



**COSTEAS-GEITONAS SCHOOL (CGS)
WHOLE SCHOOL ACADEMIC
INTEGRITY POLICY 2022-2023**

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 programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

School Mission Statement

At CGS we strive to provide an academic setting where every student's skills and character can flourish to the fullest by encouraging meaningful connections between the classroom and real life experiences. Our students work in an environment of ongoing inquiry, cooperation and mutual respect as they acquire a high caliber education and positive life attitudes to contribute to the world they live in.

Philosophy & approach to academic integrity

At CGS we make every effort to create a culture shared by all members of the school community where every person understands and promotes an ethical approach to teaching and learning. Academic integrity and responsibility are paramount in this process at CGS.

Encouraging academic honesty in the entire school community reflects a commitment to personal integrity and represents the true essence of learning and acquiring knowledge at CGS and beyond. Students, teachers and administrators are held to the highest expectation to maintain the rules of academic honesty throughout their education, starting at the PYP, continuing in the MYP and culminating in the DP.

It is important for learners to realize that an ethical approach to their learning and academic progress can encourage acting ethically in other aspects of their adolescent life and later as adults.

As stated in the IB Learner Profile, we strive to be “principled”, acting “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.”

Academic Integrity at CGS

At CGS we acknowledge that academic integrity “is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills”.

Therefore, it is essential that all members of the school community not only understand but consistently implement, and are fully aware of the consequences resulting from a failure to adhere to academic integrity rules and responsibilities.

In our school we are building the principles of proper academic conduct on the basis of ethical behavior, acknowledgment of other peoples' work and on realizing the fact that knowledge and its source should be identified and cherished as a result of great effort and dedication from someone else. In this context our students and educators are working towards that goal in all levels of IB programmes.

Primary Years Programme

Academic Integrity and Learner Profile

CGS strives to promote students' sense of self and regard for others. We work to develop lifelong learners who embody the IB Learner Profile. While students are engaged in constructivist and inquiry-based learning, working on assessment tasks, using technology, and/or communicating and reflecting on their work, they are expected to demonstrate principled behavior. Independence, responsibility, and integrity are crucial in preparing students to show confidence in their own work and respect for the work of others.

Since the Learner Profile is the foundation of the Primary Years Programme, and serves as the cornerstone of CGS, students are encouraged to be:

- Inquirers, who acquire the skills necessary to conduct inquiry and research
- Knowledgeable as they explore concepts, ideas and issues
- Principled as they act with integrity, honesty and take responsibility for their actions
- Open-minded as they seek and evaluate a range of points of view
- Risk takers, who articulate and defend their opinions and beliefs
- Thinkers, who make ethical decisions
- Communicators, who use a variety of resources to research and share their personal thinking
- Balanced as they understand the importance of intellectual, physical and emotional balance
- Reflective as they give careful consideration to their own learning and experiences
- Caring as they show empathy, compassion and respect to the needs of others

These qualities, when applied to learning and student work, establish skills and behaviors which support practices displayed within the classroom and in everyday life. These practices are introduced, modeled and used throughout the entire school community.

Expectations and Responsibilities of Students

Students:

- are expected to demonstrate principled behavior when engaging in any school activity. Students should be able to work independently and with others, with honesty and integrity, as they work toward achieving their personal best, both academically and personally.
- are responsible for practicing the Approaches to Learning/Transdisciplinary Skills necessary to become academically honest. These skills include being organized, making appropriate choices, demonstrating integrity, and striving to do one's personal best work. Students are expected to be responsible for their own thinking and are encouraged to use creative and critical thinking when solving problems.
- are expected to participate responsibly when working with partners and in groups.
- are expected to be respectful of varying points of view and to interact cooperatively.
- are taught to resolve conflict by making appropriate choices to enhance relationships and facilitate success in school.
- are introduced to the concepts of plagiarism and are taught age-appropriate citation skills in all the grades of primary school. These concepts are reinforced throughout the students' academic experiences

Teachers' Responsibility

Teachers at CGS, in line with their roles as mentors and coaches, are expected to provide students with guidance and support in understanding the meaning of academic honesty and the ways to avoid breaching it.

The PYP coordinator, grade teachers for PYP, and exhibition mentors are specifically in charge of presenting the Academic Integrity Policy to students at the beginning of each school year.

In preparation for the PYP Exhibition, the PYP coordinator, Grade 6 teachers and the exhibition mentors will be guiding students to draft essential agreements for the exhibition.

