INTERNATIONAL
COMMUNITY
SCHOOL

Academic Integrity Policy and Practice Handbook

This Policy & Practice shall be reviewed annually by the PYP, MYP, DP/CP Coordinators, sectional Principals, Executive Director of Learning, and Librarians in consultation with the Faculty. Next review is 2025-26.

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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 IB Programmes and to his or her success at ICS.

Guided by the International Baccalaureate Academic Integrity Policy, this policy document defines key concepts, outlines procedures, and provides explanations regarding all matters related to Academic Integrity at ICS.

Academic Integrity

According to The International Baccalaureate®, 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 behaviour in the production of legitimate, authentic and honest scholarly work.
>
> (*What is Academic Integrity? International Baccalaureate Organisation (IBO) 2019 p.3*)

"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.

IB Academic Integrity Guidance

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.*

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

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.*

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

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.*

COURAGEOUS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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.*

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.*

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

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

Key terms

Academic integrity: Choosing to act in a responsible way whereby others can have trust in us as individuals. It is a foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work, and in the authentic construction of meaning and learning in all IB programmes.

Academic Misconduct: "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." (p3)

Balance of probabilities approach

"Balance of probability" means that 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.

Collusion: Coordinators need to be aware that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, collusion occurs when this goes beyond collaboration, for example, when a single or similar version of a report is presented by a number of candidates as their own individual work.

Conflict of interest

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

Plagiarism: the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. (p46) The IB uses plagiarism detection software to identify when this occurs.

See also: *Effective citing and planning*

Malpractice: "behaviour that may be either deliberate or inadvertent. Behaviour that may disadvantage another candidate is also regarded as academic misconduct." (IBO, 2014, 12)

School maladministration

The IB defines school maladministration as 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.

Student academic misconduct

The IB defines student academic misconduct as 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 happen before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Unprecedented or extraordinary incidents

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Modified from "Academic Integrity" (2019), IBO.org

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.

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 they feel 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.
- 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.

PYP/MYP/DP/CP Coordinators
- Programme coordinators are responsible for organising meetings with teachers, students and their parents to explain the academic integrity policy and respond to any questions.
- Coordinators must ensure all stakeholders have a copy of and understand the school's academic integrity policy and the programme relevant IB regulations.

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

Standard: Students as lifelong learners (0402)

Ensuring that students and teachers comply with IB academic integrity guidelines and acknowledge the intellectual property of others in their work.

Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.

- 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 or Draftback 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:**

PYP
- 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.   *For more guidance and more information, see Elementary School Handbook*

MYP 6 - 10
Academic integrity is explicitly taught as part of the curriculum and is directly linked to Approaches to Learning (ATL) skills. Students are given clear pathways to build the skills needed for academic integrity through the development of ATLs such as self-management, research and communication (IBO, 2016, pg.12).   - Students learn reading and note-taking skills in all MYP disciplines and integrated units with the MS/HS Librarian.   - The Approaches to Learning skills of Research is integral to students understanding Academic Integrity   **Personal Projects** Academic Integrity is essential for success in the Personal Project. All work must be the work of the individual student or properly cited and listed in a bibliography. All students must complete the Academic Honesty Form before the end of the project *For more guidance and more information, see Academic Integrity: Practice and Procedures MYP 6 - 10*

Diploma and Career Related programme
- DP/CP 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.   - 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 *For more guidance and more information, see High School Handbook*

School Maladministration

Summarized by ChatGPT from IB "Academic Integrity Policy"

School maladministration involves actions of ICS or its staff that violate IB rules, jeopardizing the fairness of assessments. Examples include unauthorized assistance during coursework, improper conduct during examinations, and failure to secure examination materials. Such actions compromise assessment integrity and may require affected students to retake assessments in future sessions.

Cases of school maladministration may occur at different times in the assessment cycle and may affect the assessment components of coursework, or the examinations. When a subject teacher provides excessive assistance to their students during the coursework production process, they may be committing maladministration in an involuntary and/or well-intentioned manner. The subject guides provide clear information about what is or is not considered acceptable. For example, a teacher may provide a template or framework, and while this ensures that their students complete the task correctly, this level of support may affect the very nature of the task. Also, if a teacher allows excessive edits to the work, in contradiction to the instructions of the subject guide, this extra help could represent 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.

