



# Lancers International School

## Academic Honesty Policy

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## **LIS Vision and Mission**

### **Vision**

Nature is the best educator. It is universal, absolute and constant. We believe Lancerians will inherit its completeness. They will be humanitarian in their approach, deft at adaptation, innovative and resourceful in times of crisis and international in their outlook, capable of carving a home for themselves in any global grid.

### **Mission**

Our mission is to provide an environment in which all Lancerians will become lifelong learners, who are responsible, disciplined, and ethical young men and women. Lancerians are understanding and tolerant towards peoples of all races and cultures.

### **Objectives**

This policy aims:

1. To develop healthy, sensible, well rounded and complete human beings through academic, aesthetic and athletic activities
2. To encourage a social climate in the school that creates international understanding amongst those represented within the school community
3. To develop through community service respect for the environment and concern for the society
4. To build self-esteem and leadership qualities
5. To uphold an uncompromising commitment towards excellence
6. To provide a safe and nurturing community where diversity is celebrated and mutual respect among children and adults is practiced
7. To create an environment where children are exposed to challenging, educational opportunities
8. To create a platform where teachers, parents and children evolve together to create a new social awakening

### **Rationale**

We expect our Lancerians to be virtuous and ethical citizens of the world. The responsibility to promote this is shared by the members of the learning community at Lancers International School.

An ethos of honesty is nurtured throughout the school through the attributes of the IB learner profile and the CARVES.

# Academic Honesty

## **At Lancers International School**

We promote principled lifelong learning at Lancers International School. When students are engaged in inquiry, working on assessments, using technology, communicating ideas and reflecting on learning they demonstrate principled behaviour and show integrity.

Many of the Learner Profile attributes are embedded in our mission statements and lend support to the importance we place on Academic Honesty. Independence, responsibility, and integrity are integral to promoting world class citizens who respect the work of others.

The responsibility to promote these core values will be shared by members of the school community and will be visible in the school's academic honesty policy.

The main objective of the policy for academic honesty at Lancers International School is to create an intellectual climate in which sanctions and procedures, which accompany academic dishonesty, become superfluous.

## **As defined by the IB documents**

“Academic Honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills.” [IB Diploma Programme- Academic Honesty]

“An authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. “ [IB Diploma Programme- Academic Honesty]”

## **Academic Honesty Across the school**

An ethos of honesty and academic interests in particular are nurtured throughout the school through the attributes of the IB learners profile and the schools core values of Completeness, Adaptability, Resourcefulness, Virtue, Efficiency and Spirituality (CARVES).

The school promotes academic honesty during orientations, parent meetings, school assemblies and staff meetings. Students are encouraged to be principled, honest and truthful at all times.

At the Primary level this is done through the focus on specific IB learner profile attribute and PYP Attitudes. The learning of academic honesty is embedded in the teaching of the units of inquiry and the Social and Emotional Learning Programme.

In the Secondary school, the school's programme of value education explores the need for honesty, truthfulness and principled behaviour in all we do. The school librarian and

Extended Essay Coordinator organize orientation programme on ‘Academic Honesty’ for students.

From Grade 4, students are introduced to the need to acknowledge the ideas and information they have taken from others. They learn to cite the sources from where they get the information for their research projects and presentations. They are specifically taught how to record this. Students are taught how to use information to develop and write about their own original thoughts, opinions and ideas but when they do quote they record and acknowledge the source correctly. Teachers remind students of this in their instructions at the beginning of an assignment or project. The academic policy is shared with all the stakeholders on Managebac.

The school uses the Internet based services of [www.turnitin.com](http://www.turnitin.com) as a plagiarism prevention and detection tool. The school gets an undertaking (honor code on academic honesty) signed by the parents and candidates.

### **Academic Honesty and Information Technology**

At Lancers International School, technology is utilized to facilitate learning and to support interpersonal communication among all members of our learning community. Our mission is to model positive digital actions and engage students in analyzing technology ethics. Teachers and students are expected to model positive online behaviours.

