The purpose of this document is to provide clear guidance and procedure related to the implementation of the Academic Integrity in EIS.

Egyptian International School

Academic integrity policy

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. *(International Baccalaureate Organization, 2013).*

EIS MISSION STATEMENT

EIS aims to contribute to making the world a better place through education of a new generation an education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.
EIS works towards exposing students to different cultures locally and internationally to foster the development of research and leadership skills.
EIS helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect.
To fulfill this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures.
EIS aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

EIS vision

The EIS vision is to be recognized as a model international school in Egypt that fosters a strong Egyptian identity, bilingual proficiency in Arabic and English, and deep intercultural understanding. The EIS aims to empower students to become ethical leaders, innovative thinkers, and lifelong learners who contribute positively to a peaceful, respectful, and diverse global society.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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.

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.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

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.

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.

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.

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.

RISK-TAKERS
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.

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.

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2017
International Baccalaureate® | Baccalauréat International® | Bachillerato Internacional®

EIS-Zayed ACADEMIC INTEGRITY POLICY

The concept of academic integrity:

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. Academic integrity policy (IB, 2019). Programme standards and practices (PSP) is the foundational set of principles for schools and the IB to ensure quality and fidelity in the implementation of the programmes (IB, 2020).
If the students use the efforts of others, quoting them, and integrating them in his research with reference to their original reference so that they are references that the student used properly without attributing them to himself.

How the policy enhancing the IB learner profile

The integrity policy services in developing the student's learner profile of being caring, knowledgeable and principled.
- The students show big understanding of the concepts and exploring the knowledge
To have integrity with respect for people rights and this appear very clear in their responsibility of their actions and sequences.

Academic Integrity Policy purpose

The Academic Integrity policy purpose is to give the school community a handy tool to understand and implement intellectual property rights. EIS embeds this value in its youngsters through including conducting training sessions on documenting sources where students learn how to use for acknowledging their sources. EIS students develop their knowledge and understanding about the importance of implementing intellectual property rights including:

- To avoid Plagiarism by giving credit to the original source of an idea, piece of information, etc.
- To support one's work with the authoritative work of another author.
- To demonstrate one's knowledge and familiarity with a topic that has been researched.
- To help readers of one's work to find the original source of information that has been used.
- To relate the concept of academic integrity to the learner profile attribute using the five fundamentals: integrity, trust, fairness, respect, and responsibility.
- To embed academic integrity values through multiple channels, including training sessions on source documentation where students master APA conventions for acknowledging sources.

The objectives of the academic integrity policy also include defining and clarifying expectations related to the submitted work and the extent of its authenticity, which are:

- Everyone must document sources of ideas and information that is not public knowledge, even if they are repeated Paraphrased (rewritten in the researcher's style).
- The documents should include both published and unpublished items.

For example, books, articles, and material taken from the Internet, TV programs, lectures by lecturers, private individuals, other students, friends and relatives.

The resources are documented in two ways:

Documentation within the text: The details are documented and where they were quoted in the text to be presented.

References list: Provide full details of the sources used at the end of the requested text.

As a result, the school community will gain a better understanding of academic malpractice (defined below) and will practice its role and responsibilities for preventing all forms of malpractice. This goes hand in hand with the EIS aim to develop the students' learner profile attribute "principled" which is demonstrated through students' acting with integrity and integrity, with a strong sense of fairness, justice and respect for the dignity of the individuals, groups and communities. Consequently, students shall take responsibility for their own actions and bear the consequences that accompany them.

Academic misconduct Definitions

Malpractice

Malpractice is any behaviour that results in, or may result in, a student or group of students gaining unfair advantages in academic work.

Plagiarism

Plagiarism is the representation of the ideas or work of another person as one's own. Examples:

* Submitting as one's own work an examination, paper, homework assignment, or other project (laboratory report, artistic work, computer program, etc.) that was created entirely or partially by someone else.
* Failure to use quotation marks to signal that one is using another person's precise words. Even brief phrases must be enclosed in quotation marks and properly cited.
* Failure to identify the source of the elements of a nonverbal work (for example, a painting, dance, musical composition, photograph/image, or mathematical proof) that are derived from the work of others.
* Handing in a printed image or diagram found online or in a book without referencing where it came from.
* Submitting a piece of art or a photograph taken by someone else as their own original work.

