

MVHS Academic Integrity Policy

Academic integrity definition

“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*, p. 3). All IB students are expected to understand:

- Their responsibility for producing authentic and genuine individual and group work
- How to correctly attribute sources, acknowledge the work and ideas of others
- The responsible use of information technology and social media
- How to observe and adhere to ethical and honest practice during examinations

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*, p. 5). 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 validly. Academic misconduct or school maladministration 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 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.

Expectations and responsibilities of the school leadership team

The school leadership team and staff are equally responsible for creating, 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 both students and teachers. This can be seen in the development of the school’s academic integrity policy, building on discussions within the leadership team, staff, parents, and students.

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. The expectation would be that teachers produce activities in the classroom to develop academic integrity skills. The school will communicate the academic integrity policy to the school community annually, and teachers will focus on prevention in the classroom throughout the year.

Expectations and responsibilities of the program coordinator

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*, p. 11). The program coordinator will ensure teachers, students and parents are properly informed of the academic integrity policy and respond to questions. The program coordinator will work with the teachers to develop classroom activities to support all students in developing the skills for academic integrity.

The program coordinator will ensure that teachers have proper access to all subject guides, regulations, and policies. In addition to the school leadership team responsibilities, the program coordinator will ensure compliance with secure storage of confidential IB material policy and the conduct of IB examinations; that 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 be informed and aware of investigations of student academic misconduct and school maladministration (*Academic Integrity*, p.12)

Expectations and responsibilities of teaching staff

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. Teachers must first instruct students on expectations of academic integrity and provide supports and resources to develop such skills. Teachers will include an academic honesty statement in their syllabi and ensure the students read and understand the academic integrity policy.

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. 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*, p. 14).

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 one time on formal IB assessments before final submission.
- Ensuring student work is appropriately labelled.
- Cross-referencing student work across groups to prevent collusion.
- Respond to student academic misconduct and supports the school's and IB's investigations.
- Respond to school maladministration and support the school's and IB's investigations.

Expectations and responsibilities of students

"In the context of academic integrity, one of the most important attributes is to be 'principled' and all students participating in IB programmes are expected to act honestly, responsibly and ethically" (*Academic Integrity*, p. 15). 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.

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. 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.

According to *Academic Integrity* (p. 16) students are expected to:

- Have a full understanding of their school's 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, examinations and quizzes in an honest manner and to the best of their abilities

- 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 undue assistance to peers in the completion of their work
- show a responsible use of the internet and associated social media platforms.

Expectations and responsibilities of parents and legal guardians

It is important for parents to provide honest feedback and expectations for their children. Parents are a member of the education team and expected to encourage their children to observe the rules and complete all work according to the 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*, p. 18). Before entering the Diploma Program, both students and parents must sign the MVHS IB Honor code.

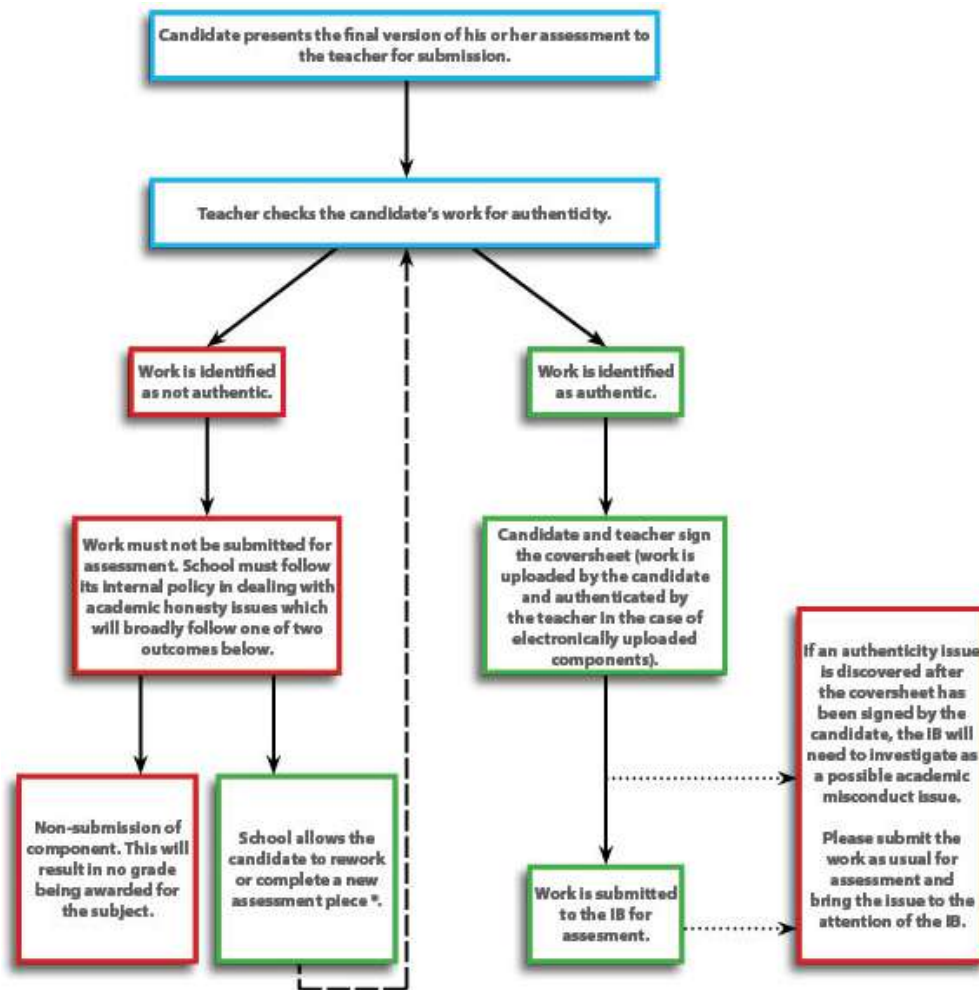
Measures taken to provide education and support