## **Responsibilities of the School Community**

Every member of Lancers International School is a stakeholder in the development of the whole child and academic honesty of our students.

### **School Administrators**

All members of the school community embody the IB Learner Profile and strive to be positive role models of academic honesty for all students.

The School Administrators enforce and support the academic policy in the school. The policy aligns with the philosophy of IB regarding academic honesty. They ensure that systems are in place to uphold the policy and to lead taking action when the policy is not adhered to. They are also expected to ensure that information about the school policy and expectations of the IB are communicated to the school community comprising teachers, students and parents.

### **Teachers**

All teachers are responsible to teach the students the needed approaches to learning skills necessary to help students become academically honest. They are responsible for providing a safe learning environment, where mistakes are a part of the learning process.

Teachers are expected to practice academic honesty and serve as role models for the students. Teachers attribute the quotes and the work taken from someone else's work correctly. They complete bibliographies, including the sources of information for their lessons and presentations.

Teachers communicate to students the expectations regarding presentations, assignments and research work that are given to them. They need to outline clearly what is meant by academic honesty and how to use materials from the library and other sources. Teachers are expected to manage this from Grades 4 to 12.

Teachers monitor students' work to check breaches of academic honesty by the students. They are expected to take immediate steps to inform the coordinators about any breach committed in the classroom.

Teachers at LIS undergo training in the use of the [www.turnitin.com](http://www.turnitin.com) for detecting plagiarism. They understand the terms used in the IB documents for Academic Honesty.

Teachers encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice.

- i) Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in the various subjects. The teachers will read the IB documents for their subjects and acquire an understanding of the specific requirements of their subjects.
- ii) Ensure that the words, ideas, works from sources are acknowledged appropriately. At LIS the MLA system of referencing is used.

- iii) Teachers are expected to be vigilant in spotting any change in the style of writing of the student.
- iv) Question students on written work, especially in the extended essay, in order to determine whether the work is really that of the student
- v) Use a search engine whenever possible to detect plagiarized work
- vi) Authenticate student work whenever required. The IBO expects “each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate”.
- vii) Distinguish between collaboration and collusion to prevent allegations of collusion against students. They will ensure that the students have a clear understanding of the two terms.
- viii) Be familiar with the IBO publication “Academic honesty: guide for schools.
- ix) Cooperate in the investigation of suspected cases of malpractice.
- x) Write a statement on any report of malpractice to be submitted to the IBO. The IBO provides guidelines on what should be included in this statement.
- xi) Not leave candidates unsupervised during examinations.
- xii) Not disclose the contents of an examination paper within 24 hours after the examination has been conducted.
- xiii) Not start an examination before the scheduled time.
- xiv) Not provide undue assistance to a candidate in components that contribute to the assessment requirement of the IB programme. Guidelines on this are often provided in the various subject guides and teacher support material published by the IB.

### **Students**

It is the responsibility of the students to inquire and ask questions of the adults around them to help make informed decisions and avoid situations that would cause them to make academically dishonest choices.

Ultimately, it is the student’s responsibility to ensure the integrity of all work and to understand what constitutes an offence against academic honesty.

Students are strongly advised to abide by the following guidelines:

- i) Acknowledge all sources (e.g. books, journals internet sites, CD Rom, magazines, photographs etc.) using the MLA style when writing assignments.
- ii) Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person.
- iii) Paraphrased ideas of another person should also be acknowledged.
- iv) As far as possible students are encouraged to work independently with the support of the subject teacher.
- v) When collaboration with other students is required or encourages by teachers, students are required to ensure that the final work is produced independently.
- vi) Students are strongly discouraged to attempt to submit a similar piece of work for different assessment components of their IB programme (e.g. the internal assessment and the extended essay).
- vii) Students are advised to listen and follow all instructions given before an examination.

**School Librarian**

The school librarian in conjunction with the school teachers work towards ensuring that students are given instructions and guidance on approaches to learning, good academic practice and ways of locating, evaluating and using information effectively without committing malpractice.

