



ICS Policy & Practice

Academic Integrity



Introduction

ICS is a community of learners. One of our highest ideals is ethical practice in learning, or Academic Integrity. With this in mind, it is critical that both faculty and students protect and maintain our integrity in academic work. In order to ensure high standards, all students are expected to learn the ethical practices of research and scholarship, both individual and collaborative. An understanding of Academic Integrity, including Academic Misconduct, is crucial to a student's participation in the IBDP and to his or her success at ICS.

This policy defines key concepts, outlines procedures, and provides explanations regarding all matters related to Academic Integrity at ICS.

“Academic Integrity” refers to the practice and concept of assuring that all academic work is the product of one's own thinking, research, creativity, and inquiry and, where it is not, that all sources of information that is not common knowledge are acknowledged according to standard acceptable practices.

Foundational Principles

Vision

We strive to be Our Best with Africa and Our world

Mission

We nurture the talents, character and intellect of all learners, challenging them to be a positive influence and empowering them to excel in their world.

ICS Learner Profile

The ICS Learner Profile is the core and foundation of what we teach at ICS. We believe that these traits will help our students develop into compassionate, engaged and active global citizens.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. *At ICS, we believe that principled learning and scholarship involve authentic, ethical research and referencing.*

BALANCED: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. *At ICS, we read a variety of books and gather information from sources in different formats.*

THINKERS: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions. *At ICS, we think about our role in being the best with Africa and the world. We use our critical and creative thinking skills to produce academic work of high standards.*

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance. *At ICS, we believe in reaching our highest potential, which includes always seeking and constructing new knowledge.*

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life. *At ICS, we celebrate questions, mistakes, and continuous growth.*

*The ICS Learner Profile is based on the IB Learner Profile, International Baccalaureate Organization 2013

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This Policy & Practice shall be reviewed annually by the PYP and DP Coordinators, the Elementary School Principal, Middle School Principal, High School Principal, Executive Director of Learning, and Librarians in consultation with the Faculty.

Responsibilities and Rights

Student Responsibilities

- Be *Principled*
- Understand the ICS Academic Integrity Policy.
- Complete all work in a manner that is consistent with the guidelines and policies above.

Student Rights

- Each student has the right to see and enjoy school as a place for self-improvement and personal growth. In doing so, students are expected to conduct their affairs in such a way as to assure other students the same opportunities without serving to restrict or inhibit their individual or collective rights.
- Students are entitled to respect, courtesy, and consideration by every other student, teacher, and school employee, to know what the rules are, to be notified of charges against them, to be provided the opportunity to respond to those charges, to appeal a decision about the charges to a higher level of authority when s/he feels unfairly treated, and to have the charges or penalties removed from their records if their innocence or non-involvement has been demonstrated by the evidence.
- Charges of academic misconduct may be appealed to one of the following; the teacher, counselors, the Curriculum Coordinators, the Assistant Principals.

Teacher Responsibilities

- Use MLA in teaching and learning
- Understand the ICS Academic Integrity Policy.
- Understand the requirements of the IB programs.
- Act in a manner that is consistent with the guidelines and policies above.
- In High School and Middle School, we support students by teaching about Academic Integrity as part of the core curriculum in every course and in Advisory. In Elementary School, we teach academic integrity in ways that meet developmental understanding.
- Teachers integrate teaching proper citation and referencing in their lessons.

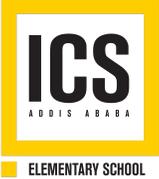
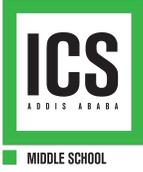
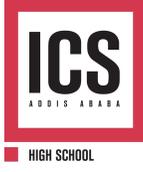
Parent Responsibilities

- Understand and support the ICS Academic Integrity Policy.
- Understand the requirements of the IB programmes.
- Assist students to manage their time effectively and to act in a proactive manner and to contact their teachers for support.

Academic Integrity Education and Support

- All ICS students are taught developmentally appropriate concepts and expectations of Academic Integrity on an on-going basis.
- In each division, the IB/curriculum coordinator is responsible for rolling out this Academic Integrity Policy and Practice.
- The school's librarians provide workshops on referencing and citation at all levels of the school.
- The ICS Extended Essay Coordinator works with each Diploma student to provide guidance on Academic Integrity, including proper referencing and citations, in the Extended Essay. The Extended Essay Coordinator also provides all teachers and Extended Essay supervisors with training and instruction in these matters.
- ICS teachers make use of online technology such as Turnitin.com, Google originality reports to provide instruction and guidance about Academic Integrity in all courses. In the IBDP, students are required to submit all internal written assessments and all external written assignments to turnitin.com as a pro-active check against plagiarism.