Teachers will be providing opportunities for students to learn and practice how to use other people's ideas at all grade levels and provide constructive feedback to guide students in their learning process. To this end, teachers will provide students with clear and explicit criteria for task completion.

School Responsibility

The school, is responsible for developing and updating the Academic Integrity Policy with the pedagogical leadership team, the program coordinator, and relevant stakeholders.

The school is responsible for making the Academic Integrity Policy available to all stakeholders by publishing it on the school site at the beginning of each school year.

Parents' Responsibility

Parents are expected to become familiar with the school's Academic Integrity Policy and ask teachers or school administrators for clarifications or advice in case of need.

Parents should be supportive of their child's work, value their productions, and encourage the production of personal and authentic works. This includes all assessments and homework.

Parents should encourage students to seek guidance from their teachers in case they are experiencing difficulties in completing their work on their own.

Parents should monitor and support their children in organizing their workload to meet deadlines and expectations.

Middle Years Programme

Expectations and Responsibilities of Students

Students should realize that to be inspired by, to adapt ideas or use other people's work is acceptable and is still considered authentic work on condition that explicit credit is given to the original author.

Students should realize that being academically honest allows them to develop their potential by giving teachers a clear picture of their understanding and skills so they can work with them to continuously improve. It is also important for them to understand that by acting with academic integrity during their school years will only help them develop an ethical approach to life, in general, and make integrity a life value for them.

CGS MYP students should demonstrate their ability to be:

- caring learners by respecting their own work and that of others
- competent communicators by using their own “voice” when they produce work
- critical thinkers through evaluating the reliability of the sources they use
- principled researchers through referencing the work of others used in their own work
- knowledgeable writers through the use of proper referencing styles in their work
- reflective learners by building on and developing their skills and study practices

All students are expected to maintain high standards of academic honesty. As a result, all collaborative written and oral coursework and individual schoolwork and exams, with special emphasis placed on the MYP Personal Project in MYP year 5, must be the product of their own effort.

With regard to collaborative work, all members of a group are required:

- to equally contribute to the concerted effort of the group
- to respect diversity and each other
- to support the learning of their classmates through discussion, but not by allowing work to be copied or by completing another student's work for them.

Moreover, students are expected:

- to manage their time efficiently and adhere to designated schedules and deadlines. Lack of time or poor study practices can lead to academic misconduct
- to respect the school premises and resources used to facilitate the completion of their work (classrooms, library, computer labs, multimedia rooms)
- to comply with the School's Internet Use Rules and Regulations and Science Lab Safety Regulations when conducting research
- to process and complete their schoolwork, always acknowledging sources with accuracy and honesty
- to summarize ideas in their own words and provide a reference for the source of information in their bibliography
- to submit complete and full drafts for feedback for all work leading to summative assessment tasks
- to keep a thorough process journal when working on their MYP personal project in order to be able to demonstrate the development of one's own ideas and writing, and provide evidence of their original work
- to keep all rough notes and drafts produced when preparing work for submission to teachers or supervisors in order to be able to defend themselves against charges of malpractice

- to consult their CGS Student Handbook or seek support from classroom teachers about referencing in subject-specific related research and other tasks
- to consult with their MYP Personal Project student support material or seek support from the MYP Personal Project supervisors, Personal Project Coordinator, MYP coordinator and the librarian about referencing their personal project
- to respond to acts of academic misconduct by reporting them to academic staff and the MYP Coordinator and Principal
- to refrain from offering assistance to peers during assessment tasks in class, or for the completion and submission of assignments unless requested or allowed by a subject teacher.

Students are made aware of the significance of demonstrating academic integrity during the orientation week, through workshops run by the librarian and as part of regular classroom practice.

Referencing requirements for MYP at CGS

At CGS we acknowledge that there are many different systems for referencing but we use the MLA Manual of Style.

Students are taught the principles and rules of citing and referencing and are given opportunities to practice their citing and referencing skills as of the first year of the MYP. Information literacy skills are explicitly taught in the first year of the programme (MYP year 2) through workshops facilitated by the librarian, which are repeated for all year levels, with greater emphasis on MYP year 5 students. MYP year 2 students are also provided weekly classes on Approaches to Learning (ATL) skills to support – among other skills – their self-management skills.

- In MYP2 students are expected to write full bibliographic references for all the print and Internet sources that they use.
- In MYP3 and MYP4 students are expected to write bibliographies containing a variety of different sources (internet, print, video, pictures etc.) and to use the MLA Manual of Style format for their bibliography.
- In MYP5 students are also taught how to reference quotations and paraphrase text with footnotes in addition to creating a full bibliographic reference.

MYP 5 students are also strongly encouraged to:

- Use Turnitin.com to check their work. While this method may detect matching text between the student's work and material on the internet, the writer is responsible for properly citing the work, words and ideas of others.
- Use Creative Commons to search for media with free access and avoid copyrighted materials.

Academic Staff

The teaching staff of MYP is required to adhere to all the rules of academic integrity, thus serving as role models for the student body. They are also expected to ensure that all students have fully comprehended what is acceptable practice and what is not, to guide and advise the students and to supervise whether they respect the academic integrity policy. It is their responsibility to provide adequate opportunities in the learning process for students to implement and gradually consolidate academic integrity practices.

The role of the school librarian is also deemed essential in raising awareness and supporting students through explicitly teaching information literacy skills, research and referencing strategies.

The MYP Personal Project Coordinator, ATL coordinator and MYP Personal Project supervisors are also responsible for encouraging and monitoring good practices.

All teaching staff are expected:

- to refer to CGS academic integrity policy in order to facilitate student guidance and support
- to adhere to CGS academic integrity policy
- to report incidents of misconduct to the MYP Coordinator and Principal
- to offer student support through effective feedback

School

At CGS, there are certain systems and processes in place to foster and facilitate an academic integrity school-wide culture. These involve the following:

- a designated team to oversee and manage academic integrity implementation and incidents of academic misconduct
- informative presentations and induction sessions for academic staff
- informative presentations on assessment and academic integrity to parents
- a CGS Academic Integrity Policy accessible to all members of the school community on the school site.

Parents

Parents are also expected to support our school in its effort to promote academic integrity and foster an ethical culture. They have a pivotal role to play in encouraging their children to act with integrity and adopt ethical learning habits.

Within this framework, they are expected:

- to support their children in managing their schoolwork in terms of deadlines and other time-management aspects
- to read and understand CGS Academic Integrity Policy, especially as far as what constitutes good practice and which actions are determined as misconduct
- to refrain from providing their children with such resources or kind of assistance that may result in the student submitting work that does not reflect their own effort, or is not their own product.

Diploma Programme

The issue of proper academic conduct is sincerely highlighted and emphasized in the Diploma programme. DP candidates are being prepared for their higher education and thus need to be fully aware and acclimated to the necessities not only of university education but also to the requirements of ethical conduct with respect to copyright and intellectual property. To this end, knowledge, content, explanation and the procedures of academic misconduct are fully discussed within the two-year DP in our school.

It is crucial to understand that building a culture of ethical treatment of intellectual human rights is a complex procedure that involves all levels of the school community. To this end, it is clear that proper conduct initiates from Programme Administration and Leadership Team who is responsible for the correct implementation and overview of guidelines, procedures and examinations from the IBO. However, it is required from all members of the school community to build and maintain a cycle or loop of ethos. Thus, atypical or unethical behavior, in terms of academic integrity, by one body (e.g. school administration) must be brought to surface and reported by the rest of the constituents (teachers, parents/legal guardians, students).

In order to clarify and explain all these requirements the following key points are included in the CGS program.

- DP Coordinator/deputy outlining academic integrity in parents/students DP presentation meetings
- EE Coordinator presenting key aspects of academic misconduct in EE introduction presentation
- Subject teachers incorporating proper academic integrity practices in their course and during IA information sessions.
- Leadership Team/Teachers informing guardians about potential misalignment of students with integrity principles during parents/teachers meetings or through Tutors.

Academic integrity responsibilities for the DP

School Administration

- to purchase and maintain academic honesty software (Turnitin) for plagiarism checking
- to ensure proper training and development for teaching staff with respect to academic integrity
- to facilitate investigation when misconduct is reported by any branch of the school community or when required by the IBO
- to provide proper facilities and conditions for the conduct of examinations, safe storage of exam materials and logistics of student coursework uploading.

Leadership team

- to organize and conduct examinations under the appropriate requirements
- to overview the procedure of student coursework uploading
- to make sure academic integrity has been implemented in the curriculum of DP subjects
- to inform and educate parents/guardians about the requirements of academic integrity and its repercussions in case of misconduct
- to implement procedures for the investigation of reported cases of misconduct.