The librarian takes a lead in promoting academic honesty as a value by conducting workshops for students, parents and teachers. Reference materials in the form of exemplars from past years kept in the library will be available to students for reference alone and in no case will be issued out of the librarian or photocopied. The school librarian maintains a catalogue of books and electronic material available for reference in the library.

**Parents**

Parents and community members are responsible for being positive role models in the lives of their children and communicating with the student and teacher to understand the expectations and role of academic honesty.

The parents are acquainted with the school's policy on academic honesty. Parents discuss the school policy with their children and support it at all times. They encourage their child to practice academic honesty and support by monitoring the use of materials and the authenticity of their child's work.

## **Procedure to be followed for Academic Misconduct**

### **Consequence of Academic Dishonesty**

If a teacher or another staff member suspects that a student may have violated the school's policy on academic honesty, he or she notifies the Programme Coordinators. The coordinator investigates the situation and discusses the concerns with both the student and teacher involved, giving both parties the opportunity to respond to the allegations.

If it is proven that inappropriate work has been submitted for assessment, the IB Coordinator determines whether it is a case of academic dishonesty (intentional) or academic infringement (unintentional). In either case (dishonesty or infringement), the student participates in a conference with the IB Coordinator, the classroom teacher and his or her parents to build an agreement to promote academic honesty.

Along with this, teachers need to take into account the learning needs of the students. It may be the students are struggling to understand the concept and students who seem to be committing on-going dishonest behaviours could be having academic difficulties. It will be necessary to provide the students with the support they need.

### **Applicability**

#### **A. IB External Submissions MYP/DP (as applicable to other grades for school submission).**

The student, while submitting his/her work for external assessment is required to sign a coversheet to confirm that it is his/her own final and original piece of the work.

The school will check the originality report. In case a similarity is detected before signing of the coversheet, the matter will be resolved within the school as per this policy.

However, once the coversheet is signed and if the student is suspected of plagiarism or collusion the matter will be reported to IBO Academic Honesty Division for further investigation and action.

#### **B. Internal School Examination IGCSE/MYP/DP (as applicable to other grades for school submission)**

The HOS and DP Coordinator will investigate into the matter. In case the offences are proven, no grades will be awarded to the student for that examination or paper and sanctions as laid down in this policy will also be applied.

#### **C. External School Examination – DP/IGCSE (as applicable to other grades for school submission)**

The MYP/DP Coordinator will immediately report the matter to the IBO/Cambridge and provide necessary evidence.

### **Offences against Academic Honesty**

Academic dishonesty, are acts, which result or may result in an individual gaining unfair advantage. The following is a list of such behaviour but is by no means exhaustive. The IB uses these terms to define malpractice and these need to be understood.

**Plagiarism:** Offering the words, ideas, works or arguments of another person (in whole or part) as one's own. This includes works of art whether music, film, dance, theatre arts or visual arts.

**Copying:** Includes copying from another student or making information available to another during test or examination. It also includes taking the work of another student with or without his or her knowledge and claiming it as their own.

**Falsifying Data** Fabricating or falsifying research or CAS data.

**Duplication** Submitting the same piece of work for more than one course.

**Cheating** Communicating with another student during examinations.  
Bringing into the examination room materials which are not permitted.  
Interfering with the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials.  
Altering grades awarded by a teacher.  
Stealing examination papers.  
Using unauthorised calculators during a test or an examination.  
Impersonating another student, especially during examination.

**Collusion** Helping another student during examinations leading to academic dishonesty.

### **Sanctions**

Sanctions against academic misconduct may range from warning to dismissal depending on the seriousness of the offence. The penalties will include one or more of the following:

- i) The offence may be recorded on the student's file.
- ii) A warning letter may be issued, a copy of which is placed in the student's file.
- iii) A student will receive no grades (ungraded) for the piece of work or examination.
- iv) A student will be provided suspension from regular lessons.
- v) A student will be placed on probation for one or more semesters.