Maladministration can occur at any stage of the assessment process, and its detection often leads to investigations involving school administrators, teachers, and external stakeholders. ICS will ensure compliance with IB regulations and report any incidents promptly by following the IB investigation process (*Appendix 1*)

Student Academic Misconduct

Academic misconduct by students includes deliberate or inadvertent actions that result in unfair advantages during assessments, such as plagiarism, possession of unauthorized materials, or disruptive behavior during exams. Misconduct also encompasses sharing examination content via social media or collaborating improperly on coursework. ICS will educate students on ethical practices and report incidents promptly. Suspected cases trigger an investigation, requiring statements and evidence from all parties involved. ICS will investigate instances of misconduct using the IB investigation flowchart. (*Appendix 2*)

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.

To Avoid plagiarism:

Use ATL skills such as self management and affective skills to:
- 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.

To 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.

To Avoid other types of plagiarism:

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

Sanctions for Maladministration and Misconduct

Sanctions ensure accountability and uphold assessment integrity. Penalties for schools include warnings, the revocation of IB authorization, or staff disqualifications from delivering IB programs. Students face consequences such as reduced grades, retake requirements, or permanent disqualification from IB certification. The severity of sanctions is determined using penalty matrices [LINK], considering the evidence and mitigating factors. Persistent or egregious violations may lead to the withdrawal of awards or the inability to pursue further IB programs. By registering for IB programs, ICS acknowledges the IB's authority to impose these sanctions as part of its commitment to maintaining academic integrity.

Section and programme a specific consequences can be found in the relevant sectional or programme handbooks (*Elementary School Handbook, Academic Integrity: Practice and Procedures MYP 6 - 10, High School Handbook*)

Completion of coursework

This section is directly derived from the IB penalty matrices and details different aspects of school maladministration and the level of penalty that may be applied by the IB.
(*"Academic Integrity",* IBO 2023)

Infringements related to the completion of coursework	Actions or sanctions—multiple actions may be taken
Providing undue assistance to candidates such as over-editing or templating or manipulating finished pieces of work for improvement.	• 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 • Bring forward the evaluation visit • Recommend relevant IB training • Include school in session monitoring for two consecutive sessions
Allowing the submission of work produced by third parties such as teachers, tutors, parents/legal guardians and peers.	
Awarding mark—zero (0)—for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases— more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

Conduct during an examination

Infringements related to examination conditions	Actions or sanctions—multiple actions may be taken
Allowing candidates to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Request immediate corrective action • Formal warning letter and action plan to address
Failing to provide appropriate invigilation for an examination.	

Giving unauthorized additional time to candidates.	incident • Immediate inspection visit • Mandate relevant IB training • Include school in session monitoring for three consecutive sessions
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that candidates are allowed to bring into the examination.	
Allowing candidates to share materials or communicate during the examination.	
Not complying with authorized inclusive assessment arrangements.	
Failing to ask candidates to surrender unauthorized materials before the start of the examination.	
Assisting candidates with the completion or the understanding of questions during the examination.	
Failing to maintain examination security.[3]	
Leaving candidates unsupervised during an examination or unaccompanied during bathroom breaks.	
Amending responses to completed examination scripts prior to dispatch.	
Not sending the completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP candidate response files to the IB within three days without an acceptable reason.	

Undermining the integrity of assessments

Infringements relating to school leadership undermining the integrity of IB assessments	Actions or sanctions—multiple actions may be taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give candidates an unfair advantage.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Immediate inspection visit • Controlled dispatch of IB examination papers[4] • Deployment of independent invigilators[5] • Relocation of candidates to another venue[6] • Annulment of grades for the candidates concerned or the entire cohort • Authorization withdrawal
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct	

or school or teacher maladministration.	• Include school in session monitoring for five consecutive sessions
Failing to report an examination security breach or alleged breach.	

