpractice.

- Learn about the differences between types of sources and how to identify which sources are most valid and/or authoritative on a given topic.

- Maintain academic integrity in all settings, including in examinations.

V. Specific Age-Appropriate Applications

Academic Integrity in the IB Programmes		
Approaches to Teaching and Learning	**Self-management, social, communication, thinking and research skills**	
	PYP	MYP
Culminating Project	- Teacher talks to students in advance about their project, asks about where they received help and how the sources help is indicated within the project. - Provides additional support to students as needed to help them. - learn how to simply but honestly document their sources. - Teachers communicate importance of academic integrity to parents so students can receive support at home.	To help maintain academic integrity in the personal project, students will be encouraged to make the most of the following: - Meetings with supervisors - Frequent updating of the process journal (Include sources used). - Drafts of the project and project report. - Development of a bibliography - Consistent use of approved style guide (MLA, APA).
Group Work	- The teacher encourages inclusion, both addressing the group as a whole and addressing individual students that aren't participating. * - Students are reminded of the importance of contributing their ideas to class discussions. - The teacher regularly gives all students the opportunity to share their ideas with the class.	- Students will learn how to work effectively as a group while maintaining academic integrity (e.g. each part must be authentically created, not copied from other students in the group, even though the entire project will be put together and submitted by the group). - Students will learn how to define roles and responsibilities within group projects to make sure each student knows what unique contribution they should develop.

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Oral Presentation	• Students are taught how to research and gather information from different sources by their homeroom teachers and the teacher librarian, and, when appropriate other teachers. * • The teacher explains to students that all sources must be documented (online, printed, oral, etc.). • Students learn basic bibliography and citation formats and how to include them in a variety of presentation formats (oral as well as written). • Students learn how to make oral reference to different sources within a presentation.	Students will learn about copyright laws and legitimate use to help them determine what materials they may or may not include in audio-visual presentations and how these materials must be cited.*
Creative Work	• Students will learn how to cite sources that they used when developing creative work (work mainly visual, audio visual and/or hand/on) – e.g. how to acknowledge sources that may have inspired a painting, how to acknowledge sources used when putting together elements of a creative presentation (music, effects, etc.).	Students will learn about the extent to which their ideas are original and/or draw off from previously existing ideas in projects they design, and how to properly cite any inspiration that came from previously existing ideas. * Students will discuss the topic of knowledge and originality – are there any truly original ideas?
Other	• Students will be taught the importance of including other sources and how it strengthens their work by the teachers and teacher librarian. • Students will be introduced to the difference between primary/ secondary sources and how to determine the value of a source.	Students will learn more nuanced ways of citing sources appropriately (direct quotations, paraphrasing, reference to an idea, etc.)

VI. Procedures

If a teacher suspects that a student may have broken the academic integrity policy and submitted inauthentic work, the teacher must inform their respective coordinator of the incident and what they believe occurred, and present any evidence they have pointing to the possibility of malpractice. The IB Coordinator is responsible for conducting an investigation into the incident. The investigation will involve a meeting between the Coordinator and the student in question, in which the Coordinator informs the student of the teacher's concerns and asks the student to reply. The Coordinator will accept any evidence the student can supply to verify the authenticity of the students' work (evidence could take the form of prior drafts, outlines, etc. showing the student's own development of their work). After collecting all available evidence related to the incident in question, the coordinator will formulate an opinion regarding whether or not malpractice occurred

and, if it did, the extent and severity of malpractice (whether it is an infringement, or a case of academic disintegrity). The Coordinator will submit their findings and conclusions to the Head of School, who will make a final decision regarding the situation, including whether or not malpractice occurred and, if so, what appropriate disciplinary actions will be implemented.

All incidents will be recorded and kept in the respective IB Coordinator's files. Each record will include the following information:

- Name of the teacher who believe malpractice may have occurred

- Name of the student suspected of possible malpractice

- Date when malpractice is believed to have occurred

- Information regarding the task or other form of work believed to include malpractice - Specific

nature of the malpractice suspected

- Brief description of the IB Coordinator's findings during the investigation and evidence collected

- Concluding decision. If it was determined that malpractice had occurred, the record must make note of what consequences were implemented. Otherwise, it can state that, based on the evidence, it was decided that no malpractice occurred and, as a result, no consequences were implemented.