The following measures are taken in each school division to ensure that all members of the ICS Community understand and practice Academic Integrity on a routine basis:

 <p>ICS ADDIS ABABA ELEMENTARY SCHOOL</p>	<ul style="list-style-type: none"> • All students learn developmentally appropriate reading and note-taking skills in various units of inquiry through instruction from the classroom teacher and/or the ES Librarian. • Grade 5 students learn to use the NoodleTools research platform for archiving, annotating, and sharing their research through proper attribution and citations using MLA style. • The Approaches to Learning, particularly research skills, play an integral role in developing understanding of academic integrity. These skills are integrated into the Programme of Inquiry.
 <p>ICS ADDIS ABABA MIDDLE SCHOOL</p>	<ul style="list-style-type: none"> • MS students learn how to use referencing platforms such as NoodleTools research platform for archiving, annotating, and sharing their research through proper attribution and citations using MLA style. • Students learn reading and note-taking skills in their core subject areas and in integrated units with the MS/HS Librarian. • The Approaches to Learning skills of Research is integral to students understanding Academic Integrity
 <p>ICS ADDIS ABABA HIGH SCHOOL</p>	<ul style="list-style-type: none"> • HS students learn how to use referencing platforms such as NoodleTools and other tools for archiving, annotating, and sharing their research through proper attribution and citations using MLA style. • Students learn reading and note-taking skills in all classes. <ul style="list-style-type: none"> ○ Consider change: Students learn Approaches to Learning skills that include research, self-management, thinking and communication skills throughout specific subjects. • High School and Middle School students utilize a multitude of digital tools to enhance their writing. These tools include, but are not limited to, NoodleTools, Turnitin.com, Google Authenticity Check, and Google Citation Tools. • The Approaches to Learning skills of Research is integral to students understanding Academic Integrity

Types of Academic Misconduct

- **Plagiarism:** copying the work of others, peer plagiarism (copying the work of another student, or a student lending or facilitating another student's work).
- **Collusion:** supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- **Duplication of work:** presentation of the same work for different assessment components and/or course requirements.
- Misconduct includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination. Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Adapted from IB "Academic integrity"

Avoid plagiarism:

- Stick to your project schedule, allow plenty of time to plan and write;
- Keep your sources and notes organized;
- Summarize, paraphrase, and quote where appropriate;
- Include good citations (use Noodletools);
- Turn to your teacher for advice whenever needed.

Avoid collusion:

- Work on your own unless instructed otherwise;
- Do not copy another student's work;
- Be careful about sharing your work with others who may present your work as their own;

Avoid duplication of work:

- Reusing your work for another assignment without noting it is self-plagiarism. Talk to your teacher if you need advice regarding a particular piece.

Avoid other types of plagiarism:

- Do not falsify or fabricate data;
- Do not ask anyone to produce your work for you.

IB Statement: Intent

"The IB has no means of knowing whether an act of academic misconduct was deliberate or not. Students should know how to indicate and cite material that is not their own. Students are also expected to follow the rules of acceptable behaviour in the exam room and around the time of the examination. For these reasons, a student's intent cannot be taken into account if the IB investigates an alleged breach of the General regulations: Diploma Programme. Be aware that a breach of IB regulations will have serious consequences." (Academic Integrity in the Diploma Programme, 2014, IBO)

Consequences of Academic Misconduct

Every case of academic misconduct must be reported to the division Principals and will be addressed on a case-by-case basis. The primary objective of responding to academic misconduct is to counsel and educate the student about the importance of ethical behaviour within the context of academic honesty. The following consequences may be given to ensure the student's understanding and compliance. :

- 1st step- a discussion with the subject teacher about the reasons why the behaviour occurred;
- Resubmission for tasks that were dishonestly completed;
- A possible meeting with their parents and a school representative;
- Repeated offences will require a conversation with the administration and could result in suspension;

For an instance of academic dishonesty in the IBDP, this may lead to the forfeiting of the IB Diploma and/or the IB Certificate for the specific course.

Works Cited

["Academic Integrity."](https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf) IBO.org, International Baccalaureate Organization, 1 Oct. 2019, www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf. Accessed 3 Feb. 2021.

["Avoiding Plagiarism Poster."](#) Turnitin, Turnitin Teaching and Learning Innovations Team, 14 Aug. 2020 Accessed 20 Jan. 2021.

[Effective Citing and Referencing.](#) International Baccalaureate Organization, 2014 Accessed 26 Jan. 2017.