

## ACADEMIC INTEGRITY POLICY

### 1 INTRODUCTION

École Jeannine Manuel (“the School”) is an independent co-educational school for pre-K-12 students with campuses in Paris and in Lille. The School is both a bilingual French school and an international school. As a French school, it is accredited and subsidized by the Ministry of Education. As an international school, it is a UNESCO “associated” school, and an IB World School also accredited by the New England Association of Schools and Colleges (NEASC) and by the Council of International Schools (CIS).

The School’s mission statement is: **To promote international understanding through the bilingual education of a multicultural community of students, and to foster pedagogical innovation by exploring best practices in an ever-changing global environment.**

### 2 PHILOSOPHY

Academic and personal integrity are core components of self-worth, wellbeing and academic achievement. Academic integrity is essential to shaping the growth mindset that encourages intellectual risk-taking and views mistakes as opportunities for students to learn and grow as principled, open-minded, knowledgeable inquirers, and lifelong learners.

The School is committed to promoting personal and academic integrity in all aspects of its curriculum and co-curricular activities. Teaching and learning must help students understand the good practices that underpin academic integrity, and that are governed by honesty, trust, fairness, respect and responsibility<sup>1</sup>. These practices include, but are not limited to:

- creating original work,
- properly citing sources,
- recognizing and respecting the intellectual contributions of others,
- giving credit where it is due,
- trusting one’s intellectual reasoning,
- taking risks, demonstrating one’s own achievements and abilities, viewing mistakes as opportunities to grow,
- becoming actively responsible for one’s own learning,
- submitting work on time,
- understanding and embracing academic integrity as essential to the School’s social contract which is founded on trust and respect.

The School is also committed to ensuring students understand what constitutes academic misconduct. These practices include, but are not limited to:

- Failure to acknowledge and cite the works and ideas of others,
- Collusion, or submitting work done as a group as one’s own,
- Submitting work that was produced by someone else,
- Allowing other students to copy work,
- Bringing unauthorized material to exams or failing to follow exam instructions,
- Submitting work past the deadline.

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<sup>1</sup> International Baccalaureate Organization . “Programme Standards and Practices.” *IB Standards and Practices*, Oct. 2018, <https://resources.ibo.org/ib/psp/Standards-and-Practices>.

The School recognizes that academic integrity is challenged by perceived parental, teacher or cultural expectations, by peer pressure, competition and, in Upper School, by the self-imposed pressure to achieve one's higher education placement ambitions.

Each student, parent, teacher and staff member has a responsibility to promote a School culture that fosters sound practices in the field of academic integrity. Being home to students representing over 80 nations and all major cultural traditions, the School recognizes that stakeholders bring different cultural perspectives to the nurturing of personal integrity and academic integrity.

The aim of this policy is for all stakeholders to share a transparent, fair and consistent framework for academically honest behavior and, as outlined in our Assessment Policy, to recognize that meaningful learning occurs when students are creating and receiving feedback on their own, original work.

### **3 RESPONSIBILITIES<sup>2</sup>**

#### **3.1 School Responsibilities**

- To teach students about good practices surrounding academic integrity as outlined in Section 2 of this document,
- To teach students how to find and evaluate sources of information,
- To teach students how to acknowledge the ideas of others and reference their work,
- To help students understand the need to recognize the work, sources and ideas of others,
- To express confidence in the value of each student's work,
- To foster a growth mindset so that students become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,
- To explain this policy clearly to all members of the school community, explicitly working on it in lessons, through library-led initiatives, Study Skills classes, etc.
- To encourage and celebrate good practices,
- To facilitate ongoing reflection about personal and academic integrity,
- To promote a culture of trust within the framework of this policy,
- To review and, if necessary, amend this policy,
- To explain academic misconduct and its consequences,
- To administer fair and consistent consequences for breaches in academic integrity.

#### **3.2 Student Responsibilities**

- To be familiar with this policy,
- To understand the good practices surrounding academic integrity as outlined in Section 2 of this document,
- To work responsibly in groups, ensuring that each group member's contributions and communication are transparent and clear,
- To find and evaluate sources of information,
- To acknowledge the ideas of others and reference their work,
- To understand the need to recognize the work, sources and ideas of others,
- To adopt a growth mindset and become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,

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<sup>2</sup> See Section 5 for IBDP specific responsibilities

- To use the tools provided by the school to work in a manner which shows academic integrity,
- To engage in ongoing reflection about personal and academic integrity,
- To avoid behaviors connected with academic misconduct, as outlined in Section 2 of this document
- To understand academic misconduct and its consequences.

### 3.3 Parent Responsibilities

- To be familiar with this policy,
- To understand the good practices surrounding academic integrity as outlined in Section 2 of this document,
- To support and encourage their children in adhering to the academic integrity practices outlined above, including requiring their children to do their own work,
- To encourage their children to adopt a growth mindset, become confident intellectual risk-takers and view mistakes as opportunities to learn and grow,
- To support and encourage their children to use the tools provided by the school to work in a manner which shows academic integrity,
- To support and encourage their child in academic good practices,
- To understand academic misconduct and its consequences,
- To support the School's administration of consequences of this policy is breached.

## 4 CONSEQUENCES<sup>3</sup>

The School prepares students for further education and for their lives outside and after school. Nurturing personal and academic integrity are crucial factors in developing self-worth; hence, academic integrity is taken very seriously.

The School emphasizes information and prevention at every step of the student's education. In order to prevent academic disintegrity (collusion, plagiarism, duplication of work or gaining an unfair advantage), the School facilitates regular contact and discussions between students and the library, encourages contracts to be drawn up and signed by both students and parents, gives regular presentations to students on how to cite sources and avoid plagiarism, and regularly defines academic disintegrity.

As a School, we aim to create an ethos of trust in which academic disintegrity is known to be an unacceptable breach of trust and where students are confident that reported instances of academic disintegrity will be investigated swiftly, transparently, sensitively and effectively.

The school rules (*Règlement intérieur*) specify the range of measures that the School may enforce in the event of academic disintegrity. Depending on the age of the student, past transgressions and the nature of the infraction, potential consequences include re-submitting work, detention, official warning or suspension. Sanctions are determined in a manner consistent with the prevailing *Règlement intérieur* by the relevant senior leadership team member who speaks with the student, consults with teachers and other staff members as required, and communicates with parents.

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<sup>3</sup> See Section 5 for IBDP specific consequences

## 5 IBDP-SPECIFIC PROVISIONS

Although the entirety of this policy has been informed by the IB learner profile, ATL and the IB's Academic Integrity publication, certain IB-specific provisions are included hereunder and are guided by the three following principles:

**“To maintain fairness.** IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student’s achievement. Any act that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules. For more information see Assessment principles and practices—Quality assessments in a digital age.

**To maintain trust and credibility.** Trust in academic qualifications is fundamental. When a student or a school contravene the principle of academic integrity, that trust pact is broken with the IB as an awarding body accountable for the validity of the assessment process.

**To develop respect for others.** Students that understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged. For more information see the document *Academic honesty in the IB educational context.*”<sup>4</sup>

### 5.1 School Responsibilities

In addition to those listed in section 3.1, School responsibilities towards DP students include:

- Informing students and their families about deadlines and expectations,
- Implementing and taking a pedagogical approach with the similarity checker Turnitin®, allowing students and parents check that their work is original and cited properly,
- Ensuring that teachers provide a firm and reasonable timeframe for completing work,
- Facilitating open and transparent discussions between students, teachers, the IB DP Coordinator/Head of IB to understand expectations and meet deadlines,
- Supporting teachers in verifying that students’ work complies with the IB’s expectations concerning academic integrity,
- Bringing concerns about academic integrity to the attention of the IB DP Coordinator/Head of IB,
- Highlighting the importance of respecting deadlines, including for drafts for all coursework, either internally or externally assessed by the IB,
- Highlighting the importance of keeping track of progress on and originality of their work, including drafts, for all internally and externally assessed work counting directly towards official IB examinations,
- At the Head of IB’s discretion, and as outlined in our Inclusion Policy, providing support and accommodations for students who cannot submit work in the given timeframe for valid reasons,

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<sup>4</sup> International Baccalaureate Organization . “Academic Integrity.” *Academic Integrity*, Oct. 2019, [https://resources.ibo.org/data/academic-integrity\\_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-en\\_237ee4dd-b989-426d-b031-d032f5bc8a08.pdfs](https://resources.ibo.org/data/academic-integrity_9798d3b2-b75b-4940-9bb1-e33c6d541add/academic-integrity-en_237ee4dd-b989-426d-b031-d032f5bc8a08.pdfs).

- Ensuring that students are in fair conditions and that no student is gaining an unfair advantage by submitting work which is late without a valid reason or lacking in academic integrity,
- Contacting the IBO if, when and as required.

## 5.2 Student Responsibilities

In addition to those listed in section 3.2, student responsibilities include:

- Respecting all internal School deadlines,
- Engaging in open and transparent discussions with teachers with the DP Coordinator/Head of IB, to understand expectations and meet deadlines, as outlined in the Assessment Policy,
- Ensuring work is submitted on time in the event of an absence,
- Consulting IB official subject guides, toolkits and other material, Managebac, *Pronote* or teacher websites to ensure that expectations are clear,
- Ensuring deadlines are all respected, including for drafts for all coursework, either internally or externally assessed by the IB.
- Understanding that missing deadlines is seen as gaining an unfair advantage over their peers,
- Submitting work of academic integrity, for all coursework submitted, both internally and externally assessed by the IB,
- Understanding that submitting academically dishonest work for these assignments constitutes a particularly serious breach of academic integrity and IB regulations and standards and will be sanctioned,

## 5.3 Parent Responsibilities

In addition to those listed in section 3.3, parent responsibilities include:

- Supporting their children to respect all internal School deadlines,
- Supporting their children to engage in open and transparent discussions with teachers with the DP Coordinator/Head of IB, to understand expectations and meet deadlines,
- Supporting their children to ensure work is submitted on time in the event of an absence,
- Encouraging their children to consult IB official subject guides, Managebac, *Pronote* or teacher websites to ensure that expectations are clear,
- Helping their children understand that missing deadlines is seen as gaining an unfair advantage,
- Understanding and helping their children understand that missing deadlines, including for drafts, for all coursework, both internally and externally assessed by the IB, constitutes a breach of academic integrity and IB regulations and standards, that will be sanctioned.

## 6 CONSEQUENCES

The consequences listed in section 4 also apply to DP students.

DP students are supported, encouraged and given the tools to produce work that is submitted on time and is academically honest. The School will administer fair and consistent consequences when these principles are not upheld.

As a School, we aim to create an ethos of trust in which academic disintegrity is known to be an unacceptable breach of trust and where students are confident that reported instances of academic disintegrity will be investigated swiftly, transparently, sensitively and effectively.

The *Règlement intérieur* specifies the range of measures that the School may enforce in the event of academic disintegrity. Depending on the nature of the infraction, consequences include those indicated in section 4 as well as withdrawal from official IB examinations and/or the IB Diploma Program, and IB Organization notification if, when and as required.

Sanctions are determined in a manner consistent with the prevailing School Rules by the Head of IB/DP Coordinator, teachers and other staff members as required and communicated with parents.

## **7 POLICY REVIEW**

This policy will be reviewed annually by the Board of Trustees and the Head of School after consultation with the DP senior leadership team, librarians, teachers, parents and students.