



Mehr.e.Taban
International School

Academic Integrity Policy

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Our Philosophy

Personal integrity and academic honesty are essential ethical principles within Mehr-e Taban International School, demonstrated by principled, authentic, and responsible action in all spheres of school life and work. Guided by the International Baccalaureate (IB), MIS strives to create a culture of “ethical academic practice” and “continuous learning and growth” (IB, 2020 S & P, 11).

Academic honesty is expected of all students and is effectively guided and enforced by administrators and faculty, and supported by parents. The descriptions of malpractice that follow are provided as clear guidelines to ensure authentic academic practice, compliance with the principles that govern ethical practice, and an understanding of malpractice consequences.

The MIS academic honesty brochure (Appendix 1) is given to students with the welcome package at the beginning of each academic year; students and parents must read and sign their agreement to the policy.

IB Learner Profile

"The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes of the profile express the values inherent to the IB continuum of international education: these are values that should infuse all elements of the educational programs, the culture and ethos of all IB World Schools. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate, and focus the work of schools and teachers, uniting them in a common purpose." (IB, Learner Profile for IB students)

Three of the learner attributes are as follows:

“Principled: They act with integrity and honesty, with a strong sense of fairness, justice, and

respect for the dignity of the individual, groups, and communities. They take responsibility for their actions and the consequences that accompany them.

Reflective: They give thoughtful consideration to their learning and experience. They can assess and understand their strengths and limitations to support their learning and personal development.

Open-minded: They critically appreciate their own cultures and personal histories, as well as the values and traditions of others. They seek and evaluate a range of points of view, and are willing to grow from the experience.” (IB, Learner profile for IB students)

In support of this mission, and as an IB World School, MIS seeks to promote honest and ethical practices in all areas of the school.

Defining Academic Integrity and Malpractice

Academic integrity includes values and skills that promote personal integrity and good practice in teaching, learning, and assessment. We want to stress the benefits of adequately conducted academic research and respect for the integrity of all forms of assessment. All students must understand the basic meaning and significance of concepts related to academic honesty, especially authenticity, intellectual property, and ethical conduct. The policy must be a means of promoting good practice.

In cases where students do not show academic honesty, the actions of that student may constitute malpractice. The policy and guidance within this document apply to all students at MIS, specifically MYP and DP students.

Malpractice

The IB Regulations define malpractice as behavior that results in or may result in the student or any other student gaining an unfair advantage in one or more assessment components.

Plagiarism

Plagiarism is defined as representing the ideas or work of another person as the student's own. Plagiarism is recognized worldwide as a serious academic offense. Ignorance of plagiarism's working definition is not a valid excuse for lapses and does not prevent a penalty from being applied to work submitted as the original.

When using another person's words, it must become a habitual practice for a student to use quotation marks, indentation, or other accepted means of indicating that the wording is not their own. Furthermore, the source of the quotation (or paraphrased text) must be identified along with the quotation and not reside in the bibliography alone.

Using the words and ideas of another person to support one's arguments is a fundamental part of any academic endeavor, and to integrate these words and ideas with one's own is an important skill. Paraphrasing renders another person's words presented in a new style and integrated grammatically into the writing. If done correctly, paraphrasing is a legitimate way to use a source. However, because paraphrasing uses another person's ideas, it is still necessary to acknowledge the source. If paraphrasing is not done correctly, it will be treated as plagiarism.

Collusion

Collusion is defined as supporting malpractice by another student, allowing one's work to be copied or submitted for assessment by another.

Legitimate Collaboration vs. Unacceptable Collusion or Plagiarism

There are occasions when collaboration with other students is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, even though it may be based on similar data. This means that the abstract, introduction, content, and conclusion or summary of a piece of work must be written in each student's own words and cannot, therefore, be the same as another student's. If, for example, two or more students have the same introduction to an assignment, this will be construed as collusion and not collaboration.

Duplication of Work

Duplication of work is defined as presenting the same work for different assessment components and/or course requirements. If, for example, a student submits the same or very similar work for the in-depth study in history internal assessment and an extended essay in history, this would be viewed as malpractice. However, it is perfectly acceptable for a student to study one aspect of a topic for internal assessment and another aspect of the same topic for an extended essay.