Explanatory notes

1. Undue assistance covers scenarios such as:
    a. templating—subject teachers, or other third parties, prepare a template to ensure that all candidates follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be construed by the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.
    b. over-editing—subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are only expected to provide comments in the margins of a piece of work, but not to extend their support to become a full editing exercise.
2. Session monitoring covers actions such as:
    a. quality assurance checks of all available pieces of work in IB systems for plagiarism
    b. quality assurance checks of all available pieces of work in IB systems for overlap in content
    c. check of response patterns to examination papers, including multiple-choice questions.
3. Failure to maintain examination security, including on-screen, oral and written examinations, includes examples such as:
    a. non-secure storage of examination materials
    b. not opening examination papers in front of the candidates
    c. obtaining examination questions and papers illicitly
    d. logging in to see the content of an on-screen examination before the scheduled time
    e. sharing extracts and guiding questions or photographs or prompts for individual oral examinations and commentaries
    f. discussing or sharing information within a 24-hour period after the examination ending
    g. sharing examination papers with subject teachers within a 24-hour period after the examination ending.

4. "Controlled dispatch of IB examination papers" means that the IB will decide where and when to send the papers and whether they will be sent to a third party that will oversee the delivery of all examinations, at the school's expense.

5. "Deployment of independent invigilators" means that the IB will appoint independent invigilators to oversee the conduct of all examinations, at the school's expense. If deemed appropriate, the IB will send the examination papers electronically.

6. If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any candidates registered at that school complete their examinations at an alternative venue, as determined by the IB, and at the school's expense.

Penalty Matrices

(*"Academic Integrity"*, IBO 2023)

This section contains the IB penalty matrices detailing infringements by a student and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident refer to "Good practice for investigations".

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 Copying from external sources or peers	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source—see note 3.	Not applicable
Facilitating plagiarism Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that "selling" does not need to involve monetary reward.	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.

Collusion All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source—see note 3.	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. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	Student submits work that was entirely produced or edited by a third party. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	Applicable for a student in the same or different IB World School providing the service.
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. Partial reuse of materials; penalties will be applied to both subjects with reused materials.	Presentation of the same work for different assessment components or subjects. Complete reuse of materials; penalties will be applied to both subjects with reused materials.	Not applicable

Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable

Conduct During 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
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. Penalties could be applied to multiple subjects if incidents happen during the completion of different subject papers.	Not applicable
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or	Not applicable	Not applicable	When a candidate tries, successfully or not, to share answers and/or examination content with others. Penalties will be applied to all	For a candidate in the same or another IB World School aiding other candidates.

			candidates participating in the incident.	
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. *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.* *If the impersonator is an IB graduate, the IB will apply penalties retrospectively.*
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 the examination's scheduled time, be that via any form of communication platform—see note 10	If the candidate immediately reports they are in possession of live examination content, the IB will consider this as a "mitigating circumstance". See note 11 "Mitigating circumstance".	Candidate in possession of partial or complete live examination content.	Not applicable	Not applicable
Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination—see note 12	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.
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.	
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 Attempt to fraudulently amend a result in a subject —electronic or hard-copy certificates and transcripts.	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

Explanatory notes

1. Level 3a penalty—this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.

2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.

3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the candidate's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper references.

4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
   a. friends, family members, or other students in the same or different school, college or university
   b. private tutors
   c. essay writing or copy-editing services
   d. pre-written essay banks
   e. file sharing sites.

5. Minor offences may include but are not restricted to:
   a. conducting research without permission of the participants
   b. including offensive or obscene comments or graphic materials in any assessment component
   c. inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

6. Moderate offences may include but are not restricted to:
   a. conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
   b. conducting research or fieldwork that damages the environment
   c. including offensive or obscene comments or graphic materials in any assessment component.

7. Major offences may include but are not restricted to:

a. producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs

b. falsification or fabrication of data in producing any work

c. inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.