The respective subject teachers would closely monitor the work of each student and point out if they feel that any part of the work reflects that it is not original and neither has it been credited. The work may be sent back to the student in order to be corrected.

## **Policy Review**

Lancers International School commits to policy review at least once a year, at the beginning of each academic session.

Whole School Policy Published: JULY 2014

### MYP Review

Reviewed on: July 2015

Reviewed by: Head of School, MYP Coordinator, MYP Staff

### DP Review

Reviewed on: August 2016

Reviewed by: Head of School, DP Coordinator, DP Staff

### PYP Review

Reviewed on: October 2016

Reviewed by: Head of School, Primary Principal, PYP Coordinator, PYP Staff

Next Review Date: July 2017

## References

*IB Standards and Practices*, International Baccalaureate (2014)

*Making the PYP Happen: A Curriculum Framework for International Education*, International Baccalaureate (2009)

*PYP, A Basis for Practice*, International Baccalaureate (2009)

*Guide to School Authorization: Middle Years Programme*, International Baccalaureate (2015)

*Middle Years Programme. MYP: From principles into practice*. International Baccalaureate (2014)

*Diploma Programme Assessment: Principles and Practice*, International Baccalaureate (2010)

*The Diploma Programme: From Principles To Practice*, International Baccalaureate (2015)

Candidates with assessment access requirements, *General Regulations: Diploma Programme*, International Baccalaureate (2014)

*Guidelines for Developing School Assessment Policy in the Diploma Programme*, International Baccalaureate (2010)

*Academic Honesty: Diploma Programme*, International Baccalaureate First published August 2009 (Updated 2011)

*IB learner profile in review: Report and recommendation*, International Baccalaureate (2013)

## Appendix

### MLA Formatting and Style Guide

MLA style also provides writers with a system for referencing their sources through parenthetical citation in their essays and Works Cited pages.

#### Formatting the First Page of Your Paper

- In the upper left-hand corner of the second page, list your name, your instructor's name, the course, and the date. Again, be sure to use double-spaced text.
- Double space again and center the title.
- Do not underline, italicize, or place your title in quotation marks; write the title in Title Case (standard capitalization), not in all capital letters.
- Double space between the title and the first line of the text.
- Create a header in the upper right-hand corner that includes your last name, followed by a space with a page number; number all pages consecutively with Arabic numerals (1, 2, 3, 4, etc)

#### Essays

MLA recommends that when you divide an essay into section that you number those sections with an arabic number followed by a space and the section name.

- Early Writings
- The London Years
- Travelling the Continent
- Final Years

#### Author-Page Style

MLA format follows the author-page method of in-text citation. This means that the author's last name and the page number(s) from which the quotation or paraphrase is taken must appear in the text, and a complete reference should appear on your Bibliography/Works Cited page.

- Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263) or
- Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263) or
- Wordsworth extensively explored the role of emotion in the creative process (263).

#### In-text Citations for Print Sources with Known Author

For Print sources like books, magazines, scholarly journal articles, and newspapers, provide a signal word or phrase (usually the author's last name) and a page number. If you provide the signal word/phrase in the sentence, you do not need to include it in the parenthetical citation.

- Human beings have been described by Kenneth Burke as "symbol-using animals" (3).
- Human beings have been described as "symbol-using animals" (Burke 3).

#### In-text Citations for Print Sources with No Known Author

When a source has no known author, use a shortened title of the work instead of an author name. Place the title in quotation marks if it's a short work (e.g. articles) or italicize it if it's a

longer work (e.g. plays, books, television shows, entire websites) and provide a page number.

We see so many global warming hotspots in North America likely because this region has “more readily accessible climatic data and more comprehensive programs to monitor and study environmental change . . . ” (“Impact of Global Warming” 6).

The Works Cited entry appears as follows: “The Impact of Global Warming in North America.” *GLOBAL WARMING: Early Signs*. 1999. Web. 23 Mar. 2009.

