



ACADEMIC HONESTY POLICY

Vision Statement

GGs aims to nurture resilient, holistic, empathetic & lifelong learners in a multi-cultural environment, for a sustainable future.

Mission Statement

GGs graduates will be responsible global citizens empowered to contribute to society in various capacities by providing them the freedom to be, to act, to impress and to dream. GGS incorporates an inquiry-based curriculum and extensive co-curricular experiences, acknowledging the role of community voice and student agency.

Genesis Global School

2022-2023

Academic Honesty Policy

Objective

Academic Honesty refers to:

1. Proper conduct in relation to the process of examinations
2. Full acknowledgment of the original authorship and ownership of creative material or an online source
3. The production of 'authentic' pieces of work
4. The protection of all forms of intellectual property - which include forms of intellectual and creative expression, as well as patents (of products made in DT lab), registered designs, trademarks, moral rights, and copyright.

Academic Dishonesty, therefore, involves

1. Plagiarism
2. Collusion
3. Duplication of work or double dipping
4. All forms of malpractice.

Purpose: The purpose of an Academic Honesty Policy is to ensure that our school procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions.

This policy has been guided by the following IB standards and practices:

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

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 3.1: 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)

Introduction

What is Academic Honesty?

The rationale for this policy is to encourage our students to work with honesty and produce original ideas in their work. The presentation of authentic work is essential to good character, scholarship and practice.

At the very outset, students are counselled on the policies that are fundamental in implementing the Academic Honesty Policy of the school, both for the students and the teachers. The school advises the students to be original and authentic in all their academic pursuits at any given time. This means that students must ensure that they do not get involved in any kind of malpractice such as plagiarism, duplication of work, collusion, etc.

What is Malpractice?

Malpractice is behaviour that results in or may result in the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice may include:

1. Plagiarism - The representation and submission of the ideas or work of another as the their own.
2. Collusion - Supporting malpractice by another candidate - allowing one's work to be copied or submitted for assessment by another.
3. Duplication of work and double dipping – The presentation of the same work for different parts of the diploma. (An example would involve submitting the same piece of work for a History Extended Essay and the History internal assessment) in IBDP program.
4. Making up or falsifying data for an assignment.
5. Falsifying a CAS record in IBDP.
6. Taking unauthorized material into the examination room, including a mobile phone, an electronic device, own rough paper, notes.
7. Misbehaving during an exam, including any attempt to disrupt the examination or distract another candidate or cheating during the exams.
8. Copying the work of another candidate.
9. Referring to or attempting to refer to, unauthorized material that is related to the examination.

10. Failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of an examination.
11. Impersonating another candidate.
12. Including offensive material in a script.
13. Stealing examination papers from the examination room.
14. Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination.
15. Using an unauthorized calculator during an examination.
16. Concealing and/or using unauthorized software on a graphic calculator, particularly, but not only, during examinations.
17. Accessing unauthorized materials in the bathroom/restroom.
18. Accessing examination papers or any other relevant information using unfair means.
19. A faculty member/invigilator extends any academic assistance to the examinees. At any point of time during the examination, the students are left unsupervised.
20. They use sign language/gestures to exchange information during the examinations.
21. Writing any relevant information on their body parts/furniture/wall/ handkerchiefs, etc. during the examinations. Display relevant information on walls or notice boards of the examination hall.
22. Overlooking of any malpractice by the teacher.

Terminology

Plagiarism

1. Any adult or student in school copies and uses any readymade text easily available on the net or other sources. The internet should ideally be used to enhance research work and collection of data but in no case, should the language or ideas, or expressions be copied from the internet as this may also lead to violation of intellectual property rights and patent rights.
2. Doesn't state the source of their information or quotes in foot notes-bibliography while attempting research-based assignments/projects. For instance, if a student has made use of a quote, paraphrase, PowerPoint presentation, documentary, map, illustration, graph, or certain images from the internet, the student must acknowledge the use of this

information from a defined site/source. The students should also give due credit or acknowledgment to an artist, author, columnist, or essayist who has positively influenced his/her imagination.

3. The person does not represent the ideas or works of others as his/her own.

Paraphrasing

1. Involves putting a section of a text into your own words, changes the words and phrasing of the original text, but keeps the original meaning of the text.
2. Candidates must record the addresses of all websites from which they obtain information during their research, including the date when each website was visited. This record is maintained in a separate logbook. Simply stating the search engine is not acceptable rather proper citation needs to be done.
3. CD ROMs, DVDs, email messages, and any other electronic media are treated in the same way as journals, books, and the internet.