Teachers

- to implement academic integrity in their syllabus and train students to recognize misconduct
- to identify and report to administration misconduct in student coursework or during examinations.
- to uphold the highest standard of personal integrity in producing their own academic work and serve as a model of academic integrity
- to adhere to, support and implement the Academic Integrity policy of the school at all times
- to have a full understanding of what constitutes academic misconduct as per the General Regulations
- to establish, distribute and instruct students on their own set of academic honesty guidelines including but not limited to definitions of plagiarism, collusion, duplication of work and preferred citing styles etc.
- to encourage an ongoing communication and relationship with the school librarian as a source of information and good practices.

Parents/Legal Guardians

- to be informed on the context of academic integrity and to be aware of potential repercussions in case of misconduct
- to encourage students to report cases of misconduct in an effort to promote ethical behavior
- to encourage their children to develop a sense of personal integrity, to give credit to others when needed, to ask for help when uncertain and to learn from any transgression in an open, supportive way
- to receive, read, understand and sign the school's Acknowledgement Form of the General Regulations: Diploma Program confirming acceptance of the rules and regulation outlined in the document, including articles on academic misconduct and its consequences.

Students

- to study academic integrity guidelines, be informed, implement them and report cases of misconduct
- to uphold the highest standard of personal integrity in producing their work, assignments, presentations, projects etc.
- to know that as they study the ideas, research and words of others, it is imperative to acknowledge or give credit when it is included in their own academic work
- to understand and use the appropriate styles of referencing or citing sources such as the MLA or Harvard Referencing; if uncertain about how to reference correctly, to consult with a teacher or member of the academic staff for clarification and guidance
- to read, understand and accept the definitions of academic misconduct as per the General Regulations: Diploma Programme and particularly articles related to Academic Misconduct
- to retain any rough notes, drafts or outlines produced in preparing academic work for submission if they are called to defend their work in the case of suspected academic malpractice as supporting documentation
- to attend formal information sessions on academic honesty, plagiarism and what is considered academic misconduct, which are carried out at the start of every school year
- to be aware that CGS, in accordance with IB recommendations and practices, may randomly request and submit work to external verification bodies to evaluate sources, if necessary.

What is academic misconduct? Definition of terms and examples

The following examples are infringements on the CGS Academic Policy and are considered academic misconduct:

School maladministration examples

- Improper regulation of duration of exams and amenities given to students with extra needs.
- Allowing teachers getting official exam papers prior to 24h after the exam
- Insufficient number of invigilators per subject
- Allowing teachers editing student coursework

Student academic misconduct

Plagiarism

The International Baccalaureate Organization (IBO) defines plagiarism as “the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.” One’s language, ideas or thoughts constitute their intellectual property and therefore, copying them constitutes plagiarism. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

This includes textual and non-textual materials - words, ideas, phrases, music, reports, articles, graphics, photographs, tables, charts, etc.

Examples

- Copy the work of another person and present it as your own. This includes (but is not limited to) copying work from an author, a website, or a classmate.
- Use ideas from another person without referencing them.
- Paraphrasing a part of a text from someone else’s work. Citing and referencing does not render this as proper conduct

Collusion

The IBO defines collusion as supporting academic misconduct by another student, “as in allowing your work to be copied or submitted for assessment by another [student]”. There is a clear distinction between legitimate collaboration and unacceptable collusion.

This includes working with someone else on an assignment or project when it is not allowed because it is meant to be independent work.

Examples

- Allow another student to copy your work assignment and hand it in as their own
- Write an assessment or part of it for another student
- A classmate has prepared an excellent presentation for a Theory of Knowledge class. You have the same class but with a different teacher, at a different time of day. You ask your classmate for his presentation

to use in your class because you have not completed yours. He has agreed to give it to you to use in this way and you do so.

Cheating

Cheating occurs when students take unauthorized materials into an examination, or when a student communicates or copies the work of another student during a test, quiz or exam.

Example

- While taking a test for your Psychology course, you look over the shoulder of the person sitting in front of you and can see their answers. You copy their answers on your test
- While taking a test for your Chemistry course, you bring a piece of paper with definitions written on it so you can use it to help you answer the questions
- While taking a quiz you use a cell phone/smartwatch to look up information that might help you.

Duplication of work

The presentation of the same paper in different assessment components (tasks of different disciplines).