Teachers are responsible for instructing the students on how to demonstrate academic integrity and explain examples of misconduct. They 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 searches 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.

See diagram below from *Handbook of Procedures*, 2015.



* Please note that some assessment components can only be completed once (so cannot be reworked or attempted again). In these instances a non-submission of component must be obeyed. Please see relevant subject guide for clarification.

School maladministration (types, investigation protocols, actions/sanctions)

“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*, p. 20)

Types: Examples of school administration can be seen when a subject teacher provides excessive assistance on formally assessed coursework or provides multiple edits to the work, providing an unfair advantage to the student. When an examination is under way, acts of maladministration can also be committed by school administrators or invigilators. Examples of this can include:

- 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

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*, 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 an opportunity to respond in writing with required explanations and documentation.

Actions/sanctions: Depending on the results of the investigation, either 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*, p.28).

Student academic misconduct (types, investigation protocols, actions/sanctions)

“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 paper based and on-screen.” (*Academic Integrity*, p. 23)

According to *General Regulations Diploma Programme* (2019, p12), the IB Organization defines academic misconduct as behavior (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behavior that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. plagiarism—this 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 paraphrasing sources, which also need to be cited properly.
- b. collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another
- c. duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements
- d. misconduct during an IB examination (for example, taking unauthorized material into an examination, behavior that disrupts the examination or distracts other candidates, or communicating with another candidate)
- e. unethical behavior such as the inclusion of inappropriate material in any assessment materials or the break of ethical guidelines when conducting research
- f. 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).

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, per 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 in the counseling screen on the student's record, and the appropriate discipline will be assigned per 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 IBO. If IBO requests additional documentation or statements, the IB Coordinator will then communicate with all parties to complete the necessary paperwork.

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; Saturday school is assigned. 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 – for students in the 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 – for students in the DP.

Student academic misconduct in written and on-screen examinations: This occurs when students possess banned items (notes, phones, other IT) during an examination. Disrupting the testing environment and using social media platforms to share examination materials or discuss examination content are also examples.

Investigation protocols: Once the IB establishes there is evidence to suspect a student of academic misconduct, an investigation will be carried out. IB will notify the school and request relevant documentation, including a student written statement. The student can be withdrawn from the examination session or from the subject(s) in which academic misconduct may have occurred (*Academic Integrity*, p. 25). An internal panel will review documentation and issue a result to their investigation.

Student sanctions: 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* document.