Quoting

1. Involves copying short sentences or passages from the original text word-for-word. Places copied wording within “quotation marks”, which may be acceptable with proper citation.

Summarizing

1. Involves stating the main ideas and findings of a text into your own words, presents a general overview, so is usually much shorter than the original text.

Duplication of work and double dipping

1. The person copies ideas or language from others while attempting class activities, assignments, or projects.
2. The person uses the same matter for two different assignments or projects as it amounts to malpractice. For example, if a candidate submits the same or a very similar piece of work for an Economics internal assessment and for an extended essay in Economics, it is viewed as malpractice. However, the student can research another dimension of the same problem and submit that work.

3. The student copies information from notes or reference material provided by teachers.
4. The person translates the work from one language to another language and submits it as fresh work.

Collusion

1. While discussing issues in open forums, group discussions, brainstorming sessions, group activities, debates, etc. can enhance collaborative learning.
2. Students need to ensure that their work is different from each other in the introduction, analysis, and conclusion.
3. Copying someone else's work is collusion. Even if you have 'collaborated' with another student, the work you present must be your own. Collusion is considered malpractice and will be penalized.
4. Outside the class the students must work independently in collecting and recording data and their projects must be based on different data collected or measurements generated.

General Principles of Academic Honesty followed at Genesis Global School

1. Students and teachers are required to study this document on Academic Honesty thoroughly to understand the various forms of plagiarism and its avoidance.
2. Students and teachers are to work closely following the continuous assessment and evaluation practices that will help them to reflect on their work.
3. Regular feedback from teachers reduces the cases of malpractices in students' work. It is the responsibility of the teachers to monitor their students' work periodically and help them ensure that it is strictly in accordance with the School's Academic Honesty Policy.
4. To help achieve this, there are internal penalties in place for the cases of malpractices in the internal assessment work in school viz. class work, home assignments, community projects, and internal examinations.

Principles of Academic Honesty followed in GGS IB PYP

The students are counselled to give credit to information that they have used, and the teacher goes through the academic policy document with the students.

Principles of Academic Honesty followed in GGS IB MYP

Developing Academic Honesty in the classroom

1. Reading academic honesty policy by teachers themselves and getting doubt clarified, if any.
2. Familiarizing the students with the Academic Honesty policy and its requirements.
3. The students will sign an agreement letter and get it endorsed by their respective parents regarding the Academic honesty policy of the school.
4. Teachers to discuss and read the citation skill mapping document with the students and follow it to the best of their understanding.
5. Invite the Librarian of the school to support the students in learning how to do citations and avoid plagiarism.
6. Teachers must acknowledge their work, presentations, and notes and thus, act as role models for the students.
7. Have a short viva-voce with the students as and when there is a suspicion about student's work.
8. Ensure student's presentations, and research work are properly acknowledged/cited.

Role of a Teacher

1. Ensuring the students are familiarized with academic honesty policy and they practice this in their work.
2. Acting as a role model by acknowledging, citing their own work like presentations, handouts, lab work, etc.
3. Conducting activities that develop creativity.
4. Valuing the process of students rather than just the outcome of a task. This would enhance creativity and critical thinking in students.
5. Reinforcing the importance of acknowledging the work of others and the authors of the work.
6. Inviting the Librarian occasionally to talk about the importance of academic honesty. Address academic honesty or dishonesty in authentic contexts and particularly around assessments.
7. Creating awareness of what constitutes academic dishonesty and its sanctions.

8. Reports to the MYP coordinator if any plagiarized work is presented by the students.
9. Handle all cases of academic misconduct with confidentiality.
10. Sign the form /statement "Declaration of Compliance with the IB Regulations and Academic Honesty".

Role of a student:

1. To read and understand the school's Academic Honesty Policy.
2. Must be well-familiarized with the standards of academic honesty and its requirements.
3. Living up to the principles of academic honesty.
4. Are expected to show integrity in their work.
5. Record data and other information without failing to quote the resources.
6. Learn to communicate the information in his/her own language.
7. Learn to include clear and full citation.
8. Work collaboratively and share information with honesty.
9. Learn and bring academic honesty into practice with the increasing higher level of expectations as mentioned in the mapping of a citation for MYP students.
10. Discuss with the teacher in case of any doubts.
11. Submit authentic, properly cited work on time.