Each IB Coordinator will review all records pertaining to cases of malpractice once each semester together with the Head of School and one or more other designated faculty members in order to:

- Ensure that cases are being handled consistently and fairly
- Identify any commonly recurring contexts or mistakes involved in cases of malpractice that could indicate a wider misunderstanding of certain elements of academic integrity among the student body and put in place solutions to help make sure the students receive sufficient support and practice in those areas.

VII. Student Rights

As mentioned in "Procedures", students have the right to be informed of any case in which they are accused of malpractice and present their understanding of the situation to the IB Coordinator. They also have the right to produce any evidence that could help demonstrate that they did not use malpractice, but maintained academic integrity. Evidence could take the form of other witnesses, personal work (e.g. former drafts of the task in question that could help show the student's own development of thought), or any other evidence the student believes could help establish their academic integrity.

In addition, students have the right to be shown any specific evidence that malpractice did occur and respond accordingly.

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If the form of malpractice was grave and could lead to a severe consequence that affects the student's academic standing and/or ability to graduate, the student may have their parent present both when the student is first informed of the accusation of malpractice and in the final meeting when the school presents its decision and any consequences to be implemented.

VIII. Consequences of Malpractice:

Internal Sanctions

First Offense: First Warning. The student will receive a zero on the assignment. The student's parents will be notified of the incident through a written notice. The incident will be recorded and placed in the student's record. The student will meet with their respective coordinator to be reminded of the importance of academic integrity.

Second Offense: Second Warning. The student will receive a zero on the assignment, and the incident will be recorded and placed in the student's record. The student's parents must schedule a conference with the school to discuss the recurrent offense.

Third Offense: Third Warning. The student will receive a zero on the assignment, and the incident will be recorded and placed in the student's record. The student's parents must schedule a conference with the school to discuss the recurrent offense, and must sign a form acknowledging that they understand that any future violations of academic integrity will result in disciplinary action that will possibly result in the students' dismissal from the school.

Fourth Offense: Disciplinary Action. Appropriate disciplinary action will be determined on a case by-case basis by a disciplinary committee comprised of the teacher, the respective IB Coordinator, the Head of School and the Dean of Students. Given that acts of malpractice can vary greatly in levels of severity, disciplinary consequences will be determined based on the
severity of the offense and, the level of the student's intent as discerned by the Head of School through the evidence and conclusions presented from the IB Coordinator's investigation. Disciplinary action may include one or more of the following:

- The student will be placed on probationary status with an action plan. Progress will be reviewed after three months, at which time the student's status may be adjusted.

- The student will be given in-school detention accompanied by community service for a minimum period of three days and maximum period of one week.

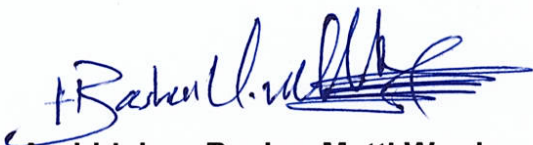- The student will be permanently dismissed from the school.

Continuum:

PYP: No additional consequences need to be specified for the PYP. All cases of academic malpractice will be handled according to the steps listed above.

MYP: If an MYP student is suspected of malpractice on an assessment to be moderated externally

by the IB, and there is enough time before the internal deadline for submitting the work to the IB, the student will be given the opportunity to redo the work authentically. Internal sanctions will be applied. If there is not sufficient time for the student to redo the work, the student is aware that their work will be marked zero, and that the school will notify the IB in writing of the malpractice that occurred. In addition to incurring internal sanctions, such an incident could prevent the student from passing the subject in question and/or passing the MYP.

Approved by:

Archbishop Bashar Matti Warda

Mar Qardakh School Governor

Hala Warda

Head of School