Other Behavior that Constitutes Malpractice

Any activity that leads to an unfair advantage for a student or that affects the results of another student is considered malpractice, for example:

- Taking unauthorized material into an examination room (for example, an electronic device other than a permitted calculator, own rough paper, notes, a mobile phone) regardless of whether this material is used or potentially contains information pertinent to the examination
- Misconduct during an examination, including any attempt to disrupt the examination or distract another student
- Exchanging or in any way supporting, or attempting to support, the passing on of information that is related to the examination
- Falsifying a CAS record
- Copying the work of another student
- Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- Impersonating another candidate
- Stealing examination papers
- Using an unauthorized calculator during an examination
- Disclosing or discussing the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination
- Fabricating data for an assignment
- Using others' words and/or ideas without proper citation of your sources
- Submitting others' work as your own

Authentic Authorship & Intellectual Property

An authentic piece of work is based on the student's unique and original ideas, with

others' ideas and work fully acknowledged. Therefore, all assignments, written or oral, completed by a student for assessment must wholly and authentically use that student's language and

expression. Where sources are used or referred to, such sources must be fully and appropriately acknowledged in the form of direct quotation or paraphrase.

Students must be aware that the requirement to acknowledge sources extends beyond text taken from the Internet, CD-ROMs, books, magazines, and journals. The concepts of intellectual property and academic honesty include, for example, the use of footnotes or endnotes to acknowledge the source of an idea if that idea emerged as a result of discussion with, or listening to, a fellow student, a teacher, or any other person.

References must also include acknowledgment of the source of an idea that is not the student's own. For example, a student could provide a footnote or endnote in the following manner: "A fellow student originally expressed the basis of this idea during a theory of knowledge seminar."

Citation and Referencing Style

MIS encourages the use of the APA (American Psychological Association) citation and referencing style for all educators and students. Please refer to the latest APA publication manual for details on formatting requirements for this style.

Monitoring, Detection, and Action

The teachers support students in preparing their work for assessment and help to

ensure that all students' work complies with the course requirements. Therefore, teachers are in the best position to judge whether a student's work is authentic. If the coordinator and/or a teacher has reason to believe that part or the whole of a student's draft work submitted for discussion before final submission might be deemed to violate the principles of academic honesty and constitutes a case of malpractice, they must draw the student's attention to this risk and her/his duty to respect the policy and requirements of academic honesty. Once a student has submitted the final version of his or her work to a teacher, it cannot be retracted. Teachers may detect malpractice while marking a draft, running a check, interviewing the student, noting unusual material during exams, hearing rumors and innuendos, comparing assignments, etc.

Monitoring and checking of students' work are conducted by teachers when any work is submitted for formative and summative assessment. Teachers use their knowledge of the students' abilities and prior knowledge to assess whether any work is authentic or not. If there are any doubts, the teacher may consult with the curriculum director or coordinator and check online resources to verify doubts. The school employs software that software students' work and checks for plagiarism in the future.

Ultimately, the students are responsible for ensuring that the final version of any work is authentic, with others' work or ideas fully and correctly acknowledged. Students themselves must bear the consequences if they submit any work for assessment that is not their own, regardless of whether the plagiarism was unintentional or deliberate. The same principle applies to collusion. Students are expected to comply with all school

deadlines, as this is for their benefit and may allow time for revising work of doubtful authorship before submitting the final version. At all times, the advice to candidates should be to acknowledge others' ideas and work as honestly and accurately as possible, even when the source cannot be stated with absolute accuracy. Students are expected to review their work before submission for assessment to identify any passages, data, graphs, photographs, computer programs, and so on that still require acknowledgement.

Malpractice must be viewed as going well beyond a mere breaking of rules and into an area of far greater seriousness. Plagiarism must not be seen as merely an item in a long list of school rules in a handbook. It must be viewed as a serious academic offense with a community attitude that shows no tolerance and imposes severe penalties when it is discovered. Any detected case of malpractice must be reported and acted upon.