Role of the Program Coordinator:

1. The MYP Programme Coordinator must ensure that students understand the standards of the Academic Honesty policy of the school.
2. Students are aware of what constitutes academic dishonesty.
3. Students are aware of the consequences of academic dishonesty practice or plagiarized work.
4. The Librarian of the school maps the skills required for complete and proper citation of work which is divided into three different levels and the students develop citation skills gradually over a period of their MYP course.
5. Teachers follow the standards of the Academic Honesty Policy of the school.
6. A review of academic honesty takes place once in two years.
7. Changes after review are incorporated in the policy document and the same is communicated to the school's stakeholders.

8. Academic honesty documents are uploaded on the school website for everyone's access.
9. Ensure use of Turnitin software as early as possible.
10. Students and parents must sign the agreement letter to follow the Academic
 - a. Honesty standards.
11. Makes teachers aware of the Academic Honesty document of IB.
12. Discuss with parents the importance of academic honesty and the consequences of any academic misconduct.
13. Communicate the Academic honesty document with the parents via email and mention this in parents' orientation events.

Principles of Academic Honesty followed in GGS IB DP

Developing Academic Honesty in the classroom

1. Reading of the academic honesty policy by teachers themselves and getting doubt clarified if any.
2. Familiarizing the DP students with the Academic Honesty document and its requirements
3. The students will sign an agreement letter and get it endorsed by their respective parents regarding the Academic honesty policy of the school.
4. Subject Teachers/ EE coordinator/ TOK coordinator to discuss and read the citation skill mapping document with the students and follow it to the best of their understanding.
5. Invite the Librarian of the school to support the students in learning how to do citations and avoid plagiarism.
6. Teachers must acknowledge their work, presentations, and notes and thus, act as role models for the students.
7. Have a short viva-voce with the students as and when there is a suspicion about student's work.
8. Ensure student's presentations, and research work is properly acknowledged/cited.

Role of a Teacher

1. Ensuring the students are familiarized with academic honesty documents and

they practice these in their work.

2. Acting as a role model by acknowledging, citing their own work like presentations, handouts, lab work, etc.
3. Conducting activities that develop creativity.
4. Valuing the process of students rather than just the outcome of a task. This would enhance creativity and critical thinking in students.
5. Reinforcing the importance of acknowledging the work of others and the authors of the work.
6. Inviting the Librarian occasionally to talk about the importance of academic honesty. Address academic honesty or dishonesty in authentic contexts and particularly around assessments.
7. Creating awareness of what constitutes academic dishonesty and its sanctions.
8. Reports to the DP coordinator if any plagiarized work is presented by the students.
9. Handle all cases of academic misconduct with confidentiality.
10. Sign the form /statement "Declaration of Compliance with the IB Regulations and Academic Honesty".

Role of a student:

1. To read and understand the school's Academic Honesty Policy.
2. Must be well-familiarized with the standards of academic honesty and its requirements.
3. Living up to the principles of academic honesty.
4. Are expected to show integrity in their work.
5. Record data and other information without failing to quote the resources.
6. Learn to communicate the information in his/her own language.
7. Learn to do clear and full citation.
8. Work collaboratively and share information with honesty.
9. Learn and bring academic honesty into practice with the increasing higher level of expectations as mentioned in the policy.
10. Discuss with the teacher in case of any doubts.
11. Submit authentic, properly cited work on time.
12. With reference to academic honesty, students are responsible for ensuring that

the work submitted is original. They acknowledge fully and correctly at all places, whenever anyone's idea or work has been referenced.

13. Students must submit their work through some software (e.g. Turnitin) that checks for duplication/ plagiarism. (As the task is submitted on Manage Bac). Students must note that if academic dishonesty is suspected, then they are responsible to prove that all pieces of work are their own and have not been plagiarized.