Collusion

Supporting the malpractice of another student or assisting another student's academic misconduct.

Examples:

* Writing a paper or carrying out a project for another student.
* Copying another student's work (with or without their knowledge) and submitting it as their own.
* Allowing another student to copy from one's examination, paper, homework assignment, etc.
* Assisting another student on a take-home examination, paper, homework assignment, etc. unless such assistance is authorized by the instructor.
* Sharing information regarding assessment contents and questions with other students.
* Submitting AI-generated images or other media as original creations without indicating their source.
* Copying text or ideas generated by AI tools and presenting them as their own original work without citation.
* Working together on an individual assignment when it was meant to be done independently

Students' rights

1- Right to be informed: Students have the right to be clearly informed about the school's academic integrity expectations, definitions of misconduct, and potential consequences.
2- Right to a Fair Process: Students have the right to a fair, unbiased, and timely investigation if accused of an academic integrity violation.
3- Right to be heard Students have the right to present their side of the story, evidence, and witnesses before a decision is made.
4- Right to appeal: Students have the right to appeal a decision or sanction if they believe it was made unfairly or without sufficient evidence.
5- Right to support and representation: Students may have the right to seek advice or support from a faculty advisor, student advocate, or legal representative.

Responsibilities and roles:

Student Responsibilities

- Read the Academic Integrity Policy
- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. (Optional: using free online plagiarism checkers) Comply with all internal school deadlines.
- Understand the definitions of what is considered academic misconduct.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Understand the proper way of citing or acknowledging original authorship of work and ideas.
- Understand the proper way of citing or acknowledging original authorship of work and ideas (APA style).
- Report malpractice and help cultivate a culture of academic integrity at their school.

Parent Responsibilities

- Read the Academic Integrity and Integrity Policy
- Encourage their juniors to practice academic integrity
- Encourage their juniors to help cultivate a culture of academic integrity at their school

Teacher Responsibilities

- Begin each semester by reviewing the Academic Integrity Policy with each class including the most effective way to report malpractice
- Confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each candidate
- Understand and implement all school policies
- Demonstrate and model academic integrity in all presentations and projects
- Provide guidance to students on study skills, academic writing, research, and acknowledging sources.
- Purposefully monitor testing environments
- Report and record academic misconduct on a discipline referral

IB Coordinator/Administration Responsibilities

- Ensure that all students, parents, and teachers understand what constitutes academic integrity by

- Facilitate the Academic integrity Committee meetings when needed
- Provide teachers with materials and training necessary to guide students in maintaining academic integrity
- Maintain parent contact and participate in the investigation of academic misconduct and malpractice
- Provide timely reminders and reviews of the IB Learner Profile attributes "Principled"
- Help teachers apply age-appropriate practices to enhance academic integrity for all grade levels.

Use of AI Tools in EIS:

EIS aims to guide students in the ethical, responsible, and transparent use of Artificial Intelligence (AI) tools . AI can support learning when used appropriately, but it must not replace student thinking, understanding, or original work.

- Definition of AI-Generated Text

AI-generated text refers to any content (ideas, explanations, summaries, translations, images, code, or written text) created wholly or partially using Artificial Intelligence tools (e.g., ChatGPT, Grammarly AI, Copilot, image generators, or similar platforms).

- Acceptable Use of AI

Students may use AI tools for:
Brainstorming ideas
Generating outlines or planning structures
Language support (grammar, vocabulary suggestions) *except for language acquisition and language and literature*
Clarifying concepts
Research support (finding keywords or directions)
AI use must always support learning and not replace the student's own thinking or understanding.