8. Unauthorized materials or items may include but are not restricted to:

a. mobile phones

b. notes

c. study guides

d. candidate's own rough or scratch paper

e. non-permitted dictionaries

f. other prohibited electronic devices such as smart-watches or smart-glasses.

9. Misconduct during examinations may include but is not restricted to:

a. failing to abide by invigilator instructions

b. disruptive behaviour

c. attempting to remove examination materials from the examination room

d. leaving the examination room without permission.

10. Social media or messaging/communication platforms and tools

11. Mitigating circumstance

a. In this specific context, if the candidate in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not applying a penalty for academic misconduct.

12. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:

a. facilitating information to other candidates during the completion time of the examination

b. distributing live examination content before, during or after the scheduled time of that examination through any means.

Artificial Intelligence (AI) at ICS

At ICS Addis we strive to be our best with Africa and our world. To achieve this we must remain at the cutting edge of technology, be innovative, dedicated to learning and have a growth mindset.

Generative AI, machine learning, and many other new advances are rapidly changing the landscape of education, careers and how we complete tasks both personally and professionally. ICS Addis embraces these tools to maximize their potential to enhance our teaching and learning, and supports the IB in their goal to support principled use of AI "to adapt and transform our educational programmes and assessment practices so that students can use these new AI tools ethically and effectively."(Statement from the IB about ChatGPT, 2023)

At ICS Addis, we believe that…

- ICS requires safe, ethical and responsible use of technology, including AI, by the schoolwide community
- Technology can enhance, differentiate and personalize the learning experience for all learners
- Technology use should be balanced, authentic and innovative and that it can provide new and dynamic ways for learners to explore, create, and think
- Technology creates additional opportunities and formats for collaboration, communication, creativity and critical thinking
- We all have a personal and collective responsibility to proactively stay up-to-date and informed on technological advancements, developments and changes including AI and how these changes can enhance learning, work efficiency and lifestyle
- To provide a cutting-edge, state-of-the-art education we must remain committed to our values and remain open to change.
- Due to the ever-changing landscape of technology and AI the ICS Leadership Team alongside other stakeholders will continuously create and revisit guidelines to ensure responsible and highly effective use.
- The regular review of technology, its integration, pedagogy and agreements are essential to remain current in a rapidly changing world

At ICS Addis we agree

- With the IB Statement regarding ChatGPT and generative AI tools, (February 28, 2023).
- With the Appendix 6 of the IB Integrity Policy Spring 2023
- To update our Assessment and Academic Integrity Policies to include the ethical and responsible use of AI tools.
- To leverage the expertise and skills within the community to provide learning and informational sessions for all members of the community with regard to AI generative tools.

- To consider the potential use and impact of AI when creating learning engagements and assessments that empower students to produce authentic work, focus on critical and creative thinking, and develop the skills and dispositions needed now and in the future. (i.e. INTEL Stem program)
- To develop our understanding and use of the ISTE standards, both teacher and student, to support innovation and use of technology, including AI.
- To systematically review the technology, STEM/STEAM resources, and AI usage at the school to ensure the learning is challenging, relevant, authentic and empowering.

For guidance information, visit *Artificial Intelligence (AI) Guidelines for ICS Addis Ababa*

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)

Possible Consequences of Academic Misconduct (AI)

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. :

- 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 offenses 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.

Connections to IB Standards and Practices

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

- Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)
- Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)
- Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect and responsibility. (0301-03-0300)
- Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)
- Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair and consistent. (0301-03-0500)

Lifelong learners 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

- Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)
- Lifelong learners 4.2: Students and teachers acknowledge the intellectual property of others when producing work. (0402-04-0200)
- Lifelong learners 4.3: The school provides support and guidance for students on acknowledging the work of others, including guidance on citation and referencing. (0402-04-0300)
- Lifelong learners 4.4: Teachers discuss with students the significance and importance of producing authentic and original work. (0402-04-0400)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

- DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)
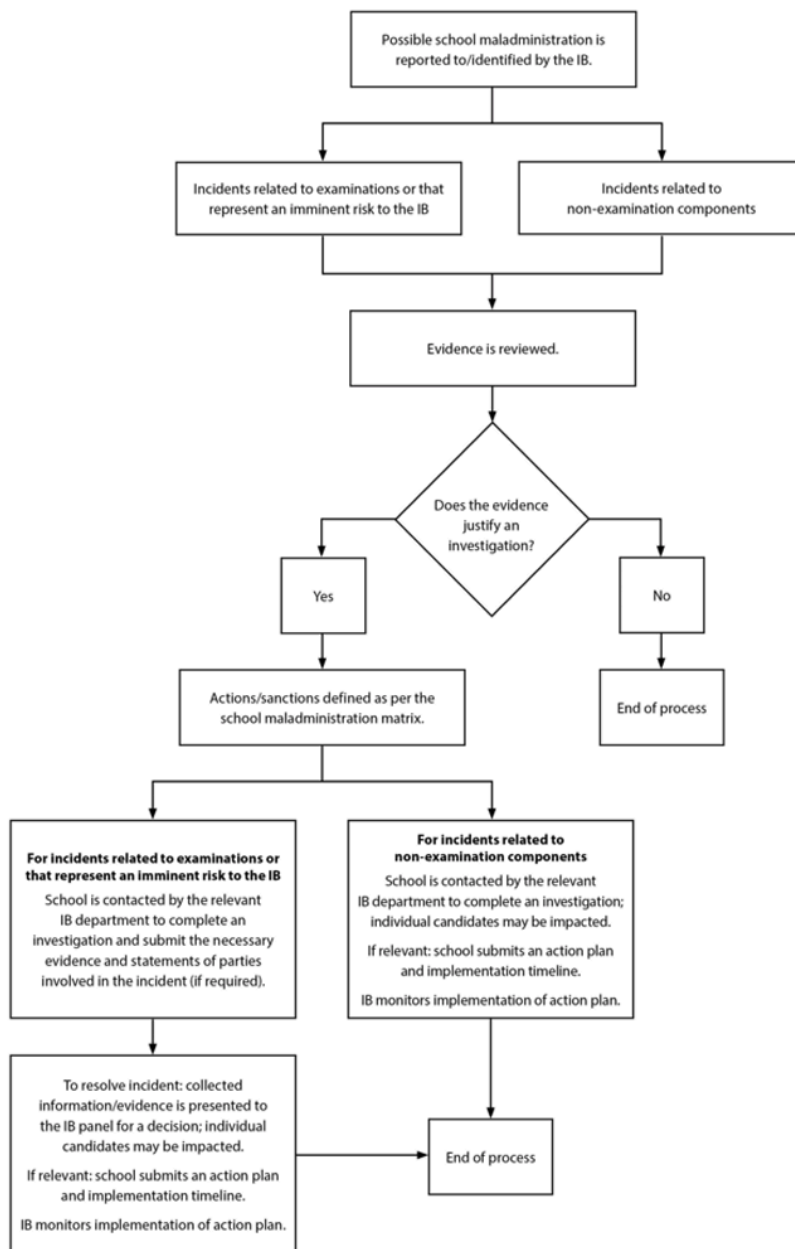- CP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the

Appendix 1

IB Maladministration Investigation Process

Flowchart content:

- Possible school maladministration is reported to/identified by the IB.
  - Incidents related to examinations or that represent an imminent risk to the IB
  - Incidents related to non-examination components
- Evidence is reviewed.
- Does the evidence justify an investigation?
  - Yes → Actions/sanctions defined as per the school maladministration matrix.
  - No → End of process

For incidents related to examinations or that represent an imminent risk to the IB

School is contacted by the relevant IB department to complete an investigation and submit the necessary evidence and statements of parties involved in the incident (if required).

To resolve incident: collected information/evidence is presented to the IB panel for a decision; individual candidates may be impacted.

If relevant: school submits an action plan and implementation timeline.

IB monitors implementation of action plan.

For incidents related to non-examination components

School is contacted by the relevant IB department to complete an investigation; individual candidates may be impacted.

If relevant: school submits an action plan and implementation timeline.

IB monitors implementation of action plan.

End of process

Works Cited

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