Role of the Program Coordinator:

1. The Diploma Programme Coordinator must ensure that students understand the standards of the Academic Honesty policy of the school.
2. Students are aware of what constitutes academic dishonesty.
3. Students are aware of the consequences of academic dishonesty practice or plagiarized work.
4. The Librarian of the school maps the skills required for complete and proper citation of work which is divided into three different levels and the students develop citation skills gradually and follow them strictly in their submissions.
5. Teachers follow the standards of the Academic Honesty Policy of the school.
6. A review of academic honesty takes place once in two years.
7. Changes after review are incorporated in the policy document and the same is communicated to the school's stakeholders.
8. Academic honesty documents are uploaded on the school website for everyone's access.
9. Ensure use of Turnitin software as early as possible.
10. Students and parents must sign the agreement letter to follow the Academic
 - a. Honesty standards.
11. Makes teachers aware of the Academic Honesty document of IB.
12. Discuss with parents the importance of academic honesty and the consequences of any academic misconduct.
13. Communicate the Academic honesty document with the parents via email and mention this in parents' orientation events.

Role of Parents:

1. Be aware of the Academic Honesty policy of the school.

2. Support student's learning integrity at home.
3. Support the school's academic honesty policy, and its expectations.
4. Encourage students to meet the respective subject teacher for help and support.
5. Counsel them on the importance of the process than focusing only on the end result. Getting a low achievement level is better than getting a zero on the plagiarized work.

Role of the School:

1. Developing a school policy on Academic Honesty and bringing in transparency in the expectations, violations and sanctions.
2. Training the staff to familiarize themselves with the Academic honesty document of the school and its rules and regulations.
3. Communicating the Academic honesty document with the stakeholders of the school.
4. Uploading the Academic honesty document on the school's official site to make it accessible to all stakeholders of the school.
5. The librarian conducts a professional development session on Academic honesty for the staff and the students.
6. Review the Academic honesty policy document once in two years. This needs to be done in the presence of the principal of the school, Librarian, and staff.
7. Following the review of academic honesty documents, changes are to be included in the policy document and updating the stakeholders of the school, like parents and students.
8. Inclusion of Academic Honesty as one of the agenda for parent orientation. This will be done at least once a year.

Role of heads

1. He/she ensures that all students and teachers understand what academic honesty and an authentic piece of work is.
2. Understand what constitutes academic malpractices (plagiarism, collusion, and misconduct during an exam). The head is responsible for taking a decision in this regard.

The Role of Teachers and the Librarian in Promoting the Policy

1. Teachers/librarians are to provide students with a convention for acknowledging all sources. It is important that for maintaining academic honesty teachers themselves are fully aware of such conventions. Teachers must provide students with examples of how to acknowledge sources. Examples include a variety of sources (including CD-ROM, DVD, photographs, illustrations, artwork, and data) in addition to journals, books, and websites.
2. Students and teachers are to be made aware that the requirement to acknowledge sources extends beyond text. The concepts of intellectual property and academic honesty include the use of footnotes or endnotes to acknowledge the source.
3. Teachers should help students by structuring assignments to avoid generalized "reports" involving little more than information gathering. Instead, teachers must give specific guidelines that encourage students to develop their own ideas.
4. Teachers must guard against what might be described as "academic negligence" and warn students about the consequences.

Investigating Malpractice

1. The students are expected to review their own work before submission for assessment and before the cover sheet is signed.
2. When reading candidates' work teachers must be vigilant about obvious changes in a candidate's style of writing.
3. The teacher must be vigilant for familiar passages and, if necessary, check that such passages have not been copied from a textbook.
4. In a case where the student pleads not guilty, the discipline committee decides on the student's guilt or innocence after evaluating the evidence and should be reasonably satisfied that the case against the student has been established.
5. Prior to imposing any penalty or deciding on remedial action, the committee should consider relevant considerations such as any previous offenses, whether the offender was under duress, and the nature and the extent of plagiarism.

Sanctions imposed if someone is found involved in malpractice

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

1. Ensure that the candidate does not gain an unfair advantage
2. Maintain the integrity of the examination session by excluding those candidates who have abused the system
3. Deter other candidates from taking the same action.

These penalties are applicable in case of malpractices detected in the school's activities such as class and home assignments, class tests, school examinations, and the draft stages of course work. The malpractice is investigated by the discipline committee of the school which includes the Principals/Section Heads/Coordinators/HODs and the subject teachers. The sanctions will be as follows:

Middle and Senior School (Consequences):

1st Offence The student is given a warning by the committee and made to read and understand the academic policy document again. They will also be counselled by the teacher concerned to ensure that they do not repeat the malpractice. The student is required to do the work again.

The parents are notified of the malpractice and the case is noted in the school records.

2nd Offence The student is awarded a zero in the task in question. The student is issued a yellow card consequently. They will be put under constant monitoring of the teachers for a specific duration of time and must report their everyday actions through the card. The card helps as a constant reminder of the mistake made and dissuades the student to repeat it.