- Unacceptable Use of AI

The following are considered academic misconduct:
Submitting AI-generated work as entirely one's own
Using AI to complete assessments without acknowledgment
Copying AI-generated responses without critical thinking or modification
Using AI during assessments where it is explicitly prohibited

- Consequences of Misuse

Misuse of AI will be addressed according to the EIS Academic Integrity Policy and may include:
Requirement to resubmit work
Loss of marks
Academic Integrity reflection
Disciplinary action for repeated offenses
To ensure academic integrity, the 13 IB scenarios of AI usage are implemented as a formal framework for students, teachers, and parents when engaging with AI during the coursework process.
https://resources.ibo.org/data/g_0_malpr_css_2410_2long_e.pdf

Academic Integrity for the PYP

In the PYP classroom, teachers verify a "constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills" (Programme standards and practices, p. 6) through observation and conversations with learners. In PYP we explore the concept of academic integrity alongside the IB learner profile attributes, and what these would look like for students and teachers. On the other hand, when PYP work is completed out of the classroom, others share responsibility for ensuring a piece of work is the student's own. Academic integrity goes beyond a definition and a well-structured school policy; it should also be part of an "ethical culture" of any educational institution, be that a primary school or a university." (IB, 2019, p. 3)

Teachers and school administrators model the ethical principles of academic integrity by acknowledging where their materials or ideas have originally come from; for example, a resource was created to provide guidance on how to find and cite images and sounds.

Students are encouraged to take responsibility for their own work, and to be honest about their own academic capabilities. We also recognize that everyone makes mistakes and that these should be viewed as learning opportunities. We try to ensure that every student has an opportunity to reflect on their mistakes and redo work that may have been copied and pasted.

The teacher librarian attends planning meetings to support the embedding of the principles of academic integrity within the units of inquiry and assessment tasks.

The school encourages academic integrity by: (Academic integrity in the IB Jude Carroll page 4)

- discussing appropriate help regularly with parents.
- Learners understand that they should be principled when using other people's ideas.
- ensuring parents and learners understand what the learner profile value of academic integrity means
- making clear what will happen if submitted work is not the learner's own.
- Designing assessment criteria that value and reward the work required, rather than only the result.
- Teaching ways to acknowledge others: learners can learn to use quotation marks to mark others' words or describe what help was useful and why
- Teaching reflection on the learning process: reflective writing about sources as in "When I read about xxx, I thought.
- Values learners' hard work rather than stressing formal citation or demonizing copying.
- Help students accept and recognize that everyone makes mistakes and that these should be viewed as new learning opportunities.
- Discuss the ethical use of AI tools inside and outside the classroom.
- Clarify accurate tools to avoid poor citation practices (which can lead to unintentional plagiarism)

The learners' work will be creative and honest if learners show how they have used others' work.

Academic Integrity for the MYP

In the Middle Years Programme (MYP), learning is an active and inquiry-based process in which students build understanding by using their **Approaches to Learning (ATL)** skills. These skills help students research thoughtfully, think critically, communicate honestly, and manage information responsibly. As students explore a wide range of sources, academic integrity ensures that learning remains authentic, meaningful, and fair.

Academic integrity in the MYP is not only about correct citation; it is about being honest, responsible, and respectful of others' ideas. Students are expected to clearly acknowledge sources, show their own thinking, and use digital tools, including artificial intelligence, in ways that support learning rather than replace it. Through this, students learn that ethical choices are essential to building real understanding.

Being **Principled**, as outlined in the IB learner profile, is central to academic integrity. Students are encouraged to act with fairness, take responsibility for their work, and reflect on their learning choices. When mistakes happen, they are treated as opportunities to learn and grow, with guidance and support helping students improve their academic skills.

Academic integrity is a shared responsibility within the MYP community. Teachers model ethical practices and provide clear expectations, students apply integrity in their learning and assessments, and parents support honest learning at home. Together, the community creates a transparent and supportive environment that helps students become confident, responsible, and ethical learners for life.

Turnitin Similarity (MYP and DP):

To uphold academic integrity, the school uses Turnitin for submissions across all MYP and DP students. Turnitin helps teachers identify text similarity and potential AI-assisted writing. Results are not used in isolation to determine misconduct.

Scope

- Applies to all significant class submissions and assessed tasks across MYP (Years 1–5) and the DP.
- Similarity filters are applied (e.g., bibliography, quotations, small matches, template text) before interpretation.

Declaration:

- Each student must sign a declaration confirming understanding and acceptance of the policy, including awareness of consequences for misconduct.