Actions to be considered:

Penalties are imposed on a student found guilty of malpractice to:

- Ensure that the student does not gain an unfair advantage
- Maintain the integrity of the examination session by excluding those students who have abused the system
- Deter other students from taking the same action
- Consequences for behavior constituting malpractice at MIS may include some or all of the following, according to the seriousness of the offence.

First Occurrence:

- The teacher and/or curriculum director discuss the issue with the student to confirm.
- Teacher files a report with the curriculum director.
- Principal/ curriculum director informs parents about the occurrence and holds a meeting with the student and parents.
- The student receives a detention.
- Plagiarized/ colluded sections of work will not be taken into consideration when the work is graded. The work will be graded according to the established criteria for the task.

Second Occurrence:

- The teacher and/or curriculum director discuss the issue with the student for confirmation.
- Teacher files a report with the Curriculum director and the school director.
- The principal/curriculum director informs parents about the occurrence and holds a meeting with the student and their parents.
- Plagiarized/ colluded sections of work will not be taken into consideration when the work is graded. The work will be graded according to the established criteria for the task.
- Due to the breach of their behavioral probation, the student serves a two-day out-of-school suspension and is required to sign a behavioral contract concerning academic dishonesty.

Third Occurrence:

- The teacher and/or curriculum director discuss the issue with the student for confirmation.
- Teacher files a report with the curriculum director and the school director.
- The principal/curriculum director informs parents about the occurrence and holds a meeting with the student and their parents.
- Due to the second breach of their behavioral probation and the breach of their behavioral contract, the student will receive an indefinite out-of-school suspension, culminating in a meeting with the school director. Form A.M. 1 (Appendix 2) represents students' reports on malpractice.

An accumulation of 3 malpractice events may lead to the student's expulsion from the school. Following a recommendation of expulsion, an appeal process shall be available, composed of the school leadership team, parents, and the appealing student. There must be "some reasonable doubt" for the parent to request this meeting. Where an entire piece of work is plagiarized, the student may resubmit the work for feedback only within one week. After one week, the student will lose the opportunity to gain valuable feedback from the teacher.

- Cases of 'cheating' during tests/exams will be dealt with on an individual basis. In clear cases, the student will receive no credit and will also incur all other consequences stated above.

Primary Years Programme

In the PYP, academic integrity is defined as:

- “A set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment.”
- The focus is on nurturing understanding, attitudes, and behaviors that form the foundation for ethical academic conduct, rather than enforcing compliance or punitive measures.

Guiding Principles in the PYP

1. Integrity is Developmental

Academic integrity is viewed as a developmental journey. PYP students are learning what it means to be principled and respectful learners.

2. Process Over Product

The PYP emphasizes the learning process. Mistakes or misunderstandings about citation or collaboration are seen as teaching opportunities.

3. Community Responsibility

Academic integrity is the shared responsibility of students, teachers, parents, and school leaders.

Key Features

1. Learner-Centered Understanding

- Children are not expected to fully grasp complex concepts like plagiarism, but are introduced to the basic idea of giving credit.
- Emphasis is on honest effort, original thinking, and collaboration.
- Through guided inquiry, students learn to distinguish between their ideas and those of others.

2. Age-Appropriate Expectations

- ❖ Early Years (ages 6-7):

- Use of storytelling, sharing, and visual cues to build understanding of fairness and ownership.
- Focus on collaborative behavior and respectful learning.

❖ Upper PYP (ages 8–11):

- Gradual introduction to how to acknowledge sources (e.g., orally, drawing or listing an author's name).
- Use of checklists, teacher modeling, and scaffolds for independent research.

3. Embedded in the PYP Curriculum

Academic integrity is integrated through:

- Learner Profile attributes (especially principled, caring, reflective).
- Approaches to Learning (ATL) skills—especially research and self-management.
- Unit of Inquiry work that encourages reflection and responsible action.
- PYP Exhibition, where students reflect on their learning process and how they acknowledge sources.

School-Level Responsibilities

1. Policy Requirements

- Every PYP school must:
- Have a clear and accessible academic integrity policy.
- Ensure the policy is developmentally appropriate.
- Include expectations for teaching, learning, and assessment.
- Be regularly reviewed and updated.
- Include strategies for preventive education over punitive action.

2. Learning-Focused Responses

- The school's response to integrity breaches should:
- Be educational, not disciplinary.
- Provide scaffolding and reteaching.
- Encourage reflection rather than punishment.

- Be recorded when necessary for growth tracking, but not treated as misconduct in the formal IB sense.

3. Parent and Community Involvement

- Parents are guided on how to:
- Support honesty at home.
- Understand age-appropriate citations.
- Reinforce the values modeled at school.

Sample Strategies	
Area	Strategy
Citing Sources	Use visuals: "I got this idea from..." posters, name the author, oral acknowledgments
Originality	Encourage students to write or draw their own ideas before researching others.
Collaboration	Discuss group roles and fairness in sharing ideas
Reflective Practice	Use learning journals or exit tickets to reflect on how students worked and where they got their ideas.

Best Practices

- Promote student agency and ownership of learning.
- Celebrate original thinking and creative expression.
- Encourage ethical collaboration, not competition.
- Make integrity visible and tangible through modeling, posters, stories, and classroom language.

References:

IB PYP Guide: Academic Integrity in the PYP (2023)

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Middle Years Programme

In accordance with IB MYP requirements, every IB World School offering the MYP must develop and maintain an academic integrity policy grounded in the principles of the IB Learner Profile—particularly the attribute of being principled. This policy promotes personal integrity, respect for others' work, and fairness in assessment.

At MIS, this policy applies to all MYP students and covers:

- **eAssessments**
- **ePortfolios**
- **Personal Projects**
- **Subject-specific projects and assessments**

Developing an MYP Academic Integrity Policy

Key components include:

- Reference to the IB Learner Profile, emphasizing integrity, honesty, and fairness
- Clear definitions of academic misconduct, including plagiarism, collusion, duplication, and falsification
- Guidance on:
 - What constitutes academic misconduct
 - Understanding intellectual property and authentic authorship
 - Proper citation and referencing conventions across disciplines
 - Distinguishing legitimate collaboration from unacceptable collusion

Academic integrity is embedded into the MYP curriculum through ATL (Approaches to Learning) skills. Students are given an age-appropriate version of the policy and are supported by teachers and coordinators throughout their academic journey. Schools may adopt mechanisms such as an “honour code” to enhance ownership of the policy, but it is essential that all subject groups contribute to a shared understanding of citation and attribution.

The policy focuses on prevention, promotes good academic practices, and serves as a

positive, practical resource, not merely a set of punitive rules.

Academic Integrity in Key MYP Assessments

1. eAssessments & ePortfolios

- Any malpractice in the final draft (e.g., plagiarism, collusion, unauthorized assistance) results in:
 - No credit for the assignment
 - Withdrawal from the assessment
 - No resubmission permitted
 - No MYP certificate issued
- The IB does not distinguish between intentional and unintentional malpractice. Internal school consequences also apply. See Form A.M. 2 (Appendix 3).

2. Personal Project

- Students must demonstrate original thinking and properly cite all sources.
- Misconduct (e.g., copying another's work, falsifying data) leads to removal from the Personal Project and forfeiture of the certificate.
- Supervisors provide ongoing guidance in research integrity and referencing skills.

3. Subject-Specific Projects

- Teachers actively model and monitor academic integrity throughout project-based learning.
- Clear expectations for collaboration versus collusion are communicated.
- Students must use accurate paraphrasing, quotation, and citation practices appropriate to each discipline.

Students involved in academic malpractice on a final draft of an IB eAssessment and ePortfolio will receive no credit for the assignment, and the student will be withdrawn from the assessment. This will result in the student's removal from the entire eAssessment proceeding.

Resubmission of the assignment will not be permitted under any circumstances. The IB

does not differentiate between intentional and unintentional malpractice. Internal school consequences will also apply. Therefore, no certificate would be awarded to the student. Form A.M.2 (Appendix 3).

Diploma Programme

Students involved in academic malpractice on a final draft of an IB Internal or External assessment will receive no credit for the assignment, and the student will be withdrawn from the course with the IB. If a student is a Full Diploma Candidate, this will result in the removal from the IB Diploma course of study to the MIS Diploma. Resubmission of the assignment will not be permitted under any circumstances. The IB does not differentiate between intentional and unintentional malpractice. Internal school consequences will also apply. Form A.M. 2 (Appendix 3).

Internal Consequences for MIS DP students

In the Diploma program, if a second incident of any type occurs on any assignment at any time during

The student's enrolment in the two-year Diploma Program will result in the student's dismissal from the MIS IB Diploma Program.

Works Cited:

International Baccalaureate, Academic Integrity, 2019

--, 2020 Program Standards and Practices, 2018

--Learner profile for IB students. (n.d.) Retrieved November 11, 2020, from

<https://www.ibo.org/benefits/learner-profile/>

Appendix:

Appendix 1.

MIS Academic Misconduct Consequences Brochure

Personal integrity and academic honesty are essential ethical principles within the MIS Mission and values, guided by the values of the IB, and demonstrated by principled, authentic, and responsible action in all spheres of school life and work. Academic honesty is expected of all

students and is effectively guided and enforced by administrators and faculty, and supported by parents.

MIS's academic honesty policy is available to the community on the school website. The descriptions of malpractice are provided in the policy booklet as clear guidelines to ensure authentic academic practice, compliance with the principles and rules that govern good practice, and an understanding of the consequences of malpractice. Here, we briefly describe the consequences of academic dishonesty in MIS and IB assessments.

Actions to be considered:

Penalties are imposed on a student found guilty of malpractice in order to:

- Ensure that the student does not gain an unfair advantage
- Maintain the integrity of the examination session by excluding those students who have abused the system
- Deter other students from taking the same action

Consequences for behaviour constituting malpractice at MIS may include some or all of the following, according to the seriousness of the offence.

Note: IB DP students, more serious consequences will apply, which are outlined in the next section.

First Occurrence:

- The teacher and/ or curriculum director discuss the issue with the student for confirmation.
- Teacher files a report with the curriculum director.
- Principal/ curriculum director informs parents about the occurrence and holds a meeting with the student and parents.
- The student receives detention.
- Plagiarized/ colluded sections of work will not be taken into consideration when the work is graded. The work will be graded using the set criteria for the task.

Second Occurrence:

- The teacher and/or curriculum director discuss the issue with the student for confirmation.
- Teacher files a report with the Curriculum director and the school director.

- The principal/curriculum director informs parents about the occurrence and holds a meeting with the student and their parents.
- Plagiarized/ colluded sections of work will not be taken into consideration when the work is graded. The work will be graded according to the established criteria for the task.
- Due to the breach of their behavioral probation, the student serves a two-day out-of-school suspension and is required to sign a behavioral contract concerning academic dishonesty.

Third Occurrence:

- The teacher and/or curriculum director discuss the issue with the student for confirmation.
- Teacher files a report with the curriculum director and the school director.
- The principal/curriculum director informs parents about the occurrence and holds a meeting with the student and their parents.
- Due to the second breach of their behavioral probation and the breach of their behavioral contract, the student will receive an indefinite out-of-school suspension, culminating in a meeting with the school director.

An accumulation of 3 malpractice events may lead to the student's expulsion from the school. Following a recommendation of expulsion, an appeal process shall be available, composed of the school leadership team, parents, and the appealing student. There must be "some reasonable doubt"

for the parent to request this meeting. Where an entire piece of work is plagiarized, the student may resubmit the work for feedback only within one week. After one week, the student will lose the opportunity to gain valuable feedback from the teacher.

- Cases of 'cheating' during tests/exams will be dealt with on an individual basis. In clear cases, the student will receive no credit and will also incur all other consequences stated above.

Primary Years Programme

In the PYP, students must demonstrate the attributes of the IB Learner Profile and the PYP attitudes when completing their tasks as models of academic honesty.

All staff should emphasize the ethical uses of information as students engage in the inquiry process

to construct new learning based on what they know and learn from other sources.

Grade-level teachers (home teachers) should model and explain what academic honesty means in simple terms.

Clear criteria, examples, and guidance should be provided throughout the teaching process and all work, including homework that students are being asked to produce.

Parents should be engaged in the process and provided with regular and frequent examples of the academic honesty policy, as well as strategies for ensuring student engagement and responsibility.

Some areas that students may wish to address it include:

- Students' responsibility for their work
- Guidelines for individual and group work
- Age-appropriate expectations and practice regarding references, citations, quotations, and paraphrasing
- Agreements related to the responsible use of information technology and media resources.

Middle Years Programme

Students involved in academic malpractice on a final draft of an IB eAssessment and ePortfolio will receive no credit for the assignment, and the student will be withdrawn from the assessment. This will result in the student's removal from the entire eAssessment proceeding. Resubmission of the

assignment will not be permitted under any circumstances. The IB does not differentiate between intentional and unintentional malpractice. Internal school consequences will also apply. Therefore, no certificate would be awarded to the student.

Diploma Programme

Students involved in academic malpractice on a final draft of an IB Internal or External assessment will receive no credit for the assignment, and the student will be withdrawn from the course with the IB. If a student is a Full Diploma Candidate, this will result in the removal from the IB Diploma course of study to the MIS Diploma. Resubmission of the assignment will not be permitted under any circumstances. The IB does not differentiate between intentional and unintentional malpractice. Internal school consequences will

also apply.

Internal Consequences for MIS DP students

In the Diploma program if a second incident of any type, on any assignment, at any time during the student's enrolment in the two-year Diploma Program, will result in the student's dismissal from the MIS IB Diploma Program.

Appendix 2.

Letter of Academic Misconduct

Form A.M.1

Dear parent/ guardian,

Mr. /Ms. (Student's name) is considered to have plagiarized in the following task as his/her:

- ☐ First occurrence
- ☐ Second occurrence
- ☐ Third occurrence

According to the school's academic misconduct policy, the following steps need to be taken: **First Occurrence:**

- ☐ The teacher and/ or curriculum director discusses the issue with the student for confirmation. ☐ The teacher files a report with the curriculum director.
- ☐ The principal/curriculum director informs parents about the occurrence and holds a meeting with the student and their parents.
- ☐ The student receives a detention.
- ☐ Plagiarized/ colluded sections of work will not be taken into consideration when the work is graded. The work will be graded according to the established criteria for the task.

Second Occurrence:

- ☐ The teacher and/or curriculum director discuss the issue with the student for confirmation. ☐

The teacher files a report with the Curriculum director and the school director. ☐ The principal/curriculum director informs parents about the occurrence and holds a meeting with the student and the parents.

☐ Plagiarized/ colluded sections of work will not be taken into consideration when the work is graded. The work will be graded using the set criteria for the task.

☐ Due to the breach of their behavioral probation, the student serves a two-day out-of-school suspension and is required to sign a behavioral contract concerning academic dishonesty.

Third Occurrence:

☐ The teacher and/or curriculum director discuss the issue with the student for confirmation. ☐

The teacher files a report with the curriculum director and the school director. ☐ The principal/curriculum director informs parents about the occurrence and holds a meeting with the student and the parents.

☐ Due to the second breach of their behavioral probation and the breach of their behavioral contract, the student will receive an indefinite out-of-school suspension, culminating in a meeting with the school director.

Regards,

Name:

Date:

Appendix 3.

Letter of withdrawal from IB program

Form A.M.2

Dear Parent/Guardian of student,

According to the school misconduct policy, the student has performed academic misconduct on a final draft of an

☐ MYP: IB e-Assessment and e-Portfolio

☐ MYP:Subject-specific projects and assessments

☐ DP: IB Internal or External assessment

As a result, the student will receive no credit for the assignment and will be withdrawn from the IB course/assessment.

☐ MYP: This will result in the student's removal from the entire e-Assessment proceeding

☐ MYP: The student will receive no credit for the project/assessment and will be withdrawn from the IB course.

☐ DP: If a student is a Full Diploma Candidate, this will result in the removal from the IB Diploma course of study to the MIS Diploma.

Resubmission of the assignment will not be permitted under any circumstances. The IB does not differentiate between intentional and unintentional malpractice. Internal school consequences will also apply.

Subject area of withdrawal:

Regards,

Name:

Date: