



SONDERVICK
INTERNATIONAL
SCHOOL

IB MYP academic integrity policy

Sondervick International School

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INTRODUCTION

At Sondervick International School, academic integrity is a cornerstone of our educational philosophy. Upholding the highest standards of honesty, trust, and respect in all aspects of academic work is essential to fostering a community of learners who are principled, reflective, and ethical. Our policy aligns with the IB Learner Profile and the core values articulated in the Integrity code of vereniging Ons Middelbaar Onderwijs (appendix 1). Additionally, it draws from the fundamental values defined by the International Center for Academic Integrity (ICAI), which shape our expectations for students, teachers, and staff.

These values—Integrity, Trust, Fairness, Respect, Responsibility, and Courage—are essential to academic success and personal growth, even in the face of challenges (International Center for Academic Integrity, 2024). As a school, we aim to cultivate an environment where these values thrive, ensuring that our students engage in honest, meaningful learning experiences.

MISSION

The mission of the Sondervick International School is to provide opportunities for cross-curricular education that is inclusive of all cognitive levels, cultures, and linguistic backgrounds. Central to this mission is fostering students' ability to reflect on their learning, enabling them to grow in an enterprising and holistic manner.

VISION

Building on this mission, the vision of the Sondervick International School is to create a welcoming environment for students with multilingual backgrounds, supporting their integration into Dutch society while honoring and preserving their cultural identity and academic potential.

THE IB LEARNER PROFILE AND ACADEMIC INTEGRITY

The IB Learner Profile describes 10 attributes that we encourage our students to develop throughout their educational journey (International Baccalaureate, 2014). These attributes align closely with the principles of academic integrity:

1. **Inquirers:** We encourage students to explore academic topics independently, fostering curiosity and critical thinking while maintaining honesty in all research and inquiry-based activities. The integrity of the research process is vital, as students must attribute sources properly and avoid plagiarizing.
2. **Knowledgeable:** Being knowledgeable means not only mastering content but also understanding and applying the ethical use of information. Students are expected to engage with their learning honestly and with integrity, always giving credit to the original sources of ideas and data.
3. **Thinkers:** Critical thinking is essential for academic integrity. We encourage students to approach their work with a questioning attitude and the courage to challenge ideas. This requires using ethical reasoning in decision-making, particularly when determining what constitutes acceptable collaboration and citation practices.
4. **Communicators:** Effective communication involves presenting one's own ideas clearly and accurately. This includes giving appropriate credit to others when their ideas, words, or work are used. Communication is integral to upholding academic integrity, whether through written assignments, group projects, or presentations.

5. **Principled:** The principle of honesty is the core of academic integrity. Being principled means consistently adhering to ethical standards, avoiding cheating, plagiarism, or other forms of academic misconduct, and taking responsibility for one's actions.
6. **Open-minded:** Open-mindedness fosters a culture where diverse perspectives are respected. Students are encouraged to engage with differing viewpoints while ensuring that their work remains their own. This includes the ethical use of resources such as AI tools, ensuring that collaboration is appropriate and that the work is authentically theirs.
7. **Caring:** Caring for the learning community includes respecting others' work and adhering to academic integrity standards. Students and teachers alike must show respect for one another by avoiding dishonest practices that undermine the fairness of assessments and evaluations.
8. **Risk-takers:** Taking risks means stepping out of one's comfort zone, but academic integrity requires that students remain honest and fair even when under pressure. Risk-taking should involve exploring new ideas or solving problems creatively, while still upholding the values of academic honesty.
9. **Balanced:** Academic balance includes managing time effectively, avoiding shortcuts, and resisting the temptation to engage in dishonest practices due to stress or pressure. Students are encouraged to approach their studies with integrity, recognizing that balanced academic efforts yield the best long-term results.
10. **Reflective:** Reflecting on one's work involves evaluating how well academic integrity has been maintained. Students are encouraged to review their assignments and assessments to ensure that proper referencing has been followed and that their work reflects their own learning efforts.