- As a student at the Egyptian International School, I confirm that I am fully aware of the principles of intellectual property. I am, ..., enrolled in grade ..... for the academic year 20../20.., commit to adhering to the principles of academic integrity as outlined in the school's policy. I pledge not to submit any work belonging to others as my own and to acknowledge all sources of information using the APA citation style. I understand that any form of plagiarism, collusion, falsification, cheating, duplication, or other academic misconduct is a violation of this policy. I accept full responsibility for my actions and acknowledge the consequences as described in the academic integrity policy , which may include disqualification from the IB programme at the Egyptian International School.

- Student Signature: _____ Date: _____

Middle years Programme (MYP): Internal procedures and consequences

In cases of suspected academic misconduct in the MYP, the school arranges an investigation meeting with the student, the subject teacher, and the MYP Coordinator. During the meeting, the team reviews the concern and available evidence (for example: plagiarism, potential AI usage, or a discrepancy between the work submitted and the student's known ability).
If the evidence confirms academic misconduct, the school applies graduated consequences. These consequences take into account the student's grade level:

During MYP/ PEI 1 & 2	Action taken by the school
1st incident	- Notify parents - Work on student's subject skills and knowledge - Repeat task - Reflect on academic integrity /task - In case of plagiarism: mandatory research remedial session
2nd incident	- Notify parents (official warning) - Repeat task - Receive a Zero in the task - Create an infographic or ppt about avoiding plagiarism
3rd incident	- Notify parents - Receive a Zero in the task - Repeat task
4th incident	- Academic Notice - Parents Meeting - Receive a Zero - Repeat task

MYP/ PEI 3	Action taken by the school
1st incident	- Notify parents (official warning) - Repeat task - Create an infographic or ppt about avoiding plagiarism
2nd incident	- Permanent record on his file - Notify parents - Receive a Zero in the task - Repeat task
3rd incident	- Academic Notice - Parents Meeting - Receive a Zero - Repeat task
4th incident	- Warning for an Attention letter - Receive a Zero - Repeat task

MYP/ PEI 4 & 5	Action taken by the school
1st incident	- Permanent record on his file - Notify parents - Receive a Zero in the task - Repeat task
2nd incident	- Academic Notice - Parents Meeting - Receive a Zero - Repeat task
3rd incident	- Warning for an Attention letter - Receive a Zero - Repeat task
4th incident	- Academic Attention Letter - Receive a Zero - Repeat task

Note: New students in all grade levels will go through the same procedure as MYP 1 & 2 students.

Diploma Programme (DP): Internal procedures and consequences:

A. Investigation stage (when a concern is raised in the DP)
In cases of internal academic misconduct, the school arranges an investigation meeting with the student, the subject teacher, and the DP coordinator/deputy. During the meeting, the team reviews the concern and available evidence (for example: a similarity report, potential AI-use indicators, draft/version history, or a mismatch between the submitted work and the student's demonstrated understanding).
If the evidence indicates the student is responsible for academic misconduct, the school applies the graduated consequences below, taking into account whether the incident relates to a formative/internal task or an IB-submitted DP component (e.g., EE, TOK essay, or similar DP requirements).

B. Consequences (DP) if the student is found responsible
1) First incident
- The student receives a verbal warning.
- The student must redo and resubmit the work in an academically honest form.

2) Second incident (and in case of no compliance)
- The school sends a formal email to the student and parent/guardian requesting modification and resubmission of the work.
- The email includes the relevant evidence (e.g., a similarity report and/or AI-use report) and clearly states that the submitted work does not meet DP academic integrity expectations.
- If the incident relates to an IB-submitted DP component (e.g., EE, TOK essay, or any work being submitted to the IB), the school reports the incident in line with IB requirements.
- If the incident relates to an internal/formative task, the work will not be accepted and the student receives a zero for that task.

3) Third incident
- Same procedures are followed and the student must sign a DP Academic integrity Pledge, confirming full responsibility for the authenticity and integrity of all submitted work.

4) final DP submission / IB reporting stage
- If the work is being submitted to the IB as a final DP component, the school will upload it and, at the same time, file a formal report to the IB outlining the concern and the steps the school has taken. At that point, the matter becomes an IB (programme-level) responsibility.