Example

- Using your MYP project to resubmit it for your Extended Essay

Disclosing information

This describes the act of giving or receiving information about the content of an examination paper during/prior to the examination.

Example

- Your class takes a test on Physics and assuming the same test will be taken by another class on a different day you pass on the information to your friends so that they perform well.

Providing information and support

The school inform students on what constitutes academic misconduct and the subsequent consequences at the beginning of every school year in the form of a formal presentation, followed by hypothetical scenarios so that students have a wide range of practical examples and situations that may constitute academic misconduct. An open question and answer period and print informational materials to be kept as a reference will follow.

The Consequences of Academic Dishonesty

PYP

Consequences for breaches will vary depending on the severity of the situation, intent or non-intent, age and level of awareness of the student, history with regards to academic honesty, and other factors.

Reflection upon the fallback is always the first step at CGS, as we strongly believe in supporting and guiding students in understanding their shortcomings to better learn from them.

If appropriate, students will be asked to redo the work and encouraged to ask for support and guidance as required.

MYP

Instances of academic dishonesty are penalized. In the case of suspected infringement of the academic integrity policy, thorough investigation should be carried out, and sufficient evidence should be presented to confirm the malpractice. If a teacher, personal project supervisor or other member of staff, such as the school librarian, suspects that a student may have breached the school's standards of academic honesty, s/he will inform the IB MYP Coordinator. The latter will investigate the matter and in the case of inappropriate work having been submitted, s/he will determine whether or not the case is one of academic dishonesty, or of an academic infringement based on the student's intent. In serious, repeated or contested circumstances, the Middle School Principal or the High School Principal respectively will decide on the outcome of the case. In serious cases of malpractice, the Head of School will be called upon.

According to the Greek Ministry of Education, at every school of Secondary Education a Disciplinary Board is formed to discuss cases regarding serious offences. Depending on the severity of the infringement, the Disciplinary Board may consist of a Principal or an Assistant Principal as a designee, the student's tutor, the student's classroom teachers or the whole faculty, the president of the Central Students' Council and a President of the student's Class Council. Students referred to the Disciplinary Board are allowed to present the facts and express their arguments. Their parents or guardians are also informed and they may also have the right to express their views in front of the Disciplinary Board.

Academic responses

Pedagogical measures aim mainly at assisting students to understand their mistakes, reflect on them and improve their attitude.

Instances of academic misconduct are to be treated according to the severity of the infringement. With regard to intent, the age, cognitive awareness and emotional/psychological state of the students will also be taken into consideration so that the appropriate academic responses will be developed. These include:

- In cases of minor infringements or no intent, individual conferencing with the student will be arranged so as to highlight the issue in question and raise better awareness. Parents or legal guardians are to be informed, too
- In the event of a student's work or exam paper considered academically dishonest, it will not be credited. If there is time for a student to resubmit another piece of work in its place or take a make-up exam, s/he will be allowed to do so. If there is no time for the student to produce new work or retake the exam,

s/he will not receive a grade for that piece of work or exam paper, which in turn, could potentially have a negative effect on the student's assessment in that particular subject

- In accordance with the Greek Ministry of Education Rules and Regulations, in the event of a student's exam paper being considered to be academically dishonest, the teacher is obliged to terminate the student's examination. As a result, the student receives a failing grade and the incident is formally discussed and evaluated by the school faculty
- A second incident will result in a meeting between the school, student and parents in order to build a personalized agreement to foster academic integrity
- Repeated instances of academic dishonesty are to be treated by the school's authorities as willful disrespect for school rules, with attendant consequences. In cases of students who face proven psychological problems or serious health problems or serious family problems the School Board informs the relevant educational psychologist, who prepares a written report, which is submitted to the Teachers' Association before a decision is taken
- Furthermore, according to the Greek Ministry of Education Rules and Regulations, student's conduct is not to be formally assessed. In cases of misconduct, the incident and the reasons for this may be noted in the minutes of the meeting of the Teachers' Association. Unless the Teachers' Association has grounds to believe that a change of environment is necessary, the student is eligible to continue to study at the school
- Suspicions of malpractice in work submitted for final work submitted for moderation or other final MYP assessment, the High School Principal and MYP Coordinator will be informed. They will collect evidence and decide accordingly.
- If the final work is submitted on time with respect to the CGS published deadline and cannot be authenticated, the work cannot be submitted for assessment or moderation to the IBO. Final submissions cannot be edited.
- If an academic integrity issue is identified in a student's Personal Project or other work submitted for IB moderation after the submission deadline at CGS or after the student has signed the MYP Projects Academic Honesty Form or cover sheet of the final work, the IBO must be informed about this situation, according to the IBO. Consequences may include a student being excluded from an examination session or a subject grade.
- In any case, all students are expected to fully respect the general IB regulations regarding academic honesty, the Greek Ministry of Education Rules and Regulations and the CGS Code of Conduct.

Diploma Programme

Responses to academic misconduct

Any case of suspected academic dishonesty transgressions will be treated according to the level of severity, instance and degree to which the student is cognizant of the infringement.

First or minor offence: students are called into an individual conference to inform the student of the infringement and discuss in order to ensure the student is fully aware of the nature of the infringement and how to correct or avoid this in the future.

Subsequent or major offence: in the event a student repeats the same offence (after being informed) or submits work for formal grading or an exam paper that is found to be academically dishonest, including plagiarism, collusion or cheating, the work will not be graded nor credited.

Repeated offences: senior administration from the school will request a formal meeting with the student,

parents and teacher to discuss the consequences as required.

Infringement of academic honesty policy, at any level in any form, is documented on shared informational platform for DP teachers and senior administration as a formal record.

Student responses to suspected academic dishonesty

Students who have been informed that their work may be academically dishonest, may request to meet with their teacher, tutor or senior administrative member to give them an opportunity to clarify, explain or discuss the case in question.

All cases of academic dishonesty, regardless of instance or severity, bear consequences.

First Offence on homework assignment, in-class test or quiz:

Teacher informs the student and parents; documents the incident (shared information portal for all DP teachers and senior administration). A meeting is called to discuss the incident and take steps to help the student correct the infringement. The student may submit a new assignment on a different topic within a given timeframe. For class tests or quizzes, a grade of zero is given.

Subsequent Offence on homework assignment, in-class test or quiz:

As above, unless the student has no opportunity to submit a new assignment and will receive a grade of zero.

Recurring or ongoing Offences:

Parents and the student meet with the teacher and senior administration to discuss the issue at length, and warn the student of the seriousness of this behavior which may result in a failure to receive the Diploma or severely affect university admission.

Work submitted as part of the IB DP Assessment:

Finally, academic dishonesty is confirmed and there is a declaration of malpractice in any of the work submitted for IB Diploma Assessment including internal/external assessments, TOK essay, Extended Essay or final examinations, this will result in the Diploma not being awarded to the student.

Communication and Review process

The school community is made aware of the significance of demonstrating academic integrity through parents' informational evenings, new teachers' induction days, faculty meetings, student orientation week, assemblies, workshops run by the librarian and regular classroom practice.

The head of school, PYP, MYP and DP coordinators, Personal Project Coordinator, EE Coordinator, librarian, counseling department and secondary school leadership team are often involved in the discussions around developing, reviewing and implementing the academic integrity policy.

The draft academic integrity policy under review is discussed and analyzed in the academic departments during faculty meetings and the final document is edited and approved by a steering committee that is

formed to this end.

Parents can also access the academic honesty policy of the school on the school website along with the other policies and can provide feedback either individually or through their representatives on the Board of the Parents Association.

This document was reviewed and updated in preparation for the upcoming evaluation visit and was informed by relevant research in the field and all relevant publications issued by the IBO including:

- PYP: The learner (2018)
- PYP: Learning and teaching (2018)
- MYP: From principles into practice (2014)
- DP: From principles into practice (2015)
- IB Programme standards and practices
- IB Academic Integrity Policy (2022)
- Academic honesty in the IB educational context (2014)
- The conduct of IB Middle Years Programme on-screen examinations
- IB position paper: Academic honesty in the IB (2012)
- Effective citing and referencing (2022)
- General regulations: Middle Years Programme
- Middle Years Programme Assessment procedures 2022 (2021)
- Diploma Programme Assessment procedures 2022
- The responsibilities of IB World Schools in ensuring the integrity of IB assessments (2017)

The academic integrity policy is annually reviewed as part of the IB curriculum review cycle and the whole-school improvement plan so as to reflect the students' and teachers' needs. It is also to be approved by the Bureaus of Elementary and Secondary Education, which operate under the auspices of the Greek Ministry of Education.

The review process was completed in June 2022.