THE FIVE PILLARS OF ACADEMIC INTEGRITY

The International Center for Academic Integrity (ICAI) defines academic integrity based on five pillars have emerged to guide behavior in academic settings:

1. **Integrity:** Integrity is the foundation of academic honesty. This means acknowledging the owner of any work used and ensuring objectivity in academic tasks. For teachers, it involves assessing students' work fairly and without bias.
2. **Trust:** Trust in the reliability and honesty of students' work is essential. This is reflected in the creation of clear expectations for assignments and assessments, ensuring that students understand and meet the standards set.
3. **Fairness:** Fairness involves applying rules and expectations consistently. It also means taking responsibility for one's actions and upholding standards of fairness in assessments, using methods such as rubric-based grading and ensuring transparency.
4. **Respect:** Respect for everyone is integral to maintaining academic integrity. This respect is shown through serious engagement with assignments and openness to feedback. Teachers, in turn, are expected to provide constructive feedback and show empathy towards students.
5. **Responsibility and courage:** Students and teachers share the responsibility for maintaining academic integrity. Students must have the courage to stand up against violations, while teachers must create and enforce policies that uphold academic integrity.

These pillars also correspond to the Integrity code of vereniging Ons Middelbaar Onderwijs, emphasizing the importance of human dignity, general well-being, solidarity, and shared responsibility within the academic community (Appendix I).

RESPONSIBILITIES

School responsibilities

- Ensure the integration of the ICAI's values and the Integrity Code into all academic programs.
- Provide resources, workshops, and ongoing support to educate students and staff on maintaining academic integrity, including clear guidelines on virtual and physical spaces.
- Monitor and enforce policies regarding academic integrity, maintaining fairness and transparency in all cases.

Teacher responsibilities

- Model and maintain high standards of academic integrity, demonstrating clear expectations for referencing, collaboration, and assessment.
- Provide students with guidance on how to avoid academic misconduct, including plagiarism, collusion, and cheating. Teachers should also guide students on how to properly collaborate, distinguishing between acceptable group work and unacceptable collusion.
- Ensure that assessments are fair, transparent, and based on clear criteria, applying rules consistently and without bias.
- Teachers are responsible for providing support to students who need help understanding academic integrity policies, particularly around citation and appropriate collaboration.
- Advice on what to do in case of an academic integrity irregularity is stated in Appendix II.

Media specialist responsibilities

- Support students with research, ensuring they have access to credible sources.
- Teach students proper citation methods and referencing standards.
- Provide workshops and guidance on academic integrity practices, especially around avoiding plagiarism and ensuring the use of credible, legitimate sources.

Student responsibilities

- Submit authentic, original work and correctly attribute sources used in assignments. Students must understand the difference between legitimate collaboration and collusion and act in accordance with the school's guidelines.
- Engage in academic work honestly, avoiding any form of cheating or plagiarism.
- Participate in group work with integrity, ensuring that individual contributions are clear and honest. Students should also be aware of their responsibility to report any academic integrity violations they witness. Guidelines on the distinction between legitimate collaboration and unacceptable collusion can be found in Appendix II.
- In case of an academic integrity breach, the following sanctions are applied according to Appendix III (see also student conduct and support policy).

Parent/guardian responsibilities

- Reinforce the importance of academic integrity and support students in meeting academic expectations, especially during high-stakes assessments.

- Encourage students to seek help when they are unsure about any aspect of academic honesty or are unsure whether certain behaviors (e.g., working together on an assignment) constitute misconduct.
- Be actively involved in promoting academic integrity by attending workshops, discussions, and meetings focused on the subject.

VISIBILITY OF ACADEMIC INTEGRITY IN THE CLASSROOM

At Sondervick International School, we are committed to fostering a culture of academic integrity that permeates every aspect of the learning environment. The policy on academic integrity will be made visible and accessible in the classroom to ensure that all students, teachers, and staff are constantly reminded of its importance. This visibility will not only reinforce the principles of honesty, fairness, and responsibility but also encourage students to make ethical choices in their academic work.