C. Programme-level implication
If the case involves external academic misconduct, the school applies the IB sanctions set out in the Academic Integrity Policy: https://resources.ibo.org/permalink/11162-58121?lang=en

Internal Consequences for School-based Exam (e.g.: DP Semester exams / End-of-term DP exams/ practice exams, etc.) Misconduct:

- **Talking or causing disruption in the exam room**
  - First incident: the student receives a verbal warning, is reminded of exam rules, and the incident is briefly recorded by the invigilator.
  - Second incident: the student may be moved to another seat or separate room, and parents are informed.
  - Repeated or deliberate disruption: the student may be removed from the exam room, the paper is marked only up to the point of removal, and further disciplinary action may be

taken by school leadership.

- **Cheating from another student or allowing another to copy**
    - The invigilator collects evidence (e.g., papers, notes) and reports the case immediately to the coordinator and school administration.
    - The work in that exam is awarded a mark of zero for all students involved, and the incident is recorded as malpractice according to the school's academic integrity policy.
    - Parents are informed in writing, and the students meet with the coordinator and/or principal to review the policy and sign a written acknowledgement of misconduct.
    - In the case of repeated cheating, additional consequences may include exclusion from future internal examinations, withdrawal of internal privileges, and, for IB-registered candidates, a formal report that may affect IB registration in line with IB regulations.

Draft Review Process in DP:

DP teachers provide students with opportunities to submit draft versions of tasks for teacher review before final submission. Teachers subsequently provide detailed constructive feedback to facilitate further development, ensuring students practice good academic integrity aspects that guarantee misconduct prevention rather than mere detection.

Preventive Strategies at EIS:

At the Egyptian International School, teachers work on developing students' learning and research skills, which enable them to act responsibly and avoid breaches of academic integrity.
These skills include:

1. Collecting and recording information.
2. Understanding and applying intellectual property rights.
3. The ability to compile bibliographies and citations using footnotes and established referencing systems.
4. Distinguishing between primary and secondary sources.
5. Evaluating sources effectively.

Communicating the policy

*All EIS IB policies are posted on the EIS website available for downloading and in an easy Printing format.
*For teachers, training sessions will be conducted along with handing them a printed version of the policy or sent by e-mail. *For students, training sessions will be conducted along
*For parents a version of the policy will be sent by e-mail.

The Academic integrity Policy committee:

- School principal
- IB Coordinators
- Some teachers

Policies connection

It's recommended to read the integrity policy with inclusion policy and assessment policy.

Cycle of Review

- Date of issue: September 2016
- Last review 2025
- Date of review next in 2028
- Then every three years

References:

International Baccalaureate Organization. (2013). *Our mission*. International Baccalaureate Organization.
International Baccalaureate Organization. (2018). *Access and inclusion policy*. International Baccalaureate Organization.
International Baccalaureate Organization. (2018). *Programme standards and practices*. International Baccalaureate Organization.
International Baccalaureate Organization. (2019). *Academic integrity*. International Baccalaureate Organization.
International Baccalaureate Organization. (n.d.). *Removing barriers to learning*. International Baccalaureate Organization.
International Baccalaureate Organization. (n.d.). *Meeting students' learning diversity in the classroom*. International Baccalaureate Organization.
International Baccalaureate Organization. (n.d.). *The IB guide to inclusive education*. International Baccalaureate Organization.
International Baccalaureate Organization. (n.d.). *Evaluating 13 scenarios of Artificial Intelligence (AI) in student coursework.*
International Baccalaureate Organization. (2023). *Artificial intelligence (AI) tools: Common questions and concerns*. International Baccalaureate Organization.
International Baccalaureate Organization. (2025). *Artificial intelligence (AI) in learning, teaching, and assessment*. International Baccalaureate Organization.
International Baccalaureate Organization. (2023). *Diploma Programme assessment procedures*. International Baccalaureate Organization.
International Baccalaureate Organization. (2020). *Rules for IB World Schools: Diploma Programme*. International Baccalaureate Organization.
International Baccalaureate Organization. (2023) Primary Years Programme, Academic integrity in the PYP.