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Plagiarism <i>Copying external sources.</i>	Not applicable.	Between 40–50 consecutive words and incomplete acknowledgement of copied source(s).	More than 51 consecutive words copied and no acknowledgement of source(s) given—see note 3.	Not applicable.
Peer plagiarism <i>Copying work from another student.</i>	Not applicable.	Between 40–50 consecutive words with no acknowledgement and/or attempt to cite the copied source(s).	More than 51 consecutive words copied or submitting somebody else’s work as one’s own.	Not applicable.
Peer plagiarism <i>Student lending or facilitating their work.</i>	Student took reasonable steps to prevent their work being copied.	Student took no steps to prevent their work being copied or actively encouraged the copying of their work.	Student actively tried to sell their work to be submitted by others.	Student actively tried to sell the work of third parties to be submitted by others.
Collusion <i>Coursework only and when working collaboratively.</i>	Work of students show close similarity.	Work of students has similarities—less than 30%—and/or identical sections.	Work of students has extensive similarities—more than 31%—and/or identical sections.	Not applicable.
Submitting work commissioned, edited by, or obtained from a third party—see note 4	Not applicable.	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	Student submits work that was entirely produced or edited by a third party. <i>A penalty will be applied for any student in the same or different school providing the service or facilitating work.</i>	For a student in the same or another IB World School providing the service.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Inclusion of inappropriate, offensive, or obscene material	Minor offence—see note 5.	Moderate offence—see note 6.	Major offence—see note 7.	Major offence.
Duplication of work	Not applicable.	Presentation of the same work for different assessment components or subjects. <i>Partial reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Presentation of the same work for different assessment components or subjects. <i>Complete reuse of materials; penalties will be applied to both subjects with reused materials.</i>	Not applicable.
Falsification of data	Not applicable.	Presentation of work based on false or fabricated data.	Not applicable.	Not applicable.

Conduct during an examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Possessing unauthorized material in the examination room—see note 8	In candidate's possession but surrendered or removed during the first 10 minutes of the examination.	In candidate's possession but no evidence of it being used during the examination.	In candidate's possession and evidence of it being used during the examination.	Not applicable.
Exhibiting misconduct or disruptive behaviour during an examination—see note 9	Not applicable.	Non-compliance with the invigilator's instructions during one component.	Repeated non-compliance with the invigilator's instructions during one examination or non-compliance during two or more examinations. <i>Penalties could be applied to multiple subjects if incidents happen during the completion of</i>	Not applicable.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
			<i>different subject papers.</i>	
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time—or attempting to	Not applicable.	Not applicable.	When candidates try, successfully or not, to share answers and/or examination content with others. <i>Penalties will be applied to all candidates participating in the incident.</i>	For a candidate in the same or another IB World School aiding other candidates.
Removal of secure materials such as examination papers, questions and answer booklets, from the examination room	Not applicable.	Candidate attempting to remove secure materials, but identified by invigilators before leaving examination room.	Candidate successfully removing secure materials from the examination room.	Not applicable.
Impersonating an IB candidate—both impersonator and person allowing impersonation	Not applicable.	Not applicable.	For both candidates allowing or conducting an impersonation.	For the candidate conducting the impersonation. <i>If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for.</i> <i>If the impersonator is an IB graduate, the IB will apply penalties retrospectively.</i>
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Conduct that threatens the Integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Gaining access to IB examination papers before examination’s scheduled time	Not applicable.	Not applicable.	Candidate in possession of partial or complete live examination content.	When in possession of partial or complete live examination content.
Sharing of IB examination paper content before or during the examination’s scheduled time, or within 24 hours after the examination	Not applicable.	Not applicable.	Candidate sharing partial or complete live examination content through any means, including but not limited to, email, text messages and the internet, even when shared information is general.	Assisted the sharing of partial or complete live examination content.
Assisting another student(s) in committing an act of academic misconduct—see note 10	Not applicable.	Not applicable.	When a student assists the act of misconduct.	When a student assists the act of misconduct.
Failing to report an incident of academic misconduct	Not applicable.	Not applicable.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.	When student is aware of the act of misconduct, but decides not to report it to their school administrators.

Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Not cooperating with an investigation, whether involved or not	Not applicable.	Not applicable.	When a student shows any of these behaviours and/or refuses to submit a statement.	When a student shows any of these behaviours and/or refuses to submit a statement.

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Providing misleading or demonstratively false information	Not applicable.	Not applicable.		
Attempting to influence witnesses	Not applicable.	Not applicable.		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable.	Not applicable.		

Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned—see note 1	Level 3b penalty No grade for “parallel” subjects—see note 2
Forgery or falsification of IB grades or certificates <i>Attempt to fraudulently amend a result in a subject—electronic or hard-copy certificates and transcripts.</i>	Not applicable.	Not applicable.	Students may receive additional sanctions depending on the number of subjects affected.	

MVHS IB Honor Code

Our IB Honor Code, specifying consequences to misconduct is more severe than the MVHS school-wide policy in order to prepare students for the severity of the collegiate response to malpractice. Malpractice includes the following: plagiarism, collusion, duplication of work, and any other behavior that gains an unfair advantage for a candidate. Offenses are accumulated over all subject areas for the two years of each program. The consequences are outlined below:

- 1st 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 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.

A policy on review of the policy

The policy will be reviewed annually by the leadership team and IB DP teachers in order to 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 supports and services are provided for inclusion students.