1. Classroom displays and posters:

- Key elements of the Academic Integrity Policy, including the ICAI's five pillars—Integrity, Trust, Fairness, Respect, and Responsibility and courage—will be prominently displayed in the classrooms. Visual reminders, such as posters or infographics, will serve as frequent and accessible references to help students remember what is expected of them.
- An excerpt from the policy, including examples of good and poor academic practices (such as correct referencing versus plagiarism), will be posted in the classrooms to provide clarity on the standards we uphold.
- These materials will also include guidance on the ethical use of AI tools, ensuring that students understand both the possibilities and limitations of using such technologies in their work.

2. Student-centered discussions:

- Teachers will engage students in discussions about academic integrity at the beginning of the school year and throughout their academic journey. These discussions will take place in subject lessons and mentor lessons and will include real-life scenarios and practical applications of the policy, such as the use of AI and collaborative work.
- In addition to formal lessons on academic integrity, teachers will incorporate periodic "integrity check-ins," where students can share their experiences and challenges related to maintaining academic honesty. Possible activities are listed in Appendix IV.

3. Integration in classroom expectations:

- Academic integrity will be woven into the classroom's daily operations and expectations. Teachers will emphasize the importance of honest work during assessments, assignments, and collaborative activities, ensuring that students are aware of how their actions impact the academic community.
- Clear and consistent expectations will be set for referencing and citation practices. These guidelines will be reinforced during assignments and examinations, both of which will explicitly require students to demonstrate proper attribution for any work or ideas that are not their own.

4. Access to resources:

- Classroom materials will include reference guides on correct APA citation methods, including links to online tools and resources to help students understand how to avoid plagiarism and properly cite sources. These resources will also cover the ethical use of online databases, AI tools, and other technological aids, ensuring that students know how to use these tools in accordance with academic integrity standards.
- Media specialists will work with teachers to support students in understanding proper citation practices and the ethical use of digital resources. Periodic workshops will be offered to all students, particularly around assessment periods, to refresh their knowledge of these practices.

5. Clear consequences for violations:

- A visible, clear explanation of the consequences for violations of academic integrity will be displayed in classrooms and on school bulletin boards. This serves to ensure that students understand the seriousness of academic misconduct, such as plagiarism, cheating, and collusion, and the steps that will be taken if a violation occurs.
- Teachers will also make use of classroom time to discuss specific examples of what constitutes academic misconduct, including the use of unauthorized materials during exams or the improper use of AI tools.

6. Ongoing reflection and feedback:

- Teachers will provide regular opportunities for students to reflect on their understanding of academic integrity and receive feedback on their academic practices. This will not only reinforce the expectations but also provide a space for students to address any concerns or confusion they might have about maintaining academic integrity.
- At the end of major assignments or projects, teachers will hold "debrief" sessions where students are invited to discuss how they adhered to the principles of academic integrity in their work, with peer and teacher feedback guiding future improvement.

By making academic integrity a visible and consistent part of the classroom environment, Sondervick International School ensures that students are constantly reminded of the importance of ethical academic practices. This proactive approach supports the goal of fostering a culture where students are empowered to take responsibility for their work and make principled choices, both academically and beyond.

DEFINITIONS AND EXAMPLES OF ACADEMIC MISCONDUCT

Academic misconduct includes behaviors that provide an unfair advantage or misrepresent a student's work. Academic misconduct includes, but is not limited to:

- Plagiarism: Copying or paraphrasing someone else's work without proper attribution.
- Collusion: Collaborating with others inappropriately on individual work.
- Cheating: Using unauthorized materials during exams or assignments.
- Self-plagiarism: Submitting the same work for multiple assignments without prior permission.
- Electronic fraud: Using unauthorized devices or methods to gain an advantage during assessments.
- Fabrication: Falsifying data or sources.

These behaviors violate the principles of academic integrity and undermine the values of honesty, trust, and respect.

Examples of acceptable practices include clearly credited group work, correctly cited paraphrasing, and collaboration that adheres to school policies.

CITATION VIA APA (AMERICAN PSYCHOLOGICAL ASSOCIATION) STYLE

Sondervick International School Style prefers the widely used citation format, primarily adopted in the social sciences, psychology, education, and health sciences. It provides a clear and consistent method for acknowledging sources, ensuring academic integrity and allowing readers to trace the origins of ideas and research. APA Style emphasises the importance of author credibility, the timeliness of sources, and uniformity in referencing. Examples can be found in Appendix V.

MEASURES TO PROVIDE EDUCATION AND SUPPORT

To foster a strong understanding of academic integrity, Sondervick International School will provide:

- Workshops and training: Age-appropriate lessons and seminars on academic honesty, citation practices, and ethical collaboration, aimed at various grade levels.
- Multilingual Support: Resources, such as Toddle, to help multilingual students understand academic integrity in the context of both their home and English languages.
- Ongoing guidance: One-on-one support for students who require further assistance in understanding academic integrity, especially those who may struggle with referencing or understanding the policy.

USE OF AI TOOLS IN ACADEMIC INTEGRITY

In today's digital age, artificial intelligence (AI) is a powerful tool that can assist students in their academic work. However, it is essential that students use AI tools ethically and responsibly. AI can assist with research, writing, and problem-solving, but it must not be used to substitute personal effort or to engage in academic misconduct.

The International Baccalaureate's academic integrity policy includes Appendix 6¹, which provides guidance on the appropriate use of artificial intelligence tools. Sondervick International School adheres to these guidelines.

In short, students should:

- Use AI tools to enhance their learning, not to complete assignments dishonestly.
- Acknowledge the use of AI where appropriate and ensure that AI-generated content is not passed off as their own.
- Engage in responsible collaboration, where AI tools serve as a resource rather than a shortcut.

REPORTING AND CONSEQUENCES

Reporting: Students and staff are encouraged to report any suspected violations of academic integrity. Reports can be made by the respective Manager Education anonymously if desired and will be reviewed by the academic integrity committee.

¹ [Academic integrity policy](#)

Consequences: Violations will be addressed with restorative measures, ensuring that students understand the impact of their actions and learn from the experience. Consequences will vary based on the severity of the violation, but always with an emphasis on growth and education. Severe violations may result in suspension or academic probation.

Recordkeeping: All cases of academic misconduct will be documented to track trends, inform future policy adjustments, and ensure that proper steps are taken to address violations.

POLICY REVIEW

This policy will be reviewed annually, with input from students, teachers, parents, and school leadership, to ensure its alignment with both IB standards and the Integrity code of vereniging Ons Middelbaar Onderwijs. The reviewed policy needs to be approved by the co-determination council (MR).

Physical and virtual spaces: We acknowledge the evolving nature of academic environments, particularly in the age of online learning and digital assessments. This policy will continue to adapt to new challenges, ensuring that both in-person and virtual academic spaces uphold the same standards of academic integrity.

By embedding its broad school, entrepreneurial growth, together locally and internationally, and more than education themes into the academic integrity framework, Sondervick International School prepares students to excel as principled learners in a globalized world.

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APPENDIX I: INTEGRITY CODE OF VERENIGING ONS MIDDELBAAR ONDERWIJS

Below is the visual representation of the Integrity Code, which serves as the foundation for this policy.

This code articulates the principles of Human Dignity, General Well-being, Solidarity, and Shared Responsibility, which are integral to the academic integrity framework at Sondervick International School.



Goed handelen

Integriteitscode vereniging Ons Middelbaar Onderwijs

We hanteren vier basisprincipes¹ voor goed handelen:

menselijke waardigheid, algemeen welzijn, solidariteit en gedeelde verantwoordelijkheid.

Menselijke waardigheid: ieder mens telt

Vereniging Ons Middelbaar Onderwijs gelooft in een samenleving waarin ieder mens telt. Ieder mens heeft een waardigheid die in ieder opzicht en door iedereen wordt gerespecteerd. Elk mens, dus elke leerling, elke collega, is het waard om naar om te zien. Juist ook zij die het even moeilijk hebben. Iedere mens doet ertoe – eenvoudigweg om wie hij of zij is.

Algemeen welzijn: niemand leeft voor zichzelf

Mensen zijn geen losstaande individuen maar zijn op allerlei manieren met elkaar verbonden. Een gemeenschap kan alleen tot bloei komen als mensen tot bloei kunnen komen. En samen zijn we verantwoordelijk voor de gemeenschap. Samen vormen we een vangnet, op school en daarbuiten, waarin we rekening met elkaar houden. Een gemeenschap waarin voor alle mensen plek is. Mensen zijn ook verbonden met hun leefomgeving. Een omgeving die we duurzaam ontwikkelen en waarvan we de opbrengsten eerlijk delen.

Solidariteit: zorg voor elkaar

We zorgen voor elkaar en kijken naar elkaar om. Dat doen we vanuit ons persoonlijk commitment om bij te dragen aan het algemeen welzijn van iedereen op school, en iedereen die betrokken is bij de vereniging. Als iemand het niet redt, springen we bij. We helpen elkaar. Iedereen krijgt zijn deel, zonder oordeel over diens situatie.

Gedeelde verantwoordelijkheid: meebouwen vanuit eigen kracht

Iedereen heeft kwaliteiten. Daarmee leveren we allemaal een unieke bijdrage aan de samenleving. Samen zijn we verantwoordelijk voor de vereniging. We nemen mensen niets uit handen, maar versterken hen juist in wat ze kunnen. En als het niet goed gaat, bieden we hulp. Door mensen uit te dagen komen zij tot bloei.

APPENDIX II: UNDERSTANDING THE DISTINCTION BETWEEN LEGITIMATE COLLABORATION AND UNACCEPTABLE COLLUSION

In academic work, students are often encouraged to work together to learn and achieve their goals. However, it's important to understand the difference between legitimate collaboration and unacceptable collusion to avoid violating academic integrity. Here's a clear breakdown to help you navigate this:

What is legitimate collaboration?

Definition: Legitimate collaboration occurs when students work together in a way that is ethical, transparent, and allowed by the institution or teacher.

Key features:

- Clear guidelines: Collaboration is explicitly permitted for the task (e.g., group projects or peer review).
- Equal contribution: Each student contributes their own effort, ideas, and understanding.
- Acknowledgement: Contributions from each student are recognised and reported if required.
- Goal: The aim is to enhance learning, share perspectives, or divide tasks fairly.

Examples of legitimate collaboration:

- Working in a group on a project where each member is responsible for a specific equal section.
- Discussing concepts or ideas with classmates to deepen understanding (without sharing answers).
- Reviewing a peer's draft and offering feedback without rewriting their work.
- Studying together for an exam by explaining topics to one another.

What is unacceptable collusion?

Definition: Unacceptable collusion involves secretive or unethical cooperation that results in misrepresentation, unfair advantage, or a breach of rules.

Key features:

- Violation of rules: Collusion goes against the assignment or school policies (e.g., submitting individual work that was done jointly).
- Misrepresentation: Work is presented as entirely one person's effort, even though others contributed improperly.
- Unfair advantage: Students bypass individual effort, undermining the purpose of the task.
- Dishonesty: The act involves hiding the truth about how the work was completed.

Examples of unacceptable collusion:

- Sharing answers or copying each other's work on an assignment meant to be completed individually.
- Dividing an individual task and combining answers to submit as separate work.
- Writing a friend's essay or letting someone complete your test for you.
- Collaborating on a test or quiz where no discussion is allowed.

How to tell the difference between legitimate collaboration and unacceptable collusion:

Ask yourself:

1. "Is this allowed by the teacher or school guidelines?"
 - If collaboration isn't mentioned or is explicitly forbidden, avoid it.
2. "Would I feel comfortable explaining this to my teacher?"
 - If you need to hide how you completed the task, it's likely collusion.
3. "Am I contributing my own understanding?"
 - If the final work doesn't reflect your knowledge or effort, it may cross into collusion.

How to avoid collusion:

1. Clarify the rules: Always ask your teacher whether collaboration is allowed and to what extent.
2. Acknowledge help: If someone has helped you, give credit where appropriate.
3. Do your own work: Even in group settings, ensure your part reflects your own understanding.
4. Be transparent: If in doubt, disclose how the work was completed to your teacher.

APPENDIX III: IRREGULARITIES DURING THE ADMINISTRATION OF TESTS

If an irregularity occurs during a test, the following procedures are followed:

a. Absence during a test

- If a student is absent from a test without a valid reason, the teacher reports this to the education manager.
- The education manager decides how to handle the situation further. They may decide to assign a grade of '0'.
- The promotion criteria specify how to proceed if tests or assignments are not completed.
- If a student has not made up the missed tests by the end of the school year, they may be required to take the test(s) between the last exam week and the official end of the school year. The education manager determines the timing.

b. Cheating during a test

- The invigilator or teacher immediately informs the student of the observed fraudulent action/irregularity.
- The student is allowed to finish the test if possible.
- A note indicating cheating is made on the original test sheet. To prevent the student from erasing this, the sheet is then confiscated.
- The student is given a new answer sheet.
- The invigilator or teacher reports the incident to the education manager and, if applicable, files an official report.
- The education manager decides how to handle the situation further. They may decide to assign a grade of '0'.

c. Plagiarism in a submitted assignment

- The teacher informs the student of the observed irregularity.
- The teacher reports the plagiarism to the education manager, providing evidence to support the claim.
- The education manager decides how to handle the situation further. They may decide to assign a grade of '0'.

d. Late submission or non-submission of an assignment

- An assignment that is not submitted is marked as to be completed in Toddle, and the teacher informs the student.
- A new submission deadline is set by the teacher. If specified in the original assignment, the teacher may deduct points for late submission.
- If the student fails to submit the assignment a second time, the teacher reports this to the education manager.

- The education manager decides how to handle the situation further. They may decide to assign a grade of '0'.
- The promotion criteria specify how to proceed if tests or assignments are not completed.
- If a student has not submitted assignments, projects, or reports by the end of the school year, they may be required to complete this work between the last exam week and the official end of the school year. The education manager determines the timing.

APPENDIX IV: POSSIBLE INTEGRITY CHECK-IN ACTIVITIES

Quick Discussions (5-10 minutes)

- At the start or end of a lesson, teachers ask students to reflect on recent assignments or group work.
- Prompts could include:
 - *“Have you faced any challenges in completing work honestly?”*
 - *“Have you encountered AI tools or peer collaboration in ways that made you question integrity?”*
- Students can respond verbally, in small groups, or through anonymous polls or sticky notes.

Case Studies & Scenarios

- Teachers present a short real-life scenario related to plagiarism, AI use, or collaboration.
- Example: *“A student uses AI to generate an essay but edits it significantly before submitting. Is this academic integrity?”*
- Students discuss and share perspectives, reinforcing their understanding of the policy.

Written Reflections & Self-Assessments

- Periodic journal entries where students reflect on their own academic integrity.
- Checklists or surveys to self-assess whether they’ve adhered to integrity principles.

Peer Conversations

- Pair or small-group discussions where students talk about any integrity-related challenges they’ve faced.
- Teachers guide discussions by asking: *“How do you ensure fairness in group projects?”* or *“How do you balance AI assistance with original work?”*

Teacher Check-Ins

- One-on-one or small-group meetings, especially during project-based work, where students can voice concerns or ask for guidance.

APPENDIX V: APA STYLE EXAMPLES

1. In-Text Citation

An in-text citation includes the author's last name, the year of publication, and a page number (if quoting directly or referring to specific parts of the text). These citations appear in parentheses within the text.

Example:

- Paraphrasing: (Smith, 2020)
- Direct quote: (Smith, 2020, p. 45)

2. Reference List Entries

The reference list appears at the end of the document, listing all sources cited in the text. Each entry provides full information about the source, formatted consistently.

Examples:

- Book:
Smith, J. (2020). *The art of writing*. New York, NY: Penguin.
- Website:
Jones, M. (2023). Understanding poetry. Retrieved from <https://literaryanalysis.com/poetry>