### **Capitalization and Punctuation**

Capitalize each word in the titles of articles, books, etc, but do not capitalize articles, short prepositions, or conjunctions unless one is the first word of the title or subtitle:

- *Gone with the Wind, The Art of War, There Is Nothing Left to Lose.*

New to MLA 2009: Use italics (instead of underlining) for titles of larger works (books, magazines) and quotation marks for titles of shorter works (poems, articles)

### **Citing a Work by Multiple Authors**

For a source with three or fewer authors, list the authors' last names in the text or in the parenthetical citation:

- Smith, Yang, and Moore argue that tougher gun control is not needed in the United States (76).
- The authors state "Tighter gun control in the United States erodes Second Amendment rights" (Smith, Yang, and Moore 76).

### **Citing Non-Print or Sources from the Internet**

For electronic and Internet sources, follow the following guidelines:

- Do not include URLs in-text. Only provide partial URLs such as when the name of the site includes, for example, a domain name, like *CNN.com* or *Forbes.com* as opposed to writing out <http://www.cnn.com> or <http://www.forbes.com>.
- Provide the URL s in the Bibliography/ Works Cited page

### **Adding or Omitting Words In Quotations**

If you add a word or words in a quotation, you should put brackets around the words to indicate that they are not part of the original text.

- Jan Harold Brunvand, in an essay on urban legends, states: "some individuals [who retell urban legends] make a point of learning every rumour or tale" (78).

If you omit a word or words from a quotation, you should indicate the deleted word or words by using ellipsis marks, which are three periods ( . . . ) preceded and followed by a space.:

- In an essay on urban legends, Jan Harold Brunvand notes that "some individuals make a point of learning every recent rumour or tale . . . and in a short time a lively exchange of details occurs" (78).

### **Bibliography/Works Cited-Books**

If readers want more information about this source, they can turn to the Bibliography/Works Cited page, where, under the name of Wordsworth, they would find the following information:

#### **Book with one Author**

- Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P., 1967. Print

- [Lastname, Firstname. *Title of Book*. Place of Publication: Publisher, Year of Publication. Medium of Publication.]

### **Book with More Than One Author**

- Gillespie, Paula, and Neal Lerner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.
- [The first given name appears in last name, first name format; subsequent author names appear in first name last name format.]

### **Works Cited-Articles**

#### **Article in a Magazine**

Cite by listing the article's author, putting the title of the article in quotations marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month. The basic format is as follows:

- Author(s). "Title of Article." *Title of Periodical* Day Month Year: pages. Medium of publication.
- Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.
- Buchman, Dana. "A Special Education." *Good Housekeeping* Mar. 2006: 143-48. Print

#### **Article in a Newspaper**

Cite a newspaper article as you would a magazine article, but note the different pagination in a newspaper. If there is more than one edition available for that date (as in an early and late edition of a newspaper), identify the edition following the date (e.g., 17 May 1987, late ed.).

- Brubaker, Bill. "New Health Center Targets County's Uninsured Patients." *Washington Post* 24 May 2007: LZ01. Print.
- Krugman, Andrew. "Fear of Eating." *New York Times* 21 May 2007 late ed.: A1. Print.

### **MLA Sample- Works Cited Page/Bibliography**

#### **Works Cited**

Clinton, Bill. Interview by Andrew C. Revkin. "Clinton on Climate Change." *New York Times*. New York Times, May 2007. Web. 25 May 2009.

Dean, Cornelia. "Executive on a Mission: Saving the Planet." *New York Times*. New York Times, 22 May 2007. Web. 25 May 2009.

Ebert, Roger. "An Inconvenient Truth." Rev. of *An Inconvenient Truth*, dir. Davis Guggenheim. *Rogerebert.com*. Sun-Times News Group, 2 June 2006. Web. 24 May 2009.

*GlobalWarming.org*. Cooler Heads Coalition, 2007. Web. 24 May 2009.

Gowdy, John. "Avoiding Self-organized Extinction: Toward a Co-evolutionary Economics of Sustainability." *International Journal of Sustainable Development and World Ecology* 14.1 (2007): 27-36. Print.

*An Inconvenient Truth*. Dir. Davis Guggenheim. Perf. Al Gore, Billy West. Paramount, 2006. DVD.

Leroux, Marcel. *Global Warming: Myth Or Reality?: The Erring Ways of Climatology*. New York: Springer, 2005. Print.

Milken, Michael, Gary Becker, Myron Scholes, and Daniel Kahneman. "On Global Warming and Financial Imbalances." *New Perspectives Quarterly* 23.4 (2006): 63. Print

Nordhaus, William D. "After Kyoto: Alternative Mechanisms to Control Global Warming." *American Economic Review* 96.2 (2006): 31-34. Print.

<http://www.cnn.com> or <http://www.forbes.com>.

## General Guidelines for Citation

At LIS students are expected to be familiar with the following terms and know the difference between the following when quoting: their independent material, Common knowledge and someone else's independent material.

### How and what is to be credited?

**It is important that students have a clear understanding of what is to be credited. The following is a list of some of the information that needs to be credited:**

- If they are going to use words or ideas presented in a magazine, book, newspaper, song, TV programme, movie, Web page, computer programme, letter, advertisement, or any other medium
- If a student will use information they have acquired or gained through interviewing or conversing with another person in any of the following ways- face to face, over the phone, or in writing
- When a student copies the exact phrase or words used by someone else
- When they wish to use visual representations that have originated with someone else- these could be maps, diagrams, pictures, photographs, illustrations, cartoons etc.
- If a student wishes to use information that he has got via the electronic media either by reusing it or by forwarding it.

The important thing to remember is that any information that comes from another source, person, magazine, e-mail, website needs to be acknowledged.

The following are things that do not require acknowledgement:

- When a student writes about his or her own experiences, thoughts that come from them, ideas that come out of their observations, their insights do not require acknowledgment
- A student writing their summary, about their experiences about a laboratory experiment or field trips
- When they use their own artwork, digital photographs, video, audio, etc.
- When citing examples of "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but **not** historical documents)
- When they are using generally- accepted facts, e.g., littering is bad for the environment.

### What is common Knowledge?

- These include facts of history commonly known
- If the same information [not documented] is found in at least five other credible sources
- If it is information that a student thinks the readers might already know
- If it is information that a reader is likely to come across easily through other resources
- Folk literature, which is popular and cannot be traced back to a particular writer. These would include nursery rhymes, fairy tales and any stories in the oral tradition.

**The students understand how to summarize, paraphrase and quote**

During their research the students may often require to use someone else's work. This may be done through quoting, paraphrasing and summarizing.

For direct quotes

- When quoting even a single word that is used with a special emphasis by the author the student is expected to use quotation marks.
- The student will not change any spelling, capitalization or punctuation while quoting.
- While adding any word, words or phrases the student will use brackets.

While paraphrasing and summarizing

The student will use his/her words and sentence structure without distorting the meaning of the author.

While paraphrasing or summarizing the student will not substitute with synonyms the key words while retaining the sentence structure of the original information. Neither will he/she retain the keywords but change the sentence structure. Both of these would amount to plagiarism.

The student is encouraged to clear any doubts regarding the crediting of information with his/her teacher.

## Academic Misconduct Form

<b>Academic Misconduct</b>	
Student's Name	Subject:
Teacher's Name:	Date:
Nature of Malpractice (Circle which one applies) Plagiarism, Collusion, Duplication, Unfair Practice, Internal/External Other:	
Teacher's Statement <i>(Dates, requirements and conditions for the activity/task/assessment, evidence of malpractice, severity of the situation, recommended consequences, in line with the Academic Honesty Policy of the school)</i>	
Teacher's Signature:	Date:
Student's Statement:	
Student's Signature:	Date:
Action taken by the school:	
DP Coordinator's Signature:	Date:
Head of School's Signature:	Date: