



Academic Integrity Policy

@ IPS

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THE INTERNATIONAL
PROGRAMS SCHOOL



OUR MOTTO

شعارنا

Learners of today; Leaders of tomorrow; Creators of the future.

مُتعلِّمو اليوم، قَادَةُ الغَد، غَمَازُ الأَرْضِ

OUR MISSION

رسالتنا

IPS empowers today's learners to be internationally minded, lifelong learners, and to use 21st century skills to make a positive difference in the community, the country, and the world.

تَمَكِّينُ مُتعلِّمِ اليوم لِيَكُونَ ذَا عَقْلِيَّةٍ
دَوْلِيَّةٍ، مُتعلِّمًا مَدَى الحَيَاةِ، مَالِكًا لمَهَارَاتِ
القرنِ الحادي والعشرين، فاعِلًا في وطنه
ومُجتمعه والعالم

OUR VISION

رؤيتنا

To be a leading educational community in Saudi Arabia, respectful of the learner's identity, and committed to a global perspective.

مُجتمَعٌ تَعَلُّمِيٌّ رَائِدٌ في المَمْلَكَةِ
العَرَبِيَّةِ السُّعُودِيَّةِ، يَحْتَرِمُ هَوِيَّةَ
الْمُتعلِّمِ، وَيَلْتَزِمُ بِأَمَقِي دَوْلِي

OUR VALUES قِيَمَاتُنَا

EHSAN (Empathy/
Compassion)
الإِخْسَانُ

Respect
الاحْتِرَامُ

Responsibility
المَسْئُولِيَّةُ

Cooperation
التَّآزُرُ



Graduate Profile

International Programs School graduates are academically, intellectually, and technologically competent. Through creativity and innovation, they are able to conceptualize a better approach to problem-solving, analytical thinking, and application. While expressing themselves intelligently and efficiently both orally and in writing. They possess the necessary 21st-century skills to advance to a higher level of education and to be successful in the school of their choice. Furthermore, they can adapt to change and are capable of thinking independently as well as working and engaging in teams, a virtue that is acquired through exposure to a culturally diverse community.

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)



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.



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Introduction

The International Programs School (IPS) opened in 2000 with 19 pupils and currently has approximately 1140 students representing over 32 different nationalities. IPS is a gender-segregated school that offers a North American curriculum, with International Baccalaureate Primary Years Programme (PYP) authorization and Diploma Programme (DP) authorization. Our faculty is a diverse mix of 200+ teachers and administrators from over 30 different nationalities: American, Canadian, British, South African, Lebanese, and Saudis to mention some. We pride ourselves on providing a top-quality classroom environment for our students. IPS is fully accredited by the Middle States Association of Colleges and Schools and is licensed by the Saudi Ministry of Education.

IPS is an educational community whose purpose and mission is to educate young people intellectually, morally, and physically. The school recognizes the special circumstances in which parents find themselves in relation to the education of their children when they bring their families overseas and welcomes applications for admission from all in the community whose children can benefit from the education offered at the school. The school's mission and beliefs underpin all that goes on in the school and are a clear indication to parents as to our approach to education. We believe that the education of the children and young people in our care is particularly enhanced by a positive partnership between parents and school.

IPS accepts both local and expatriate children, ages 4 to 18, without discrimination of gender, race, religion, or nationality.

Review Process

In the 2020-21 school year, a cross-categorical team of teachers and administrators reviewed the IPS assessment policy and updated it. The assessment policy review team was chaired by Ciara Johnson and included Deborah Jorristma, Halah Alsenan, Mahmoud Al Qadry, Ambika Subrahmanya, Kim Shank, Shahad Al Maghamisi, Mikayle Davids, Rytrice Pickett, Norman Lynes, and Mustafa Qawaqzeh. The IPS Academic Integrity Policy is a living document and will be reviewed every other year to make sure that all stakeholders understand their role in developing an ethical culture and that the students learn how knowledge is built. The team indicated will be charged with yearly review and maintenance.

Policy Review, Roles, and Responsibilities

- This policy will be reviewed every other year. The IB Coordinators will lead the revision process in collaboration with all stakeholders to gather information on what shall be revised. This is a living document that can be amended throughout the year to respond to the student needs.
- The senior administrative team is responsible for communicating the policy to all stakeholders and ensuring that the policy is being implemented.
- The senior administrative team will ensure that all teachers have the same level of understanding of the policy and that academic integrity is part of the teaching and learning process.

Defining Academic Integrity

The students are responsible for their own learning. They are expected to produce authentic work, in which all ideas and work of other persons are acknowledged. A genuine and authentic work will:

- Show respect for the work of others.
- Include in-text citations that will clearly show which words, ideas, images and works are from others, including interviews, maps, photographs, broadcasts, films, and any other text.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Show the effort put forth in the production of the work.
- Present the student's ability to use reliable sources and synthesize information.
- Establish the credibility and authority of the ideas presented in the work.
- Include a bibliography that lists all the sources of information used.
- Reflect the correct use of the referencing style agreed upon with the teacher.

Academic Integrity Policy

Academic integrity is highly regarded within the IPS educational community. We aim to uphold the values of the International Baccalaureate learner profile and our school mission across all grade levels; therefore, academic misconduct will not be tolerated. Our faculty recognizes students' need for meaningful tasks supported by appropriate scaffolding to succeed; throughout their courses, our students will be provided with plenty of opportunities to develop and practice the necessary skills and behaviors characterizing academic honesty. IPS students can find supporting resources by consulting the IB Academic honesty in the IB educational context as well as the IB Effective citing and referring documents, both available in the school library as hard copies.

As an IB world school, IPS is committed to the following IB standards and practices,

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)

Communicating the Policy

The IPS Academic Integrity Policy will be accessible in the Policies and Procedures Manual, the Family handbook (on the school webpage), and the HS Course Description booklet.

Defining Academic Misconduct

The International Baccalaureate Organization, IBO, defines academic misconduct as "behaviour that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components." (What is academic honesty?, IBO, nd)

IBO further categorizes academic misconduct as follows,

- "Plagiarism" is defined as the representation, intentionally or unwittingly, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.
- "Collusion" is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.
- "Misconduct during an IB examination" 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 of IB regulations.
- "Duplication" of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements." (What is academic honesty?, IBO, nd)

Community Responsibilities

- School Leadership Team
 - Communicate the policy to the school community.
 - Make sure that the policy is part of an “ethical culture” at all grade levels (k-12).
 - Maintain a fair and consistent application of the policy.
 - Promote parent awareness by meetings with the curriculum coordinators.
 - Providing support to the student body with the use of Turnitin as a teaching tool, grades 6-12.
 - Recording and monitoring for Middle and High School, 6-12 grades
- Students
 - Recognize the expectations and responsibilities related to authentic work by identifying ideas, images (maps, charts, tables), works (videos of any kind or length), and give appropriate credit for “copied, adapted and paraphrased material.”
 - Understand the importance of time management and be mindful of the emotional pressures that a rigorous academic program will apply.
 - “All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.” (What is academic honesty?, IBO, nd)
 - Be mindful of the quality of sources used.
- Librarian
 - For grades KG2 - 5
 - Provide learning opportunities to students.
 - Teach how to use others’ work to support students’ own.
 - Teach awareness and consequences of academic misconduct.
 - For grades 6-12
 - Offer support to students and staff related to the IB Academic honesty in the IB educational context as well as the IB Effective citing and referring documents, both available in the school library.
 - Support the use of our research database services, EBSCO and JSTOR.
 - Provide a one-period research training to each grade level within the first 3 weeks of each school year and attended by grade level teachers.
- Teachers
 - Attend research training by the school librarian within the first 3 weeks for each grade level.
 - Model appropriate behavior in their own work, k-12.
 - Design in-depth coursework that requires analysis and exploration.
 - Provide learning opportunities to students by setting clear expectations for citing and referencing.
 - Teach how to use others’ work to support students’ own.
 - Teach appropriate and correct referencing protocol as outlined is the Effective citing and referencing (IBO, August 2014).
 - Use a variety of formative assessment to ensure understanding of:
 - Works cited
 - In-text citation
 - Quality of sources used
 - How the sources are used
 - Teach awareness and consequences of academic misconduct.

- In order to continuously LEARN modern practices in this area, all evaluated written work in G6-12 should be submitted several times through Turnitin. This resource will also be available to ALL IPS students and staff.
- Require students to use MLA or APA citation styles as per [Purdue University](#) guidelines.
- Parents
 - Recognizing the expectations and responsibilities related to authentic work.
 - Understand what is acceptable parental help and what is not.
 - Provide support with time management.

Breaches to Academic Integrity

IPS applies a 5-level consequence protocol. When a teacher identifies a breach in academic integrity, s/he must notify the appropriate Principal and the following series of events might take place taking age, character history, and severity of the incident into consideration. This 5-level consequence sequence is applied to each new academic year.

Academic integrity does not fall under the umbrella of behavioral disruption, as described in the Assessment Policy, and therefore carries grade-related consequences.

- 1st offense:
 - Offense is reported to the student, parents, and principal.
 - Teacher decides the consequences and communicates them to the student, parents, and principal.
 - Teacher re-teaches the expected behavior and continues monitoring.
- 2nd offense:
 - Offense is reported to the student, parents, and principal.
 - Teacher re-teaches the expected behavior and continues monitoring.
 - A zero (if equal distance scale, if 0-100 scale then 50%) on work is assigned, the teacher communicates this consequence to the student and parents.
 - Administration takes action by meeting with the student and contacting parents to review the school policy and procedure.
- 3rd offense:
 - Offense is reported to the student, parents, and principal.
 - A zero (if equal distance scale, if 0-100 scale then 50%) on work is assigned, the teacher communicates this consequence to the student and parents.
 - Administration takes action by meeting with the student and contacting parents to sign an academic honesty contract noting next offense will result in in-school suspension.
- 4th offense:
 - Offense is reported to the student, parents, and principal.
 - A zero (if equal distance scale, if 0-100 scale then 50%) on work is assigned, the teacher communicates this consequence to the student and parents.
 - Administration takes action by,
 - Assign appropriate in-school suspension.
 - Meeting with the student and parents for a pre-expulsion hearing.
- 5th offense:
 - Offense is reported to the student, parents, and principal
 - A zero (if equal distance scale, if 0-100 scale then 50%) on work is assigned, the teacher communicates this consequence to the student and parents.
 - Administration takes action; the matter is now in the hands of the Director who can recommend expulsion or withdrawal.

Recording for Middle and High School, 6-12 grades

- Grades 6-10
 - The corresponding principal will keep central records on incidents and consequences for all 6-10 students.
 - Classroom teachers monitor
- Diploma program, grade 11-12
 - The DPC will keep central records on incidents and consequences for all IB diploma students.
 - Working in collaboration with the corresponding principal, the DPC will resolve any identified misconduct prior to the candidate's work submission to IB.
 - IPS will comply with all regulations stipulated in Article 21, pages 13-14, of the General regulations: Diploma program.

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**IPS is an IB World School offering
the Primary Years Program (PYP) and
the Diploma Program (DP).**