Parents are notified and the case is noted in the school records.

3rd Offence The student is issued a red card along with the suspension. At the discretion of the concerned Principal, the student can be asked to withdraw from the examinations. The student may be debarred from participating in important school activities for a specific period.

Parents are notified, and the case is recorded in the school records.

External penalties for IBDP/MYP students

External sanctions are devised by the IBDP/MYP in case of malpractices in the final work submitted by the student towards the assessment for the DP/MYP. In such cases, if the malpractice has been detected at the preparatory stage, the internal sanctions are applied to give a chance to the student to rectify their mistake. However, if the malpractice is detected after the submission of the work or very late, the course of action will be in accordance with the IB guidelines.

Breach of conduct by Examination Coordinator or Teacher

In case of a teacher or Examination Coordinator indulges in malpractice, the concerned Principal is expected to take appropriate action against the teacher/coordinator in question.

Educating students to refer sites

The school makes use of online databases and libraries of books and journals, especially those providing materials that have been through an editorial or peer-review process. Software to check Plagiarism will be used to detect matches between text in students' work and text available elsewhere. However, it should be used with caution, as it may have some limitations.

Summary

Students and teachers are required to study this document on Academic Honesty thoroughly to enable a comprehensive understanding of the various forms of plagiarism and its avoidance. Students and teachers are to work closely following the continuous assessment and evaluation practices that will help them to reflect on their work. Regular feedback from teachers greatly reduces the cases of malpractices in students' work. It is the responsibility of the teachers to monitor their students' work periodically and help them ensure that it is strictly in accordance with the School's Academic Honesty Policy. To help achieve this, there are internal penalties in place for the cases of malpractices in the internal assessment work in school viz. class work, home assignments, and internal examinations.

Guide to bibliography citation and referencing

Why Reference?

From reading academic articles and books, the students should be familiar with the scholarly practice of making references in the text to other people's work and providing listings of relevant source material at the end of the text.

Reasons for Referencing

1. To enable someone reading the document to find the material students have referred to or consulted.
2. To demonstrate students' width of reading and knowledge about a subject.
3. To support and/or develop points made in the text.
4. To avoid accusations of plagiarism: using somebody else's work without acknowledging the fact.

Terminology

1. Reference is differently made to "citations", to "reference lists" and to "bibliographies".
Citation: a reference made in the text to a source of information. This can be in the form of a direct quotation, summarizing or paraphrasing.
2. References list: An organized listing of the works cited in the text, placed at the end of the document.
3. Bibliography: A full listing of all material consulted in relation to the research, including any source material not directly cited in the text, placed at the end of the document.

Organizing References

In carrying out any piece of academic research, the process can be viewed in two main stages:

1. Searching for, finding and reading relevant source material.
2. Using and citing material in the final project/results, which may require the inclusion of a references list and/or a bibliography.

Citation & Referencing

By using citations and references, you acknowledge the work of others and show how their ideas have contributed to your own work. It is also a way of demonstrating that you have read and understood key texts relating to the area you are writing about.

Citation Formats

Book

Structure for single author: Author's last name, First name. Title of the Book. Publisher, Year published

Example: James, Henry. The Ambassadors. Serenity, 2009.

Structure for two authors: 1st Last Name, First Name, and 2nd First Name Last Name. Title of the Book. Publisher, Year published.

Example: Charaipotra, Sona, and Dhonielle Clayton. Tiny pretty things. HarperTeen, 2016

Structure for multiple authors: Author Surname, First name, et al. Book Title: Subtitle. Publisher, Year.

Example: Johnson, Norine G., et al. Beyond Appearance: A New Look at Adolescent Girls. American Psychological Association, 2009.

Digital image on a web page or online article

Structure: Image Creator's Last Name, First Name. "Image Title." Website Name, Day Month Year Published, URL.

Example: de Jong, Sidsel. Photograph of Munch's The Scream. "The Scream' is Fading. New Research Reveals Why" by Sophie Haigney, 7 Feb. 2020. The New York Times, www.nytimes.com/2020/02/07/arts/design/the-scream-edvard-munch-science.html.

Photograph from a book

Structure: Image Creator's Last, First M. Image Title. Year Created. Book Title, by Book Author's First Last Name, Publisher, year published, p. page(s).

Example: Ikemoto, Luna. Cat in Repose. 2017. Bodega Cat's Adventure, by Wendy Prosser, Feline Press, 2020, p. 22.

Photograph or image from a museum or institution (viewed online)

Structure: Creator's Last Name, First Name. Image Title. Year Created. Website Name, Numbers (if applicable), URL.

Example: Boudin, Eugene. On the Beach, Sunset. 1865. The Met, www.metmuseum.org/art/collection/search/438551.

Journal article

Structure for single author: Author Last Name, First Name. "Title of Article." Journal Title, vol. #, issue #, publication date, page number(s). Database Title, DOI (if available) or URL (without https://). Access Date (supplemental).

Example: Adams, Mark C. "Educating the Music User." Music Educators Journal, vol. 103, no. 1, 2016, pp. 64–69. JSTOR, www.jstor.org/stable/44677803. Accessed 15 Feb. 2020.

Structure for two authors: 1st Author Last Name, First Name, and Second Author First Name Last Name. "Title of Article." Journal Title, vol. #, issue #, publication date, page number(s). Database Title, DOI (if available) or URL (without https://). Access Date (supplemental).

Structure for multiple authors: 1st Author Last Name, First Name, et al. "Title of Article." Journal Title, vol. #, issue #, publication date, page number(s). Database Title, DOI (if available) or URL (without https://). Access Date (supplemental).

Websites with an author

Structure for single author: Author's Last name, First name. "Title of the Article or Individual Page." Title of the Website, Name of the Publisher, date of publication in day month year format, URL.

Example: McNary, Dave. "Keanu Reeves, Alex Winter Returning for 'Bill and Ted Face the Music.'" Variety, Penske Media Corporation, 8 May 2018, variety.com/2018/film/news/bill-

and-ted-3-keanu-reeves-alex-winter-1202802946/.

Structure for two authors: Last name, First name of Author 1, and First Name Last Name of Author 2. "Title of Web Page." Title of Website, Publisher, date published in day month year format, URL.

Structure for multiple authors: First listed author's Last name, First name, et al. "Title of Web Page." Title of Website, Publisher, date published in day month year format, DOI or URL.

PDF file

Structure for single author: Last name, First name. Book Title. Publisher, Year. Website / Database Name. DOI or URL. PDF file or PDF download.

Example: Kosofsky Sedgwick, Eve. Touching Feeling: Affect, Pedagogy, Performativity. Duke University Press, 2003. Boston University.

www.bu.edu/honoringeve/files/2009/09/paranoid-reading-and-reparative-reading.pdf. PDF file.

CD ROMs:

Title of product. (Year), [CD-ROM]. Place of publication: Publisher.

Example - World development indicators. (2003), [CD-ROM]. Washington, D.C.: The World Bank.

Review and implementation of academic honesty policy

1. Principals, Coordinators, and Heads of Department to review the Academic Policy in consultation with subject teachers once in two years.
2. A presentation on school policies, IB Diploma Programme, IB Primary Years Programme, and the National CCE curriculum are special features during the Orientation Programme for parents, students, and teachers on the first day of the academic session organized by the Principal, IBDP Coordinator, the MYP

Coordinator, the IB PYP Coordinator.

3. All school policies are communicated to the teachers, students, and parents through regular communication and are uploaded on the school website.
4. All-new IB subject teachers meet with the DP Coordinator for an overview of the curriculum and practices prior to classroom instruction. Also, the IB teachers and DP Coordinator provide IB in-house professional development during the school year to acquaint new teachers and refresh current teachers with the IB Diploma Programme curriculum and practices.

References

1. 2020 IB Programme Standards and Practices. (n.d.). Retrieved November 1, 2022, from <https://www.ibo.org/globalassets/new-structure/brochures-and-infographics/pdfs/ib-ppsp-at-a-glance-en.pdf>
2. Academic integrity. (n.d.). <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>
3. Effective citing and referencing. (n.d.). <https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/effective-citing-and-referencing-en.pdf>
4. REFERENCES AND CITATIONS. Study Guide. (n.d.). Retrieved November 1, 2022, from <https://www.managers.org.uk/~media/Files/PDF/Study%20Support/References-and-Citations.pdf>
5. Bas Swaen. (2015, August 18). Citation Styles Guide | Which Citation Style Should You Use? Scribbr. <https://www.scribbr.com/citing-sources/citation-styles/>

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