



Asahijuku Secondary School

IB Policy
2025 Revised Edition

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 programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The School mission statement

**To educate students to be leaders of the next generation,
who possess *altruism, wisdom* and *strength*.**

Altruism means to hope for other people's well-being. Other people's well-being is not limited only to individuals, but also to the community as a whole, through which multicultural understanding can lead to world peace. We seek to nurture altruism broadly in our education; therefore, students themselves require a rich spirit. To nurture this rich spirit, students also need wisdom, which is acquired by a variety of learning experiences. To acquire and practice altruism and wisdom, students must also have physical and mental strength.

We carry out our education based on the idea that people who possess altruism, wisdom and strength are the appropriate ones to be the leaders of the next generation.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act 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.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

1. Admission Policy

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1.1 Philosophy of Admission Policy

In keeping with laws and regulations, such as the Basic Act on Education, Asahijuku Secondary School accepts students who understand our school philosophy: *A High-Level Education That Develops Students' Personalities*; and our school educational aim: *To educate students to possess altruism, wisdom, and strength in order to be leaders of the next generation*. Since we have a student dormitory, there are no restrictions on the place of residence of the applicants and the parents/guardians. In addition to recruiting students who have Japanese nationality, we are also actively accepting international students and returnee students.

1.2 Dates and Subjects for Entrance Exam

The entrance examination of our school is divided into four types; the examination for elementary school students who wish to enter the MYP2, the examination for transferee students who live in Japan, the examination for international students, and the examination for returnee students. Applicants who fail to meet the school standards, especially the content of the interview which is regarded with high value in the screening process, will be rejected.

A) Examination procedure for new entrants (MYP 2)

Application Period	From November to January (Yearly)
Types of Examination	①Special Characteristics Evaluation (November and December) Documents review, Interview (for both students and parents/guardians) ②IB Test (November and January) Essay (40 minutes, 40 marks) Interview (for both students and parents/guardians) ③Aptitude Test (November) Written Examination (Type I : Mathematics and Sciences, Type II : Japanese and Society, each test 45 minutes, 70 marks) Interview (for students) ④One Subject Test (January) Written Examination (choice of one from Japanese, Mathematics, Science, Social Studies or English, 50 minutes, 100 marks) Interview (for both students and parents/guardians)
Announcement of Examination Results	Results will be sent via mail three days after the examination date.

B) Examination procedure for transferee students who live in Japan

Application Period	any time
Types of Examination	Written Examination (Japanese, Mathematics, and English each test 50 minutes, 100 marks) ※Examination content varies by grade level. Interview (for students)
Announcement of Examination Results	Results will be sent via mail the day after the examination date.

C) Examination procedure for international students

Application Period	In general, April and October each year
Type of Examination	Written Examination (Japanese, Mathematics, English each test 50 minutes, 100 marks) ※Examination content varies by grade level. Interview (for both students and parents/guardians) ※Interview is conducted in Japanese and the applicant's mother tongue.
Announcement of Examination Results	Results will be sent via mail within two weeks after the examination date.

D) Examination procedure for returnee students

Application Period	any time
Types of Examination	Written Composition (Japanese, 40 minutes, 50 marks) Written Composition (English or Chinese, 40 minutes, 50 marks) Interview (for both students and parents/guardians) ※Interview is conducted in Japanese and the applicant's mother tongue.
Announcement of Examination Results	Results will be sent via mail five days after the examination date.

E) In case of transfer to the DP course

Since the Diploma Programme begins in January every year, both transferee and returnee students are required to take the entrance examination by December of MYP5. In addition, our admission is still open to applicants until March of MYP5. However, in this case, applicants are required to have high academic abilities and strong will because they have to catch up with the delay from January to March. The contents of the examination are the same as above.

1.3 Middle Years Programme Admission

All students in junior high school and first-year senior high school students learn in the MYP. First-year junior high school students start learning the program as MYP 2 students. Transfer students who enter the grades between the first year of junior high school (MYP2) and first year of senior high school (MYP5) are to join the corresponding MYP Year to their Japanese grades

Correspondence between Japanese grades and MYP Years

	Junior High School			Senior High School		
Grade	1	2	3	1	2	3
MYP Year	MYP 2	MYP 3	MYP 4	MYP 5	DP 1	DP2

1.4 Diploma Programme Admission

A) Requirements for Admission

Our school is an integrated junior and senior high school, so third-year junior school students (MYP4) do not need to take entrance examinations in order to move on to the first year of senior high school (MYP5). Students who wish to take the DP program must meet the following requirements in principle.

- having a strong will to finish all the courses that they will choose;
- having the average grade of 4.0 or higher of all MYP subjects in MYP5;
- obtaining a CEFR A2 Level certificate by the end of March in MYP5;
- passing the N2 Level of the Japanese Language Proficiency Test (JLPT) by the end of March in MYP5 for foreign applicants.

B) Screening

Students who meet the above requirements and wish to enroll in the DP communicate their intention to their homeroom teachers. The homeroom teacher and head of year will report this to the MYP/DP coordinators. The MYP/DP coordinators will then hold a meeting with the student and their parents/guardians to confirm their intention. After this, they will provide the following documents: “Application for DP”, “Parents’/Guardians’ Consent Form” and “Academic Honesty Form”. If the documents are submitted by the deadline, the MYP/DP coordinators and administrators will conduct an interview with the student and their parents/guardians. These interviews aim to confirm the understanding of IB education and the final intent to enroll in the DP.

C) Application Period

- Orientation session for DP (August in MYP5)
- Experience of DP classes (It is scheduled during normal school hours from October to November in MYP5.)
- Interview with DP coordinator (during the experience of DP classes period)
- Application deadline
 - ① Application for DP by December 15
 - ② Parents’/Guardians’ Consent Form by December 15
 - ③ Academic Honesty Form by December 15

1.5 Supports in the Entrance Examination

The outline of the entrance examination is described in “1-2. Dates and Subjects for Entrance Exam”. For students who need special arrangements for this examination, the school deals with the needs individually after advance consultation with the student and parents/guardians. Students’ special needs never work against them in the selection process.

A) Students with physical and/or mental challenges

The school deals with individual cases after advance consultation with the students and their parents/guardians. For example, the school arranges different settings for wheelchair users and those who want to sit for the examination in a separate room for physical or mental reasons.

B) International students and returnee students who need language support

The school’s entrance examination prepares questions in languages other than Japanese, allowing for the assessment of candidates’ thinking skills in other languages.

1.6 Fees for IB Program

No additional fee is required for the MYP except for the actual expenses listed below. For the DP, ¥ 20,000 per month or a total of ¥ 240,000 per year is charged tentatively for the DP facility maintenance fee. This is to meet the expenses for the writing support system (Turnitin), laboratory maintenance, and the purchasing of IB related books. However, other fees listed below are charged to the students and parents/guardians.

《Examples for actual expenses》

- Fee for educational materials such as textbooks, reference books, scientific electronic calculator, stationery, etc.
- Fee for protective personal equipment for laboratory experiments such as laboratory gowns, rubber gloves, goggles, etc.
- Travel expenses and fees for the use of fieldwork facilities, etc.
- IB final examination fee

1.7 Review of the Policy

The admission policy was prepared by the MYP/DP coordinators and the administrators, and communicated to faculty members at the staff meeting after it was reviewed in the IB committee. Going forward, the MYP/DP coordinators and the administrators will review the content of the policy once a year and make a correction as necessary. The revised proposal will be communicated to faculty and staff at the staff meeting at the end of the academic year in March, and educational activities will be developed based on the new policy from April.

1.8 References

International Baccalaureate Organization. *The Diploma Programme: From principles into practice*. International Baccalaureate Organization, 2020.

International Baccalaureate Organization. *The Middle Year Programme: From principles into practice*. International Baccalaureate Organization, 2023.

International Baccalaureate Organization. *Adverse circumstances policy*. International Baccalaureate Organization, 2024.

International Baccalaureate Organization. *Access and inclusion policy*. International Baccalaureate Organization, 2023.

2. Academic Integrity Policy

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2.1 Philosophy of Academic Integrity

The students and teachers of Asahijuku Secondary School, hereafter called our school, strive to become “principled” people as to how the word principled is described as an IB learner profile. Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

All stakeholders involved in IB education must uphold, promote, and maintain academic integrity, and are required to meet the expectations and requirements that ensure a fair and genuine assessment process.

The school is responsible for promoting a culture of academic integrity among both students and parents through its programs. Additionally, it is important to deepen understanding by repeatedly explaining the connection between academic integrity and the IB Learner Profile. Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work
- how to correctly attribute sources, acknowledging the work and ideas of others
- the responsible use of information technology and social media
- how to observe and adhere to ethical and honest practice during examinations.

Educators supporting IB students in their learning should understand their own central role in developing the approaches to learning and reinforce the principle of academic integrity through all teaching, learning and assessment practices.

Overview of the investigation

When allegations of student academic misconduct or school maladministration are reported, the head of school or programme coordinator will be responsible, and the school is expected to fully cooperate with the IB in any related investigation of students and staff. All individuals under investigation will be given the opportunity to submit a written statement outlining their version of events. If a student is the subject of an investigation, the school must ensure that adequate support is given, such as inviting parents or legal guardians to the interviews needed to complete the investigation. If a staff member is required to present a statement or evidence pertinent to a school maladministration investigation, they may require access to legal support.

The main principle of a fair investigation is transparency and all parties under investigation must receive the relevant information that the school has about the allegation against a student and/or member of staff and any relevant evidence on which the IB is basing the case. This information should be anonymized when relevant.

The investigation must be conducted by the school administrators and/or programme coordinators following the instructions of the IB; it must be carried out in an impartial and unbiased manner, focusing exclusively on the evidence used for the allegation. In the case of students, the investigation will usually only focus on the subject in which irregularities were found. The exception to this is when a student assists a peer in engaging in academic misconduct in a subject for which they are not registered.

The emphasis IB places on academic integrity is grounded in the following educational reasons.

To maintain fairness:

IB assessments can only be fair if all students are provided with an equal opportunity; and to be valid, they need to provide an accurate reflection of a student's achievement. Any act

that undermines this fairness by students engaging in academic misconduct or schools committing maladministration will create a disadvantage for those who have complied with the rules.

To maintain trust and credibility:

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

To develop respect for others:

Students who understand how knowledge is built will understand that it is acceptable to use the ideas, words or work of others. However, following good academic practice it is expected that information is appropriately acknowledged. For more information about IB expectations regarding citing and referencing, please see Effective citing and referencing.

2.2 Definition of Terms

Academic integrity:

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work.

School maladministration:

The IB defines school maladministration as an action by an IB World School or an individual associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination.

Student academic misconduct:

The IB defines student academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct. It also includes any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination, paper-based or on-screen. This includes behaviour in school, out of school and online.

Unprecedented or extraordinary incidents:

Student academic misconduct or school maladministration incidents that are outside the IB's usual procedures and/or experience.

Balance of probabilities approach:

“Balance of probability” means that the decision-maker(s) with appropriate subject-matter expertise is satisfied an event or account is more likely than not to have occurred. It is used

when deciding on a penalty for an alleged case of student academic misconduct or school maladministration where evidence beyond reasonable doubt is not available.

Conflict of interest:

This occurs where an individual's ability to exercise judgement or act in one role is, or could be, impaired or otherwise influenced by their involvement in another role or relationship. The individual does not need to exploit their position or obtain an actual benefit, financial or otherwise, a potential for competing interests and/or a perception of impaired judgement or undue influence can also be a conflict of interest.

2.3 Roles and Responsibilities of the School

2.3.1 Responsibilities of the School Leadership Team

Academic integrity must be part of the teaching and learning process and an aspiration of the entire school community. Maintaining such a fostering environment where academic integrity is understood and adhered to is a key accountability of the school leadership team. It should inspire all members of the community to uphold the values of respect and trust where everybody assumes an equal responsibility to uphold this principle.

Our school positions the "IB Committee" as part of the leadership team. The "IB Committee" provides information to newly joined faculty and all students to build a common understanding of the meaning of academic integrity and the benefits that learning with academic integrity brings to the entire community.

In order to create and sustain a culture of academic integrity, the school will develop an internal strategy that takes into consideration the following key elements:

- establishing a policy on academic integrity
- providing guidance to teachers delivering IB programmes
- appointing a designated team or person responsible for academic integrity to support teachers, and to report and investigate cases of misconduct or maladministration
- engaging the wider community, including students and their parents or legal guardians, by sharing the expectations required of each individual

2.3.2 Responsibilities of Programme Coordinators

Programme coordinators hold an essential role and must understand that the principle of academic integrity is fundamental to the educational philosophy of the IB. They should act as role models and must always exhibit honest, ethical and responsible behaviour.

The programme coordinators are responsible for maintaining an overall supervision of all activities related to the teaching and learning process at the school. As pedagogical leaders, they must maintain an excellent communication with the team of teachers, with the students and their parents or legal guardians. The coordinators must also manage the necessary resources with the school leadership team to ensure that the teachers receive the training

specified by the IB and that the other resources required for teaching, for example library, laboratories and computer equipment, receive sufficient budget.

Furthermore, in order to facilitate the smooth execution of tasks by all those involved in the IB programmes, the school will ensure that all regulations, policies, and subject guides are printed and kept in the library, while electronic versions are uploaded to the school's web portal for easy access. In addition, to promote understanding of academic integrity among faculty, staff, and students, the school will prepare a "Handbook on Academic Integrity" and provide regular guidance sessions.

Focusing on processes for managing academic integrity incidents, programme coordinators must support all the tasks listed in "Responsibilities" in the "The school leadership team" section and are also responsible for:

- ensuring that all school and IB policies are applied fairly and consistently
- ensuring compliance with secure storage of confidential IB material policy and the conduct of IB examinations
- ensuring that teachers, students and parents and legal guardians have a copy of, read and understand the school's academic integrity policy and the programme-relevant IB regulations
- reporting suspected instances of student academic misconduct and school maladministration to the school administration and/or the IB
- supervising all activities related to the investigation of student academic misconduct and school maladministration cases according to the school and/or IB policy.

2.3.3 Responsibilities of IB Teachers

Focusing on processes for managing academic integrity incidents, IB teachers must support their school and programme coordinators and are also responsible for:

- ensuring that students have a full understanding of the expectations and guidelines of all subjects
- ensuring that students understand what constitutes academic misconduct and its possible consequences
- planning a manageable workload so students can allocate time effectively to produce work according to IB expectations
- giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides
- ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to the IB
- developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion

- keeping electronic copies of students' past work for three years in case a plagiarism check is required
- responding to student academic misconduct and supporting the school's and IB's investigations
- responding to school maladministration and supporting the school's and IB's investigations.

2.4 Responsibilities of Students

Focusing on processes for managing academic integrity incidents, IB students must support their school, programme coordinators and teachers and are expected to:

- have a full understanding of their school's and the IB's policies
- respond to acts of student academic misconduct and report them to their teachers and/or programme coordinators
- respond to acts of school maladministration and report them to their teachers and/or programme coordinators
- complete all assignments, tasks, examinations and quizzes in an honest manner and to the best of their abilities
- give credit to used sources in all work submitted to the IB for assessment in written and oral materials and/or artistic products
- abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites
- abstain from giving undue assistance to peers in the completion of their work
- recognize that they are accountable for actions and behaviours online, and show a responsible use of the internet and social media platforms, including but not limited to:
 - not discussing IB examinations and questions for a 24-hour period after the examination concludes, to respect students who may not yet have finished their examination
 - not using inappropriate language or sentiments that may be aired at a future job or university interview
 - not expressing views, behaviour or language that brings the IB into disrepute.

2.5 Responsibilities of Parents and Legal Guardians

Although they are not directly involved in daily tasks at school, parents and legal guardians are able to collaborate with the administrative and teaching team in the activities carried out by the school to promote academic integrity while encouraging their children to observe the rules and complete all work according to the expectations.

Focusing on processes for managing academic integrity incidents, parents and legal guardians of IB students are expected to:

- understand IB policies, procedures and subject guidelines in the completion of coursework or examination papers by their children
- support their children's understanding of IB policies, procedures and subject guidelines by discussing and being role models for academic integrity
- understand school internal policies and procedures that safeguard the authenticity of their children's work
- support their children in planning a manageable workload so they can allocate time effectively
- understand what constitutes student academic misconduct and its consequences
- understand what constitutes school maladministration and its consequences
- report any potential cases of student misconduct or school maladministration to the school's directorate and/or the IB
- submit only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- abstain from giving or obtaining undue and/or unauthorized assistance in the completion of their children's work.

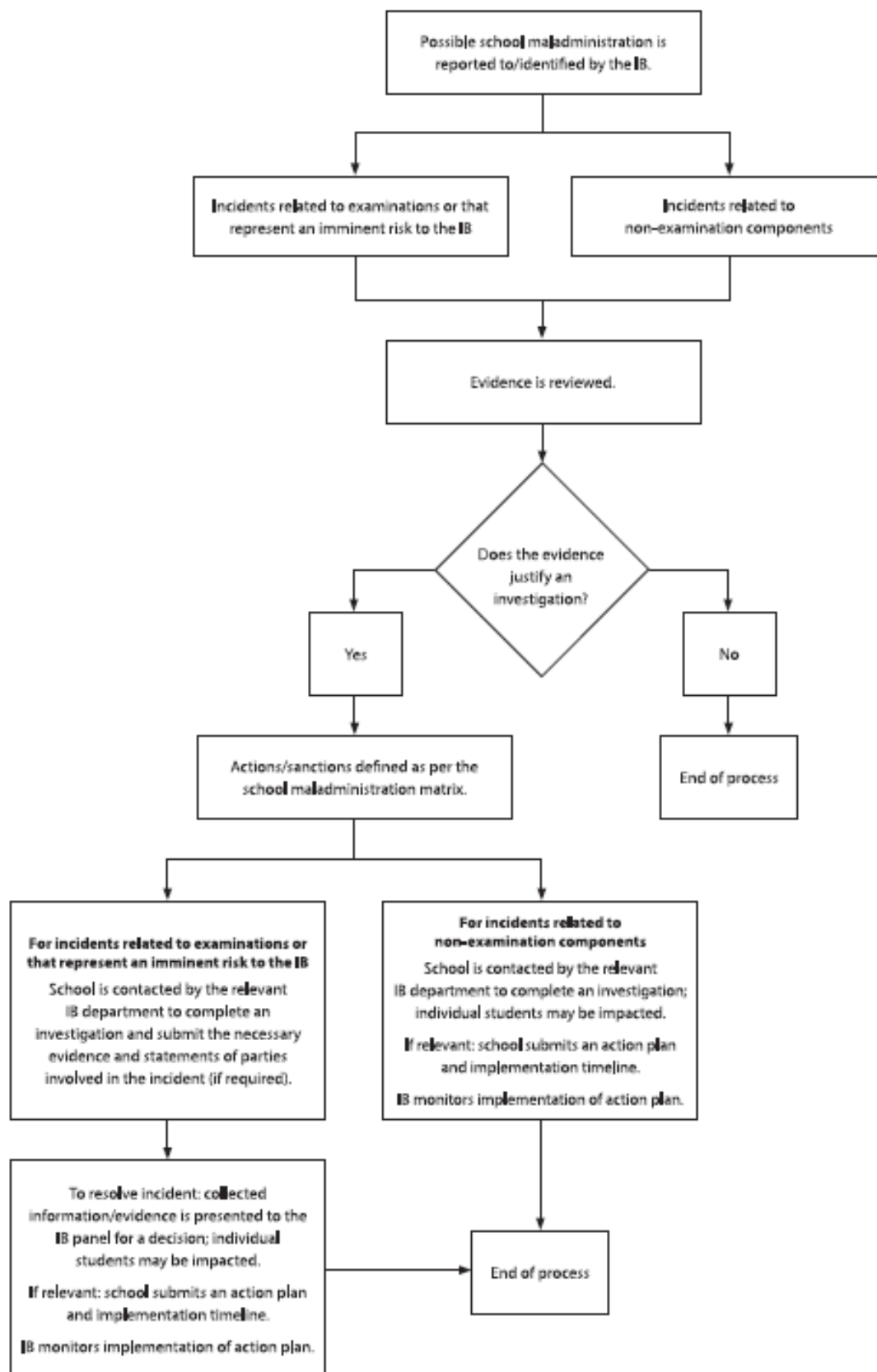
2.6 School Maladministration

The IB defines school maladministration as an action by an IB World School, or an individual associated with an IB World School, that infringes IB rules and regulations and has the potential to threaten the integrity of IB examinations and assessments. Such incidents may occur before, during, or after the completion of an assessment component, or before, during, or after the conduct of an examination.

Although maladministration is an action carried out by the school, students must not be allowed to gain an unfair advantage as a result of such actions. In these cases, the affected student(s) will be required to retake the assessment in a future examination session in order to be eligible to receive a final grade in the subject concerned.

When a suspicion of maladministration arises, the school will conduct a careful review of the evidence in accordance with *International Baccalaureate Organization (2023). Academic integrity policy, Appendix 1: School maladministration 1.1 Investigation flowchart*. Appropriate measures will then be taken with reference to *1.2 Penalty matrices*.

2.6.1 Investigation flowchart



(Excerpt from *Academic integrity policy, Appendix 1: School maladministration 1.1 Investigation flowchart*)

2.6.2 Penalty matrices

This section contains the IB penalty matrices detailing different aspects of school maladministration and the level of penalty that may be applied by the IB. In the event of an unprecedented and/or extraordinary incident please see "Good practice for investigations".

The infringements and related penalties detailed in this matrix apply to all IB schools authorized to deliver IB programmes. However, schools going through the authorization process are subject to these same principles of academic integrity. If there is evidence that a school going through the authorization process is acting unethically or infringing IB rules and regulations, the authorization process could be affected.

Excerpt from *Academic integrity policy, Appendix 1, Section 1.2: Penalty matrices*.

Completion of coursework

Infringements related to the completion of coursework	Actions or sanctions — multiple actions may be taken
Providing undue assistance to students ¹ such as over-editing or templating or manipulating finished pieces of work for improvement.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Formal warning letter and action plan to address incident • Audit or monitor the internal assessment completion process • Quality assurance checks in the entire cohort's work for the component(s) concerned • Bring forward the evaluation visit • Recommend relevant IB training • Include school in session monitoring² for two consecutive sessions
Allowing the submission of work produced by third parties such as teachers, tutors, parents/legal guardians and peers.	
Awarding mark-zero (0)-for non-authentic or plagiarized work.	
Authenticating work when there are doubts regarding its authenticity.	
Having high proportion of plagiarism cases- more than 20% of cohort for a component.	
Uploading submission errors, such as duplicate files, identified by the IB during the assessment process.	

Conduct during an examination

Infringements related to examination Conditions	Actions or sanctions — multiple actions may be taken
Allowing students to use or refer to prohibited materials such as use of notes and sharing of prompts during IB assessments.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Request immediate corrective action • Formal warning letter and action plan to address incident • Immediate inspection visit • Mandate relevant IB training • Include school in session monitoring for three consecutive sessions
Failing to provide appropriate invigilation for an examination.	
Giving unauthorized additional time to students.	
Unauthorized rescheduling of an examination.	
Failing to appropriately check material, such as calculators and dictionaries, that students are allowed to bring into the examination.	
Allowing students to share materials or communicate during the examination.	
Not complying with authorized inclusive assessment arrangements.	
Failing to ask students to surrender unauthorized materials before the start of the examination.	
Assisting students with the completion or the understanding of questions during the examination.	
Failing to maintain examination security. ³	
Leaving students unsupervised during an examination or unaccompanied during bathroom breaks.	

Amending responses to completed examination scripts prior to dispatch.	
Not sending completed examination scripts to the scanning centre or not sending completed multiple-choice question answer sheets to the IB Global Centre, or not submitting MYP student response files to the IB within three days without an acceptable reason.	

Undermining the integrity of assessments

Infringements relating to school leadership undermining the integrity of IB assessments	Actions or sanctions — multiple actions may be taken
Misrepresenting language proficiency, inclusive access arrangements or adverse circumstances to give students an unfair advantage.	• Record the incident on IB systems, to be part of follow-up actions, such as unannounced examination visits and evaluation visits • Immediate inspection visit • Controlled dispatch of IB examination content ⁴ • Deployment of independent invigilators ⁵ • Relocation of students to another venue ⁶ • Annulment of grades for the students concerned or the entire cohort • Authorization withdrawal • Include school in session monitoring for five consecutive sessions
Failing to implement an action plan required by the relevant IB authority.	
Failing to report incidents of student misconduct or school or teacher maladministration.	
Failing to support an investigation into student misconduct or school or teacher maladministration.	
Failing to report an examination security breach or alleged breach.	

Explanatory notes

1. Undue assistance covers scenarios such as:

- templating-subject teachers, or other third parties, prepare a template to ensure that all students follow a clear pattern or model to complete a task. The level of assistance provided is significant in terms of topic selection, writing styles and format. While this could be

construed by the teacher as an effective approach to the management of student workload, the creativity and originality of the task is restricted.

- over-editing-subject teachers, or other third parties, provide students with multiple rounds of editing that go against the instructions described in the relevant subject guides. Teachers are only expected to provide comments in the margins of a piece of work, but not to extend their support to become a full editing exercise.

2. Session monitoring covers actions such as:

- quality assurance checks of all available pieces of work in IB systems for plagiarism
- quality assurance checks of all available pieces of work in IB systems for overlap in content
- check of response patterns to examinations, including multiple-choice questions.

3. Failure to maintain examination security, including digital, oral and written examinations, includes examples such as:

- non-secure storage of examination materials
- not opening examination content in front of the students
- obtaining examination content illicitly
- logging in to see the content of a digital examination before the scheduled time
- sharing extracts and guiding questions or photographs or prompts for individual oral examinations and commentaries
- discussing or sharing information within a 24-hour period after the examination ending
- sharing examination content with subject teachers within a 24-hour period after the examination ending.

4. “Controlled dispatch of IB examination content” means that the IB will decide where and when to send the papers and whether they will be sent to a third party that will oversee the delivery of all examinations, at the school’s expense.

5. “Deployment of independent invigilators” means that the IB will appoint independent invigilators to oversee the conduct of all examinations, at the school’s expense. If deemed appropriate, the IB will send the examination content electronically.

6. If a school is not complying with the requirements for delivering the examinations securely, the IB may request that any students registered at that school complete their examinations at an alternative venue, as determined by the IB, and at the school’s expense.

For further details, please refer to *Appendix 1* of the “Academic integrity policy.”

2.7 Student Academic Misconduct

The IB defines academic misconduct as deliberate or inadvertent behaviour that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another student is also regarded as academic misconduct.

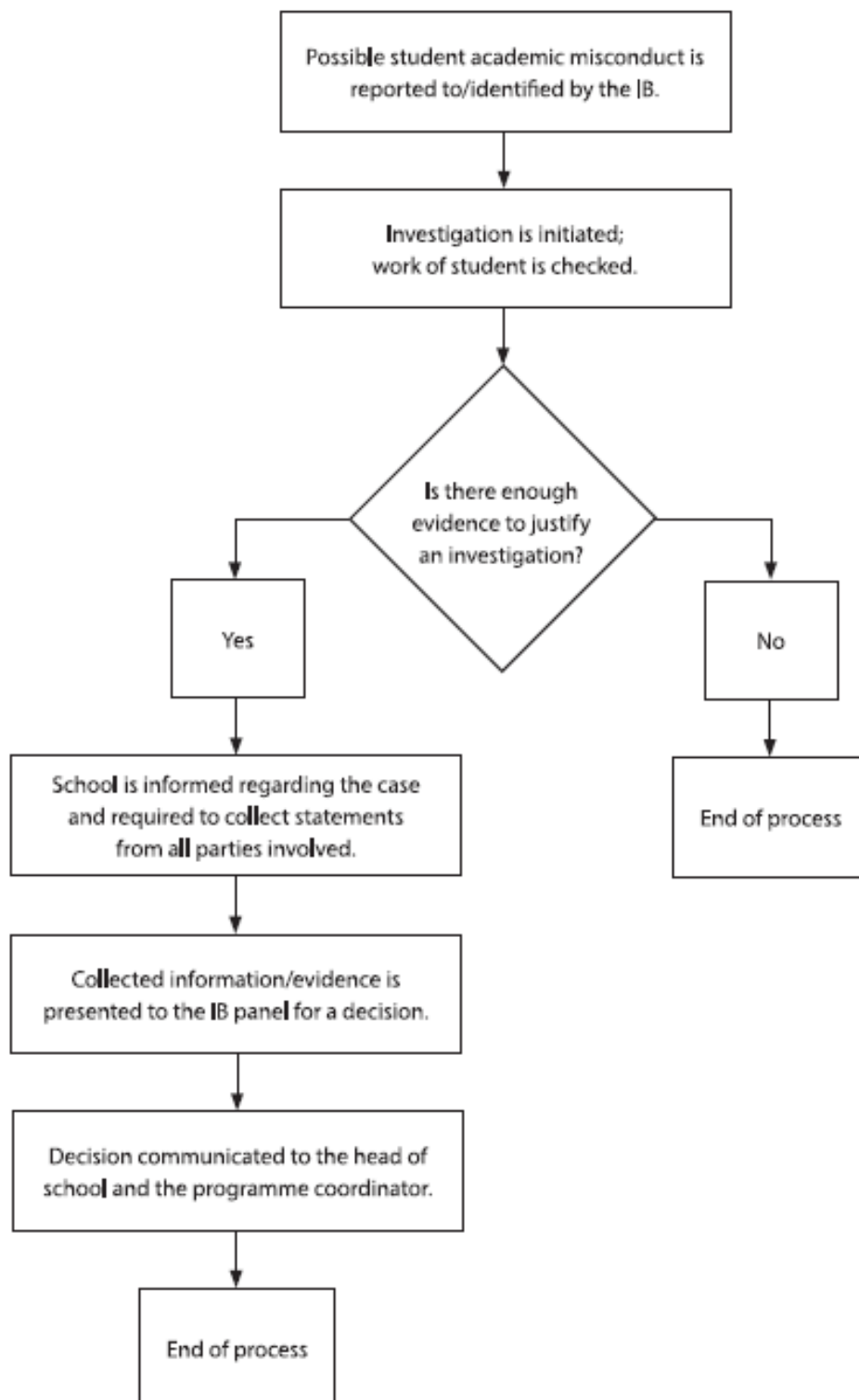
It is also an act that potentially threatens the integrity of IB examinations and assessments that can happen before, during or after the completion of the assessment or writing time of the examination, both paper-based and on-screen.

IB students may engage in acts considered as academic misconduct at different times in the assessment cycle, which may affect the completion of coursework or the examinations themselves. These acts may not be committed with a clear intention to gain an unfair advantage, but can also be a result of poor knowledge of the relevant subject guidelines. This section is meant to provide guidance rather than an exhaustive list of student academic misconduct.

When a suspicion of student academic misconduct arises, the school will review the student's work, conduct a careful examination of the evidence, and take appropriate measures in accordance with *Academic integrity policy, Appendix 2: Student academic misconduct, 2.1 Investigation flowchart and 2.2 Penalty matrices*.

The penalty matrices outline the categories of violations and the corresponding levels of sanctions imposed by the IB. These include misconduct related to written and oral coursework and examinations (such as plagiarism, collusion, duplication, or falsification), violations during examinations, actions that threaten the integrity of IB examinations, obstruction of investigations into academic misconduct, and the falsification or fabrication of IB results or qualifications.

2.7.1 Investigation flowchart



(Excerpt from *Academic integrity policy, Appendix 2, Section 2.1: Penalty flowchart.*)

2.7.2 Penalty matrices

Excerpt from *Academic integrity policy, Appendix 2, Section 2.2: Penalty matrices.*

Written and oral coursework and examinations

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned —see note 1	Level 3b penalty No grade for “parallel” subjects —see note 2
Plagiarism Copying from external sources or peers	Not applicable	Between 40 and 50 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source.	More than 51 consecutive words (copied verbatim, or paraphrased, or containing additional or substituted words) without full in-text citation of the source — see note 3.	Not applicable
Facilitating plagiarism Student facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills	Student took minimal steps that were clearly insufficient to prevent their work being copied.	Student took no steps to prevent their work being copied and shared it to a forum from where it was likely to be copied.	Student permitted the copying of their work, or tried to sell or exchange their work on a forum where it was likely to be copied and submitted by others. Note that “selling” does not need to involve	Student actively tried to sell, or exchange, the work of third parties to be submitted by others.

			monetary reward.	
Collusion All students must submit individual and unique work for IB assessment, even when data collection etc. is permitted by the subject guide to be done as part of a team. Collusion covers those cases where students have used a common write-up for a group rather than written their own. This applies to all types of media, including text, visuals, videos, audio, interactive media, print, social media, multimedia, performance and data/infographics.	Work of students shows close similarity.	Between 40 and 50 consecutive copied words (exact or substituted) without full in-text citation of the source.	More than 51 consecutive copied words (exact or substituted) without full in-text citation of the source — see note 3.	Not applicable

Submitting work commissioned, edited by, or obtained from a third party — see note 4.	Not applicable	Student submits work heavily edited by a third party to circumnavigate the rules on teacher support. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	Student submits work that was entirely produced or edited by a third party. A penalty will be applied for any student in the same or different school providing the service or facilitating work.	Applicable for a student in the same or different IB World School providing the service.
Inclusion of inappropriate, offensive, or obscene material	Minor offence — see note 5.	Moderate offence — see note 6.	Major offence — see note 7.	Major offence
Duplication of work	Not applicable	Presentation of the same work for different assessment components or subjects. Partial reuse of materials; penalties will be applied to both subjects with reused materials.	Presentation of the same work for different assessment components or subjects. Complete reuse of materials; penalties will be applied to both subjects with reused materials.	Not applicable

Falsification of data	Methodology section misrepresents or overstates the rigour with which the data was gathered.	Data is selected or discarded to enhance the conclusions of the work, creating a deliberately biased set of findings.	Data is fabricated or data gathered by other people is presented as gathered by the student.	Not applicable
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Student academic misconduct

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned — see note 1	Level 3b penalty No grade for “parallel” subjects — see note 2
Possessing unauthorized material during the exam and supervision times — see note 8	In student's possession but surrendered or removed during the first 10 minutes of the examination.)	In student's possession but no evidence of it being used during the examination.	In student's possession and evidence of it being used during the examination.	Not applicable
Exhibiting misconduct or disruptive behaviour during an examination— see note 9	Not applicable	Non-compliance with the invigilator's instructions during one component.	Repeated non-compliance with the invigilator's instructions during one examination or non-compliance during two or more examinations.	Not applicable

			Penalties could be applied to multiple subjects if incidents happen during the completion of different subject examinations.	
Exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time, or attempting to	Not applicable	Not applicable	When a student tries, successfully or not, to share answers and/or examination content with others. Penalties will be applied to all students participating in the incident.	For a student in the same or another IB World School aiding other students.
Removal of secure materials such as examination content, questions and answer booklets, from the examination room	Not applicable	Student attempting to remove secure materials but identified by invigilators before leaving examination room.	Student successfully remove secure materials from the examination room.	Not applicable

Impersonating an IB student-both impersonator and person allowing impersonation	Not applicable	Not applicable	For both students allowing or conducting an impersonation.	For the student conducting the impersonation. If the impersonator is not an IB student, the IB will try to establish their identity and inform the relevant awarding body that impersonator is or was registered for. If the impersonator is an IB graduate, the IB will apply penalties retrospectively.
Failing to report an incident of academic misconduct	Not applicable	Not applicable	When the student is aware of the act of misconduct but decides not to report it to their school administrators.	When the student is aware of the act of misconduct but decides not to report it to their school administrators.

Conduct that threatens the integrity of the examination

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned — see note 1	Level 3b penalty No grade for “parallel” subjects — see note 2
Gaining or attempting to gain access to IB examination content before the examination's scheduled time, be that via any form of communication platform — see note 10	If the student immediately reports they are in possession of live examination content, the IB will consider this as a mitigating circumstance". See note 11 “Mitigating circumstance”	Not applicable	Student gained or attempted to gain possession of partial or complete live examination content.	Student gained or attempted to gain possession of partial or complete live examination content.
Sharing of IB examination content before or during the examination's scheduled time, or within 24 hours after the examination — see note 12	Not applicable	Not applicable	Student sharing partial or complete live examination content through any means — including but not limited to, email, text messages and the internet — even when shared information is general.	Assisted the sharing of partial or complete live examination content.

Failing to report an incident of academic misconduct	Not applicable	Not applicable	When the student is aware of the act of misconduct but decides not to report it to their school administrators.	When the student is aware of the act of misconduct but decides not to report it to their school administrators.
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Interfering with an academic misconduct investigation

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned — see note 1	Level 3b penalty No grade for “parallel” subjects — see note 2
Not cooperating with an investigation, whether involved or not	Not applicable	Not applicable	When a student shows any of these behaviours and/or refuses to submit a statement.	
Providing misleading or demonstratively false information	Not applicable	Not applicable		
Attempting to influence witnesses	Not applicable	Not applicable		
Showing threatening behaviour to the person carrying out investigation or to witnesses	Not applicable	Not applicable		

Forgery or falsification of IB grades or certificates

Infringements	Level 1 penalty Warning letter to the student	Level 2 penalty Zero marks for component	Level 3a penalty No grade for subject(s) concerned — see note 1	Level 3b penalty No grade for “parallel” subjects — see note 2
Forgery or falsification of IB grades or certificates Attempt to fraudulently amend a result in a subject — electronic or hard-copy certificates and transcripts.	Not applicable	Not applicable	Students may receive additional sanctions depending on the number of subjects affected.	Not applicable

Explanatory notes

1. Level 3a penalty — this depends on the seriousness of the incident; the penalty can be extended to several or all subjects of the session.
2. Level 3b penalty will be applied to IB students involved in a form of misconduct that benefits another student rather than themselves.
3. As approved by the Final Award Committee in November 2013, the level 2 penalty is not applicable for extended essays (EEs). Due to the nature of the EE (only one assessment component) the level 2 and level 3a penalties have the same outcome on the student's final result, the non-award of the diploma. Therefore, plagiarism cases in EEs will only be considered when more than 100 consecutive words lack the proper reference.
4. Submitting work commissioned, edited by, or obtained from a third party. This list includes, but is not restricted to:
 - friends, family members, or other students in the same or different school, college or university
 - private tutors
 - essay writing or copy-editing services
 - pre-written essay banks

- file sharing sites.
5. Minor offences may include but are not restricted to:
- conducting research without permission of the participants
 - including offensive or obscene comments or graphic materials in any assessment component
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
6. Moderate offences may include but are not restricted to:
- conducting field experiments or investigations that inflict pain or risk the well-being or survival of live organisms
 - conducting research or fieldwork that damages the environment
 - including offensive or obscene comments or graphic materials in any assessment component.
7. Major offences may include but are not restricted to:
- producing any work that denigrates personal, political and/or spiritual values, and/or contains offensive remarks about race, gender, or religious beliefs
 - falsification or fabrication of data in producing any work
 - inclusion of materials with excessive or gratuitous violence or explicit sexual content or activity that could be considered or perceived offensive by others.
8. For cases of unauthorized materials during an examination, the IB reserves the right to determine the appropriate sanction based on the case, the evidence presented and established precedent. Unauthorized materials or items may include but are not restricted to:
- mobile phones
 - notes
 - study guides
 - student's own rough or scratch paper
 - non-permitted dictionaries
 - other prohibited electronic devices such as smart-watches, smart-glasses or other wearable technology.
9. Misconduct during examinations may include but is not restricted to:
- failing to abide by invigilator instructions
 - disruptive behaviour
 - attempting to remove examination materials from the examination room
 - leaving the examination room without permission.
10. Social media or messaging/communication platforms and tools
11. Mitigating circumstance
- In this specific context, if the student in possession of live examination content reports it to their school administrators at the earliest possible opportunity, the IB will consider not

applying a penalty for academic misconduct.

12. Assisting other student(s) in committing an act of misconduct may include but is not restricted to:

- facilitating information to other students during the completion time of the examination
- distributing live examination content before, during or after the scheduled time of that examination through any means.

For examples from each subject, please refer to *Appendix 2, Section 2.3: Case Studies* of the “Academic integrity policy.”

2.8 Introduction of Conventions for Acknowledging All Sources

Our school adopts the Modern Language Association (MLA) format and style to acknowledge sources. The librarian prepares handbook on MLA and guides students on how to do text citations as part of the class. Both teaching and non-teaching personnel are responsible for teaching students how to acknowledge sources based on the handbook. To make sure that all the students are familiar with how to do text citations by the time that they finish MYP 5 (before entering the Diploma Program) the school develops an MLA short program course for MYP students as shown below.

*For further information on how to state sources, see Appendix 1-2.

MYP 2-4:

To explain what academic integrity is, and why it is important to include sources.

To explain how to write references using MLA format and style.

To practice how to write sources and references.

To explain how to quote people’s ideas in writing a report.

MYP5, DP1-2:

To encourage students to support and put into practice the proper way of citation and source referencing.

To explain how collaboration differs from collusion or vice-versa.

To explain how “Turnitin” is used.

To explain “malpractice” using “Penalty matrices” in “*Academic Integrity*. Appendix 2 (2023)”.

To understand the correct use of generative AI.

2.9 Prevention of Malpractice

Academic misconduct is a serious violation of regulations and our school will impose a severe punishment. Preventing academic misconduct is more important than investigating malpractice.

A common form of misconduct is “plagiarism”. The IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment”.

In order to avoid “plagiarism”, coordinators and librarians play a key role in giving MYP 2 students guidance about plagiarism and collusion and continue to give instructions on a daily basis. As a further measure to prevent malpractice, our school installed the plagiarism prevention system Turnitin in August 2020.

*For more details, please refer to “*Academic Integrity*. Appendix 3 (2025)”.

The second-prevalent malpractice to plagiarism and collusion is cheating during an examination. In order to prevent students from cheating, the school compiles a manual that lists examples of cheating and other forms of malpractice. The non-IB quizzes and examinations are conducted under the regulation, so that the students get familiarized with them.

2.9.1 Plagiarism

The IB defines plagiarism “as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment” (*Assessment principles and practices–Quality assessments in a digital age*). This includes the use of translated materials.

Plagiarism is not a new phenomenon and occurred before large quantities of information from all over the world could be accessed via the internet. It is not always due to a devious behaviour. Students can plagiarize accidentally because they ignore the referencing technicalities, although many people would respect any attempt to indicate an idea came from someone else. There are students who knowingly plagiarize content from others and some try to hide it through poor paraphrasing or word substitution.

When plagiarism occurs in coursework or examinations, the validity of the assessment outcome is called into question, and widespread plagiarism will lead to a mistrust in results. To maintain high levels of confidence in any assessment system, all stakeholders participating in the teaching and learning journey of students should instruct them in the technical skills required to master referencing while understanding the need to be transparent in the way they have built any piece of work.

Students need to understand how knowledge is constructed and to develop their own thinking while showing an honest behaviour by giving credit where credit is due. Technical skills of referencing are important and students should have the opportunity to master these techniques during their learning journey. But understanding the principle of academic integrity in any educational endeavour comes first.

There are many reasons why students plagiarize.

- Perceived lack of interest by their teachers; why should students invest their time in writing something that may not receive attention?

- Poor or irrelevant tasks; students will not engage with a task if they do not see the connection with their learning or career goals.
- Need to succeed; the imperative notion that high grades are expected for all tasks.
- Lack of confidence in their abilities; students feel unprepared or incapable to meet the task requirements.
- Poor time management; students may procrastinate in completing a task and choose to copy the work of others to produce something on time.
- No fear of consequences; students may not care about being caught or may be willing to take the risk just to “beat the system”.

Many educational institutions have acquired plagiarism detection software on the assumption that it will act as a deterrent and decrease plagiarism cases. However, these systems become redundant if the students truly understand what the purpose of their education is. Plagiarism detection software should not be a substitution for responsible and purposeful teaching.

There is the belief among some scholars that the internet is exacerbating the problem of plagiarism due to the easy access to information. With a culture of “cut and paste” and blurred ownership lines it may be easy for students to assume that the information available on the internet is free to use without acknowledgement.

However, plagiarism varies greatly and can stretch from word-for-word, or verbatim copying, to poor paraphrasing attempts through simple word substitution. Copying work is not restricted to published text on the internet or elsewhere, but can include the reuse of work submitted in past examination sessions by the same or other student(s) that might not be published. Copying pieces of art such as paintings and music is also considered plagiarism as is copying computer programming codes. Plagiarism even occurs when students memorize text and then reproduce it in written or oral examinations or when a source is translated and used in the target language of the assessment.

How teachers can support their students

- Make sure that students are able to locate the school’s academic integrity and honesty policy.
- Put the topic into context: why plagiarism is a problem and the value of honest scholarly work.
- Explain that transgressions to the school’s academic integrity policy will not be tolerated and explain the consequences.
- Consider incentives for tasks that meet the requirements with regard to referencing and not just penalties for failing to do this.
- Devote teaching time for students to practice your chosen referencing or bibliography format.

- Build schedules to request drafts of the final tasks or essays. Do not just wait for the final piece to be submitted.
- Plan for activities where you can show students the different forms that plagiarism can take.
- Explain that questionable or unreferenced content of the task will be cross-referenced using the internet.
- Avoid general topics for tasks and make them as interesting as possible.
- Role model: giving others credit for their work every day in your teaching.

How students can avoid committing plagiarism

- Read and understand their school's academic integrity and honesty policy.
- Design time schedules or plans to manage tasks sensibly.
- Maintain organized notes and sources consulted during the production of work.
- Seek guidance and support from their teachers or tutors when doubts arise about referencing.
- Cite sources by making clear which words, ideas, images and works are from others, including maps, charts, musical compositions, films, computer source codes and any other material.
- Give credit for copied, adapted, paraphrased and translated materials from others.
- Make sure that information used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with the teacher or tutor.

For further details about the IB's expectations with regard to referencing see the publication *Effective citing and referencing*.

2.10 Review of the Policy

The academic integrity policy is prepared by the MYP/DP coordinators and the administrators, and communicated to faculty members at the staff meeting after it was reviewed in the IB committee. Going forward, the MYP/DP coordinators and the administrators will review the content of the policy once a year and make corrections as necessary. The revised proposal will be communicated to faculty and staff at the staff meeting at the end of the academic year in March, and educational activities will be developed based on the new policy from April.

In addition, it is essential that the school's policy clearly satisfies the following requirements.

- consider physical and virtual spaces
- articulate a planned integration of human, natural, built and/or virtual resources
- consider the learner profile
- consider international-mindedness.

2.10.1 Developing, implementing and reviewing an academic integrity policy

Programme standards and practices

Academic integrity is embedded as follows in the IB *Programme standards and practices*.

Standard: Leadership and governance (0201)

Reviewing and following IB rules, regulations and guidelines to support programme implementation and development; and ensuring structures and processes are in place to ensure compliance.

Standard: Student support (0202)

Providing all relevant resources to implement IB programmes to ensure compliance with IB assessment requirements with regard to the security and administration of examination materials, and the provision and delivery of access arrangements (all programmes).

Standard: Culture through policy implementation (0301)

Implementing, communicating and regularly reviewing the academic integrity policy that creates cultures of ethical academic practice.

Standard: Students as lifelong learners (0402)

Ensuring that students and teachers comply with IB academic integrity guidelines and acknowledge the intellectual property of others in their work.

Ensuring that the school and the teachers provide adequate support, so students learn the skill of citing and referencing and understand the significance and importance of producing authentic and original work.

Standard: Approaches to assessment (0404)

Ensuring that students receive support so they can grow in their ability to make informed, reasoned, ethical judgements and that the administration of all assessments is completed in accordance with IB rules, regulations, and/or relevant programme documentation.

2.10.2 Good practice in composing or updating an academic integrity policy

Auditing existing policies

The audit of a school's existing practices regarding the development of a culture of academic integrity is the first stage in devising or revising a coherent and well-based policy. The school's philosophy should be made clear and should be aligned with the IB's academic integrity policy. Practices already in place should be considered in the light of this philosophy. If the audit reveals lack of agreement, or variance with IB and/or school requirements, then an action plan must be devised to address the issues as part of the policy in action.

It is strongly recommended that the audit process should be a collaborative effort among the school community. The policy should be easily accessed, located and understandable by all members of the school community – students, teachers, leadership and parents/legal guardians.

While auditing the current academic integrity policy, schools should ensure that it is an example of the IB's academic integrity practices—authentically representing the schools' own practices while being properly referenced if resources are used.

The following questions can serve to stimulate initial discussions that will provide information about general understanding of academic integrity within the school. The list is neither exhaustive nor prescriptive.

Initial considerations

- Does your school have an academic integrity policy?
- How is it publicized?
- How do/where can members of the community find the policy?
- When was the policy last reviewed?
- Who was involved in compiling or reviewing your current academic integrity policy?
- When problems arise, is the policy adhered to?
- Do teachers think the policy is adhered to?
- Who decides whether the academic integrity policy has been breached?
- What resources (people, spaces, objects) support the academic integrity policy and practice?

The use of other people's work—citation and referencing

How are the practices of referencing and citation introduced, developed and scaffolded across ages? What does this look like?

- When is it taught?
- How is it taught? Who teaches it? Is this the case in all subjects?
- What reinforcement is given?
- What opportunities do students get for practice?
- What professional development is available for staff awareness?

Infringements of the academic integrity policy

- Does your school policy describe all categories of student academic misconduct in line with this publication?
- Does your school policy describe all categories of school maladministration in line with this publication?
- Does the school leadership provide proper training in the area of academic integrity to all new teachers so they understand the IB's expectations in this area?
- Does your school deliver a presentation to students (and their parents/legal guardians) about the IB's expectation in the area of academic integrity and potential consequences for any transgressions?

- Does your school deliver a special session to students to raise awareness of how examinations are conducted with integrity?
- Does your school have clear guidelines and rules on the use of tutors (and/or any other third party) regarding written work produced outside the classroom?
- Do stakeholders (teachers, students, parents/legal guardians) know how to report possible cases of student academic misconduct and school maladministration?

Good practice in composing or updating an academic integrity policy

The following outline is an example of good practice, showing the key sections in composing an academic integrity policy. All the elements in the outline should be considered in the policy and responses shaped to reflect the age and developmental needs of learners within the IB programmes offered. The academic integrity policy must be clearly communicated to the whole school community-as well as informing teaching and learning practices across the curriculum-otherwise it will not lead to the development of the necessary school ethical culture.

Rationale/statement of purpose for the policy	An introduction that explains why there is a policy. Include reference to the school's mission statement, to the learner profile, and to the essential elements of integrity in a social setting.
Details and advice on school responsibilities	Articulate responsibilities for teaching a variety of practices related to academic integrity, and reflecting its five fundamentals-honesty, trust, fairness, respect and responsibility. Include responsibility for maintaining fairness and consistency, providing a safe environment, providing professional development for teachers, promoting parent awareness, and assisting student learning. Include responsibility to ensure that the required budget is obtained to provide professional development for teachers, promote parent awareness, and assist student learning.

Details and advice on teacher rights and responsibilities	Teachers should have the full support of the school administration in receiving the training required to understand academic integrity. Teachers should understand how to provide opportunities for students to practise and to learn how to use other people's work in support of their own, including the responsibility to teach awareness of misconduct and procedures. Articulate responsibilities for teaching a variety of practices related to academic integrity. Include how teachers can model academic integrity practices and how they can support students in learning academic integrity practices and expectations.
Details and advice on librarian/ media specialist responsibilities	Include how librarians/media specialists can guide and support the development of academic integrity within the school community. What resources can they provide?
Details and advice on student rights and responsibilities	Detail expectations and responsibilities with regard to producing authentic work. This can include responsibilities for teaching a variety of practices related to academic integrity, and reflecting its five fundamentals- honesty, trust, fairness, respect and responsibility.
Measures to provide education and support to students	Detail the support and teaching students are entitled to receive. It is important that students be given the opportunity to make mistakes, and to learn from their mistakes, in safety. Measures and support should reflect the age and developmental needs of learners. Include consideration of virtual and physical space and resources (human, natural, built and/or virtual).

Student rights, both internally at the school and within the IB, if suspected of a breach of academic integrity	To ensure consistency and fairness, detail students' rights—perhaps to have a parent, peer or teacher present in any discussion of a problem or incident, particularly if the consequences are especially serious. These rights should highlight the internal school procedures and processes in addition to the rights of students from the point of view of the IB if a student is suspected of a breach of academic integrity.
For students: consequences of academic misconduct/remedial action/penalty tariff/follow-up/ consequences of misconduct in external and internal assessments For teachers: consequences of unethical practice	Detail possible consequences — both internal school consequences and IB consequences — especially if these might be different depending on a student's background, character history, history in terms of academic integrity, age and level of awareness (previous teaching), severity of the incident, intent or non-intent, and/or other factors. Detail possible consequences for teachers if they engage in school maladministration.
Details and advice on responsibilities of parent or legal guardian	Explain how parents or legal guardians can help students—what is helpful/accepted and what is not helpful/accepted.
Definitions and examples of academic misconduct	Include age-appropriate definitions and examples of academic integrity, intellectual property, authenticity, duplication of work and authentic authorship.
Guidance on the difference between legitimate collaboration and unacceptable collusion	Detail recognition of and guidance for the difference between student collaboration and collusion.
Age-appropriate guidance on expected behaviours — examples of good referencing/good examination practice counterbalanced with examples of poor referencing/unacceptable practice	Provide examples of good/bad referencing practice. It is important that the policy is presented in age-appropriate language, and that the examples and other support material are typical of the age group; contributions may

	be invited from teachers, and from students, thus further garnering an element of ownership.
Scenarios and/or frequently asked questions	Provide age-appropriate situations, to which students can relate and that they can understand.

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【Appendix 1】

How to make a reference list?

When you used any text, published or unpublished, you need to make a reference list as an appendix. There are various ways to make a list of references depending on the type of text used.

Why do we need a reference list?

1. To make sure that there will be access to all text types used whenever one wishes to check the source of information.
2. To share accurate information to people who are studying the same subject.
3. To protect one's work under the copyright law and to protect original works of authorship.

What information do we need?

The following are the information needed in making a reference list. (Please see the attached form in Appendix 3.)

1. Author
2. Title of source
3. Title of container
4. Other contributors
5. Version
6. Number
7. Publisher
8. Publication date
9. Location (Pages of books, Website address, etc.)

How to write bibliographies and how text types should be listed accordingly?

① Book → ② Magazine/Journals → ③ Newspaper → ④ Thesis → ⑤ Online Database → ⑥ Webpage (Internet)

Note: When listing bibliographies, they must be arranged in the order of the Japanese kana syllabary for each text type. In the case of foreign books, they must be arranged in alphabetical order.

Examples by Genre

◇ Books

Author's Name. 『Title of the Book』. Publisher, Year of Publication.

Note: For foreign books: Last Name, First Name. Book Title. Place of Publication: Publisher. Publication Date.

Ex) 伊藤賀一. 『ゼットイわかる中学地理』. KADOKAWA, 2019 年.

◇ Magazines

Author's Name. 「Title of the Article」. 『Name of the Magazine』, Volume, Issue, Publisher, Page Number.

Note: If you do not know the author's name, start with the Title of the Article.

Ex) 有田正規. 「学術出版とは何か」. 『科学』, 第 90 巻, 第 6 号, 岩波書店, pp-477-480.

◇ Newspapers

Author's Name. 「Title of the Article」. 『Name of the Newspaper』, Date of Publication, Page Number.

Ex) 伊藤喜之. 「(気候危機)コロナ禍でも、私たちは動く」. 『朝日新聞』, 2020 年 4 月 20 日夕刊, p.1.

◇ Thesis

Author's Name. 「Title of the Thesis」. 『The name of the book or journal the thesis is in』, Number, Date of Publication, Page Number.

Ex) 早坂洋史. 「世界の潮 続発する世界規模の森林火災は何を意味するのか?」. 『世界』, 932 号, 2020 年 5 月, pp.15-18.

◇ Online database

Author's Name. 「Title of the Article」. 『Database Name』, Date of Publication, URL. Date of Access.

Note: You don't have to write "https://" of URL.

Ex) 小川詩織. 「はやぶさ2、地球向け最後の加速」. 『朝日けんさくくん』, 2020 年 5 月 21 日朝刊, school.asahi.com. 2020 年 5 月 28 日.

◇ Webpage (Internet)

Author's Name. 「Title Page」. 『Title of the Top Page』, URL. Date of Access.

Note: You don't have to write "https://" of URL.

Ex) 総務省統計ダッシュボード. 「グラフ検索結果:岡山県」. 『統計ダッシュボード』, dashboard.estat.go.jp/graphSearch/graphSearchResult?selectedPrefectureCd=33000. 2020 年 5 月 28 日.

How to Quote

What is a quotation?

Quotation means using other people's thoughts and words in your reports in order to distinguish them from your own opinions and claims. To prevent plagiarism, one should know how to quote responsibly.

Things to Remember When Quoting

- Use signal phrases to easily identify the in-text citation or the quoted section.
- Sources from where the quotations were taken must be properly and clearly written.

What are the Types of Quotation?

- Direct quotation: To quote a sentence as it is.
- Indirect quotation: To summarize and quote the original text without using it directly.

◇Direct Quotation

(1) In the Case of Short Quotation

- Use a signal phrase to identify the quoted text. Enclose the quoted part by using quotation marks. (For Japanese, use 「 」)
- Write the author's last name and the page number inside a round bracket at the end of the quoted section.

Original text 「Quoted text」(the author's last name and quote page) Original text

Note: There must be a space between the author's last name and the page number.

Example:

さらに、「解剖には、専門用語が多い。筋肉の名前だけでも、400 語以上にもなるそうだ。」(郡司 74)と書かれているように～

(2) In the Case of Long Quotation

- There must be a single line space that separates the signal phrase and the quoted text.
 - The quoted part must be indented half an inch from the rest of the text. The quoted section must be look like a full block of text.
 - Write [略], if you want to omit the middle of the quotation. (For English, use [...])
- Note: You do not need to use 「 」. (For English, “ ”)

Original text

(Single Line Space)

(Half Inch Indention) Quoted text (If the sentence is long, put [略] in the middle.)

Note: If you write the author's name first, you only need to write the page number.

(Single Line Space)

Original text

Example:

郡司芽久は『キリン解剖記』で次のように述べている。

おそらく、過去にキリンの解剖をした研究者は、みな同じような壁にぶつかってきたはずだ。[略]

これは多分、解剖していた個体がこの部分で切断されてしまっていたからだろうとおもう。(117)

これは～ということではないかと考えられる。

◇Quotation for Diagrams and Tables

Number the figures and tables. The number used for figures and tables must be in the same order as how they appeared and quoted. Use the original title, and write the source as shown in the example on the right.

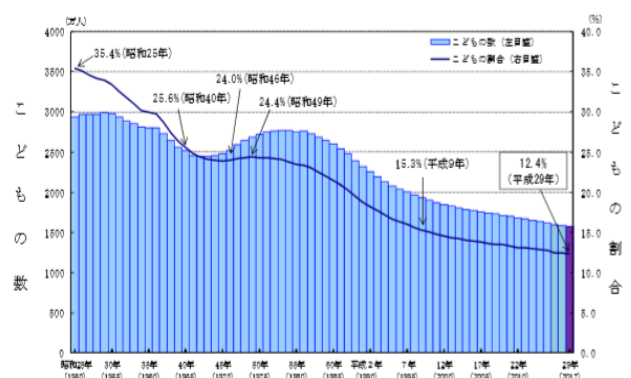


図1 こどもの数および割合の推移

出典:総務省統計局ホームページ

www.stat.go.jp/data/jinsui/topics/pdf/topics101.pdf

3. Assessment Policy

Contents

- 3.1 Philosophy of Assessment
- 3.2 Purpose of Assessment
- 3.3 Formative Assessment
- 3.4 Summative Assessment
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- 3.12 Review of the Policy
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- Appendix IB Diploma Requirement

3.1 Philosophy of Assessment

Asahijuku Secondary School regards teaching and learning as well as learning assessments as mediums to give opportunities to students to understand, develop, and embody all IB Learner Profiles. Assessment is always associated with the teaching-learning process inside the classroom. As an educational institution that cultivates and trains young minds to become the next leaders, Asahijuku Secondary School believes that well-planned assessment instruments and processes help the school to achieve its mission. The essence of assessment for students is to give them the opportunity to reflect on the learning process of each subject and to lead to gaining a deeper understanding of the subject. The essence of assessment for teachers is to reflect on the contents and teaching practices and to develop them through assessment. Assessment is not only for ranking; it is for motivating students and bringing about better results. To exercise fairness in the assessment process, teachers in our school inform students and their parents/guardians of its purpose, criteria, and methods of assessment.

3.2 Purpose of Assessment

Our school believes that having a well-planned assessment helps students to develop positive attitudes toward studying and teaches students to think critically, logically, and creatively. All teachers guide and support the students' learning process by giving formative feedback based on their assessment performance regularly. Also, teachers have regular meetings to evaluate their teaching practices to plan better and engaging classroom activities suitable to the needs of students.

Assessment is an essential component to have a continuous, well-sustained, and effective teaching-learning process. By nurturing students about the spirit of independent learning through varied assessment tasks, students will be able to understand the links between subjects. Researching and doing real-world problems help them deepen their understanding of the world and its people. Moreover, assessing students in diverse cultural and linguistic circumstances raises students to become international-minded people.

Assessment in IB places more value on absolute assessment than on relative assessment. In absolute assessment, students' work is assessed based on the achievement level, not in comparison with other students' work. In our school, the use of formative and summative assessments depends on purpose (see sections 3.3 and 3.4 for details). Before the start of the program, we hold a briefing session for students and parents/guardians so that they become familiar with the assessment procedure.

3.3 Formative Assessment

Formative assessment shows the level of achievement of students at a certain point in their learning. Through the formative assessment, students can also become aware of the degree of their understanding and establishment of ATL skills, which allows them to adjust and reflect on their learning activities. Formative assessment is a tool or a process to improve and encourage students' learning activities and suggests "the assessment to lead to improvement" rather than "just an assessment".

Specific examples of formative assessment include a report, an essay, a presentation, an experimental evaluation, a process journal, and a poster.

3.4 Summative Assessment

Summative assessment is administered so that teachers can measure students' level of achievement at the end of their study. Although summative assessment helps teachers to comprehensively evaluate students' achievement levels, it is somehow similar to formative assessment in that summative assessment can be administered in the middle of a long term of their study and help teachers to plan classroom activities that effectively promote learning.

Specific examples of summative assessment include a written exam, a practical exam, a creative work, a report, and a poster.

3.5 Assessment Procedures

Teachers assess the students' level of achievement by comparing the goals set by students against the set of criteria created for each subject and each grade. To give students opportunities to get the highest marks, teachers need to make meticulously prepared tasks using a variety of methods of assessment. Students need to submit their outputs on or before the deadline. If in case students failed to submit by the deadline, teachers must talk and give those students support and encouragement to finish what they have started.

For students who have special needs, teachers discuss the support program for individual students in the Educational Counseling Committee and inform their parents/guardians of the best treatment that our school can offer. See chapter 5: Inclusive Education Policy for more details.

At our school, assessment is carried out in the following order:

A) Assessment schedule is determined at the beginning of the school year

Teachers need to consider the objective of their classes in order to determine the assessment schedule. First, they identify the summative tasks in order to evaluate each criterion. The tasks should be the persuasive evidence that clearly shows how much knowledge and skills the students have acquired. After deciding on the assessment schedule, teachers make plans for formative assessment which encourage students to work positively toward the summative assignment.

B) Summative tasks are given with rubrics

Teachers need to provide students an evaluation rubric for each task they need to do. This evaluation rubric will help and guide students to achieve what they need to accomplish based on a set of criteria designed for each task. Students self-evaluate their output by using the rubric. Through self-evaluation, students could develop becoming reflective and lifelong learners.

C) It is important to approach tasks systematically.

Each task is designed to enhance learning and achievement. It is highly recommended that students spend some time after school, as well as after returning home or boarding to work on tasks for each of their subjects. The amount of time will vary depending on course workloads at different times in each trimester and the nature of the tasks.

D) The school passes the report of ratings on a regular basis.

Students and parents/guardians receive the report of ratings at the end of each trimester. For the first and second trimester, grades for each subject scale from 1 to 7, 7 being the highest. In the final trimester, they receive the report of ratings for the whole year. The score of 1 to 7 for each subject and the score of 1 to 5 for Japan's Course of Study are written in the report. For further details, see section 3.7 and 3.9.

3.6 MYP Assessment

A) Assessment criteria and guidance of it

Both MYP 3 and MYP 5 use the suggested assessment criteria written in the subject guides. For MYP 2 and MYP 4, both follow the same set of learning goals and assessment criteria designed for MYP 3 and MYP 5, respectively, to help students adjust easily to program transition that happens every year. As for MYP 2, it is allowed that MYP2 follows the same set of learning goals and assessment criteria designed for MYP 1, because MYP2 is the first grade for students to receive IB education.

During the first day of classes, subject teachers must inform their students of these goals and criteria. Teachers must also inform parents/guardians regarding these by sending them documents containing such information. All members of the academic community should have access to this information by following a procedure.

B) Moderation in MYP

The purpose of the moderation process is to ensure that all assessment marks given to students are of equivalent standards. It means a student would get the same mark for the quality of their work whoever marks it.

In our school, there will be a regular subject meeting of MYP teachers as venues for discussion and exchanging of opinions about the unit planner and the rubric that teachers make for each subject and each grade. When they make summative assessment, teachers create a common understanding of the assessment of students' outputs while reviewing the rubrics, increase the reliability of their own judgment, and then standardize the final assessment through the regular subject meeting.

As for MYP Project (the Personal Project), there will be a regular supervisor liaison meeting as venues for discussion and exchanging of opinions for different matters such as how to give formative advice to students. Specific descriptions for each level per criteria are written in the Personal Project Teacher's Guide so that Programme Coordinators and personal project supervisors would assess the output of the students objectively, fairly, and consistently. Specific indicators for the different ATL skills to be measured are also written in the Personal Project Teacher's Guide to guide supervisors in assessing the level of achievement in each stage of the development process. Using the descriptions for each level of achievement in each criterion, supervisors ensure that the evaluation of the personal projects of students is valid and reliable. Supervisors will review and re-assess internally marks submitted by supervisors and then standardize the final assessment through discussions in small groups of peer supervisors.

3.7 MYP Assessment and Its Conversion to JPN OLA

In MYP, the grades are determined and converted by the following procedure:

- (1) MYP's criteria ABCD are partly related to those of Japan's Course of Study.
- (2) In principle, students are assessed against each strand of each criterion at least twice a year.
- (3) The scores of each criterion (on the scale of 1 to 8, 8 being the highest) is determined based on a variety of students' work. The score is determined by students' achievement level, not by the average of the scores. (a "best-fit" approach)
- (4) The overall MYP grade of each subject is determined by converting the scores for each criterion (8 points each for 4 criteria=32, 32 being the highest) to an OLA of 1 to 7 (7 being the highest).
- (5) At the end of the school year, the overall MYP grades are converted to the grades of Japan's Course of Study (on the scale of 1 to 5, 5 being the highest) based on the following table.

《Conversion to MYP OLA and JPN OLA for Japan's Course of Study》

※OLA : Overall Level of Achievement

Criterion Total	1~5	6~9	10~14	15~18	19~23	24~27	28~32
MYP OLA	1	2	3	4	5	6	7
JPN OLA	1	2	3	4		5	

3.8 DP Assessment

A) DP teachers need to keep in mind the following:

Diploma Program (DP) teachers need to understand how to conduct a formal summative assessment. Formal summative assessment is defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner. Some formal summative assessments are internally assessed, requiring the teacher to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator. The principles, practices and challenges involved in formal diploma assessment are described in the International Baccalaureate Organization's publication, "*The Diploma Programme: Assessment procedures*. (2025)".

It is important to stress that the two most important aims of the Diploma Program assessment are to support the program goals and to encourage appropriate student learning. These are achieved through Diploma Program assessments by measuring students' levels of achievement against a set of published criteria derived from the course aims and objectives. Students need to understand what assessment expectations are, and teachers must introduce these expectations early in the course and must be the focus of classes and other related assessment activities. The assessment requirements make it clear on the process of conducting summative assessments and how to evaluate students at the end of the course. Teachers are the ones responsible for designing and providing formative assessments that inform students about their learning progress. Formative assessments also enable teachers to address the needs of each learner necessary in planning the lesson and designing learning activities. A key component of learning how to learn is to teach each student how to make a better judgment of their performance, and to help them develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. Schools several practices and instruments to support this includes:

- student self-evaluation supported by the teacher
- systematic use of detailed assessment criteria (rubrics, matrices)
- peer evaluation mediated by the teacher (either face-to-face or using an ICT resource such as a blog).

Assessment instruments primarily designed for formal summative assessment at the end of the course can also be adapted and used formatively as part of the learning process.

B) The involvement of DP teachers in the process of assessment

The procedures of both internal assessment and predicted grades help subject teachers to ensure the validity and reliability of the students' marks. Subject teachers must fully understand and must involve themselves in both procedures. The involvement of subject teachers plays a vital role in the assessment process.

This involvement occurs in three ways.

- (1) Teachers submit marks for internal assessment on the work done by candidates for a subject and level.
- (2) The predicted grade given to a candidate for each subject area depends on the level of achievement of the student's output against a set of evaluation criteria. The grade descriptors set by the IB organization for the Diploma Program must be the sole basis of the predicted grade given to each candidate.
- (3) Subject teachers are encouraged to indicate how these marks are allocated for this helps the external moderator to do his/her work.

The program coordinator must submit a sample of the work that has been assessed internally for external moderation purposes.

C) Submitting internally assessed components and predicted grades

Teachers handling subjects with internal assessments ensure that all the candidates conform to all the requirements set for each subject. Details of the requirements for each subject area are available in the subject guides available on the program resource center. Teachers must assess candidates' work based on the IB assessment criteria. Teachers' marks must be within the range of minimum and maximum marks available. Do not use fractions, decimal places, or estimates. The assessment of outputs must be based solely on the level of achievement attained by the students against the set of criteria to be used. Candidates must conform to all the requirements for internal assessment in the language they registered for that subject and level. Teachers must award marks even if the work, or participation, is incomplete. If a candidate does not submit the required output, an "F", which means no grade, must input on the IBIS.

The IB may request additional sample work, or work from all candidates, for internal assessment in any subject, for the purpose of moderating marks and/or quality assurance. This may be requested at any time before the issue of results. Coordinators must ensure that all candidates' work and associated materials that may be required can be made available until the close of the examination session.

D) Predicted Grades

A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on:

- all the evidence of the candidate's work
- the teacher's knowledge of IB standards.

Predicted grades are required for all subjects and for TOK and EE as well. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

Predicted grades are used by the IB committee for the purpose of assessing the situation of individual students. A check on the appropriateness of results is made by comparing awarded grades with predicted grades. If there exist significant discrepancies between awarded and predicted grades, then further reviews may be conducted. Predicted grades are not used for candidates who are affected by adverse circumstances, which include candidates with incomplete requirements for one or more components.

Teachers should use the following scales in awarding of predicted grades.

- Predicted grades must fall within the scale from 1 to 7, where 7 being the highest grade.
- For the Theory of Knowledge and the Extended Essay, letter grades from A to E are the grade descriptors, where A is the highest grade. Awarding of predicted grades to candidates taking Language A: Literature SL is not a requirement for this is a school supported self-taught subject.

E) DP Moderation

The purpose of moderation is to ensure that all internal assessment marks are of an equivalent standard. This means a candidate would get the same mark for the quality of their work whoever marks it. Within a school, all teachers of a subject must standardize their marking so they are consistent with each other. The IB then extends this so all schools are consistent with each other.

There are two types of moderations. Internal moderation is conducted in school and external moderation is conducted by external examiners. In internal moderation, subject teachers and DP coordinator examine the internal assessment for each student and standardize the assessment in school.

External moderation is a checking procedure whereby an external examiner reviews a sample of teacher-assessed coursework and establishes whether the teacher-awarded marks are correct, too harsh or too lenient. In cases where teacher-awarded marks are either too harsh or too lenient, a moderation factor is determined and applied to all of the school's marks for that particular component so that candidates, schools and higher education institutions can be confident of a consistent (global) standard for internal assessment between schools.

3.9 DP End-of-term Examination and Its Conversion to JPN OLA

In DP, the end-of-term examination is conducted and converted by the following procedure:

- (1) The end-of-term examination is conducted three times in two years; in July (Year 1), March (Year 2), and May (Year 2).
- (2) For the end-of-term examinations for Year 2, students take mock examinations similar to the past IB papers. Teachers can make changes regarding the content of the exam administered in July of Year 1, depending on the class progress.

- (3) Subject teachers mark the papers based on the scheme of marking designed for each subject. The scores (1 to 7, 7 being the highest) are determined based on the boundary of the subject report of the previous year, considering the proportion of scores for each component such as papers 1 and 2 and internal assessment.
- (4) The result of the examination administered in July of Year 2 becomes the students' predicted grade.
- (5) The result of the three examinations, assignment, and attitude toward class are considered when JPN OLA for Japans' Course of Study is determined.

3.10 Grade Management

Based on the MEXT's policy, the academic affairs department keeps transcripts of all students in the grade management system and students' information management system on the school PC server. In order to motivate students to study harder, teachers hold meetings within subjects to review their assessment using the DP/MYP unit planners. By considering assessment as an important factor that plays important roles in "instruction" and "learning," our school seeks to realize interdisciplinary education.

Teachers within the same subject area must hold regular IB related meetings to share the teaching plans and the method of assessment and to standardize criteria and level of achievement. All IB teachers, on the other hand, must also hold regular meetings to share students' achievement levels against DP/MYP goals. Through these meetings, teachers can deepen their understanding of shared goals and criteria, resulting in a continuous and consistent assessment.

3.11 Academic Integrity

Chapter 2 discusses the Academic Integrity Policy of the school. Cheating on assignments or during exams will automatically disqualify students from receiving scores on the task, which results in an "NA" grade which means "no grade" as a disciplinary measure and could lower their reputation. Any form of dishonesty in using computer devices, equipment, and information is strongly prohibited and is subject to investigation. If proven guilty, the equivalent disciplinary action will be imposed based on the rules written in the International Baccalaureate Organization. "*Academic Integrity* (2023)".

3.12 Review of the Policy

The assessment policy was prepared by the MYP/DP coordinators and the administrators, and communicated to faculty members at the staff meeting after it was reviewed in the IB committee. Going forward, the MYP/DP coordinators and the administrators will review the content of the policy once a year and make a correction as necessary. The revised proposal will be communicated to faculty and staff at the staff meeting at the end of the academic year in March, and educational activities will be developed based on the new policy from April.

3.13 References

International Baccalaureate Organization. *The Diploma Programme: Assessment procedures*. International Baccalaureate Organization, 2025.

International Baccalaureate Organization. *The Diploma Programme: From principles into practice*. International Baccalaureate Organization, 2020.

International Baccalaureate Organization. *The Middle Year Programme: From principles into practice*. International Baccalaureate Organization, 2023.

International Baccalaureate Organization. *Academic Integrity*. International Baccalaureate Organization, 2023.

IB Diploma Requirement

A) Selection of subjects and points of each subject

(Table 1) Subject list

		Subjects
1	Language and Literature	Language A : Language and Literature (HL)
2	Language Acquisition	Language B (HL • SL)
3	Individuals and Societies	History (HL), Geography (SL)
4	Science	Biology (HL • SL), Chemistry (HL)
5	Mathematics	Mathematics : Applications and interpretation (HL • SL)
6	The Arts	We are not going to offer the subjects of the Arts at our school.

Students can at least take 3 or a maximum of 4 HL courses among subjects included from Group 1 to Group 6. The HL courses that they will choose should be the ones that they are good at or are related to what students want to major in university. Aside from taking 3 HL to 4 HL courses, students must take another 3 SL courses or 2 SL courses if they take 4 HL courses. High-level courses require 240 or more of teaching hours and 150 or more for each SL subject in two years. To receive an IB Diploma, students also need to meet the three requirements in Table 2.

(Table 2) Requirements for Core subjects

(Requirement 1) Extended Essay	Students investigate a topic of personal interest to them, which relates to one of the student's six DP subjects under the instruction of their supervisors, culminating with 4000-word (8000 in Japanese) paper.
(Requirement 2) Theory of Knowledge	Students reflect on <i>the nature of knowledge</i> , analyze <i>knowledge claim</i> , and explore <i>knowledge questions</i> . Students are required to engage in at 100 hours of learning, write an essay, and make an exhibition. It puts emphasis on examining the system of knowledge of each subject from an academic perspective and nurturing critical thinking skills as well as absorbing knowledge.

(Requirement 3) CAS (Creativity, Action, Service)	Students engage in creative activities such as art, music, and drama, sports, and volunteer work. At least 150 hours of engagement is required.
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For DP courses, number grades on a scale of 1 to 7, 7 being the highest, represents the grades of students. A score of 4 or higher, on a scale of 1 to 7, is considered a pass. To receive an IB diploma, one must have at least a total score of 24. A 7 for each subject and 3 for excellent performance in the Theory of Knowledge and Extended Essay constitute the maximum total of 45. (See Table 3 for more details.)

(Table 3) Grading for IB Diploma

Pass (highest score)	7	Excellent
Pass	6	Very Good
Pass	5	Good
Pass	4	Satisfactory
Failure	3	Mediocre
Failure	2	Poor
Failure (lowest score)	1	Very Poor

※In SL, every score is considered to be a pass.

Table 4: Score Conversion for TOK and EE

		TOK					
		A	B	C	D	E	N
EE	A	3	3	2	2	Failure	Failure
	B	3	2	2	1	Failure	Failure
	C	2	2	1	0	Failure	Failure
	D	2	1	0	0	Failure	Failure
	E	Failure	Failure	Failure	Failure	Failure	Failure
	N	Failure	Failure	Failure	Failure	Failure	Failure

※Subject teachers must inform students regarding the details of the assessment criteria for the Theory of Knowledge and Extended Essay on a separate sheet.

B) IB Diploma Requirement IBDP

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for Theory of Knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

4. Language Policy

Contents

- 4.1 Philosophy of Language Policy
- 4.2 Students
- 4.3 Language Policy in the MYP
- 4.4 Language Policy in the DP
- 4.5 The Policy on Language Diversity
- 4.6 Language Assistance in English
- 4.7 Language Assistance in Japanese
- 4.8 Language Assistance in their mother tongue
- 4.9 Language Profile and Language Development Plan
- 4.10 Media Center
- 4.11 Review of the Policy
- 4.12 References

4.1 Philosophy of Language Policy

Based on the school philosophy, “A High-Level Education That Develops Students’ Personalities”, Asahijuku Secondary School (hereafter called “our school”) offers a setting where students from a variety of language backgrounds can learn and acquire multiple languages so that they can study and achieve their individual goals.

The importance of learning multiple languages is described into the Language and learning in IB programmes document (2012) as follows:

Crucial for the success of the programmes is a rich development of language and multiliteracies for all learners. The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes intercultural perspectives. Consequently, this requirement is built into the Programme standards and practices document (2022) and is an attribute of the IB learner profile.

The school first and foremost wants to develop balanced operational skills in Japanese and English. Furthermore, our school accepts international students and returnees from various countries. We will also ensure that their operational skills in their native languages are maintained, as they will not be able to learn and think effectively if they are not able to use both Japanese and their mother tongue.

In our school, all teachers consider themselves as “language teachers” who are responsible for students’ language acquisition. Japanese is the primary language in this school. International students come to our school with the goal of acquiring Japanese and entering Japanese universities. For Japanese students, we are creating a structure that helps them communicate with students from different countries through Japanese and English, the most commonly spoken language in international communication, as a second language.

4.2 Students

In addition to students whose first language is Japanese, the school currently has students whose first languages are English, Chinese, Thai, Vietnamese, Russian and Korean. Approximately 35% of the school’s total student population consists of international and returnee students whose mother tongue is a language other than Japanese.

4.3 Language Policy in the MYP

In the MYP, there are two types of language-related lessons. The first is “Language and Literature (Japanese)”, which is taught five times a week in MYP2-4 and four times a week in MYP5, with each lesson lasting 45 minutes. The second is “Language Acquisition (English)”, which consists of six lessons per week. Due to the varying levels of our students, Language Acquisition is divided into four Phases – Phase 1 to Phase 4 – based on their level of English language learning. This course focuses on conceptual understanding as well as the development of language operational skills. At the end of the year, students take an external English exam, and their results determine the appropriate phase for their placement. During the course of the year, students may be reassessed, interviewed, and, if approved at a staff meeting, may be moved to different phase midyear. If we have students whose English abilities exceed Phase 4, we may consider creating a new class.

4.4 Language Policy in the DP

Group 1 (Language and Literature/Japanese) is comprised of HL and SL of “Language A: Language and Literature”. Group 2 (Language Acquisition/English) is comprised of HL and SL for Language B. Students may choose HL or SL regardless of whether they are Japanese or international students. The selection of subjects in the DP is an important matter that will determine the future of the student, so the students and parents/guardians who wish to take the DP will receive guidance from the coordinator and select the language level in combination with other subject choices.

4.5 The Policy on Language Diversity

The school has a large number of staff and students from diverse language backgrounds. Given the current situation of widespread language diversity, we will promote inclusive language use by providing important information to students in multiple languages, along with English translations of meeting materials for teachers and staff. We will also explore opportunities to utilize language diversity as a “resource”, such as by enabling students from different language backgrounds to teach their mother tongue to their peers.

4.6 Language Assistance in English

At times, Japanese students may require additional support with English studies. At the junior high level, students have English class six times a week. From the first year of junior high school, these classes are conducted entirely in English. The faculty includes foreign teachers from the USA, Australia, the Philippines and Nepal who use English as their official language, as well as Japanese teachers with CEFR (C1) certification. Japanese students with strong English skills can continue to improve their ability through discussion with these teachers, while students with weaker skills may receive instruction in Japanese. Irrespective of level, all students are encouraged to improve their English ability. Hence, the school provides the following language supports:

- Supplementary lessons and tutorial sessions for external examinations (EIKEN, GTEC, TOEFL, TOEIC, IELTS etc.)
- Promoting speech contests held outside our school
- Supplementary lessons and tutorial sessions for students who wish to take the Diploma Programme.

4.7 Language Assistance in Japanese

As stated above, we have students whose mother tongues are Japanese, English, Chinese, Thai, Vietnamese, Russian and Korean. Although many of the international students are competent in English, they may still require assistance in learning Japanese. Students who have passed the Japanese Language Proficiency Test (JLPT) Level 2 (N2) or higher at the time of transfer to our school can take regular classes together with the Japanese students to acquire a more standard Japanese and improve language skills. On the other hand, students at the level of the Japanese Language Proficiency Test (JLPT) Level 3 (N3) or lower will have difficulty understanding classes taught in Japanese. These students are given time to concentrate on studying Japanese and receive instruction from Japanese teachers to improve their language ability. Furthermore, it is important to improve the Japanese language proficiency of our students, both Japanese and international students. Therefore, the school provides the following supports:

- Supplementary lessons and tutorial sessions for Kanji Kentei for Japanese students, especially those who are taking the MYP.
- Supplementary lessons and tutorial sessions for JLPT and EJU for international students.
- Promoting speech contests held outside our school
- NIE (Newspaper in Education)

(At our school, we use newspapers as teaching materials in order to improve Japanese proficiency and acquire the ability to summarize.)

4.8 Language Assistance in their mother tongue

As stated above, our curriculum provides students with sufficient opportunities to study English and Japanese in regular classes. On the other hand, it is also important to maintain the development of the mother tongues of international students. We plan to provide support for them by taking various measures such as the followings.

- To increase the number of books available written in their native languages.
- To provide regular counseling. (There are some teachers who can speak Chinese, Korean, and English. As for other languages, we can gain support from the International Exchange Center of Okayama.)
- To allow students to use their mother tongues in their daily lives.
- To allow students to use their mother tongues during the students' after school clubs activities.
- To encourage teachers to allow students to use their mother tongues during class discussion (e.g. allowing the students to translate a term or terms).

4.9 Language Profile and Language Development Plan

At the time of admission and at the beginning of each academic year, the school collects a language profile from all families, including those of international students. This profile records information such as the home language, language proficiency, academic language support needs, parents' expectations, the possibility of support at home, and whether interpretation or translation is required. The Language Coordinator works collaboratively with subject teachers responsible for language and literacy development to create individualized language support plans for students as needed. These plans are shared with and agreed upon by parents/guardians and are implemented across all subjects and aspects of school life.

In classroom practice, teachers may scaffold learning by referring to students' home languages or cultural examples at the beginning of a unit, provide instructions in multiple languages to reduce linguistic barriers in assessments, or distribute vocabulary lists in advance.

The school also maintains a collection of multilingual books in the Media Center, allowing students to further develop their language skills through access to diverse texts. To support the academic language development of all students in both Japanese and English, the school encourages the use of the learning application *Monoxer* and conducts regular language assessments to track progress in both languages. The results of these assessments are used to inform and improve language instruction.

Furthermore, the school provides parents/guardians with strategies for supporting language learning at home so that school and family can work together to promote students' language development. For example, the school explains the purpose of student planners such as *Foresight* and *Imamirai*, which students use for daily reflection, and encourages families to engage in conversations based on these reflections. This shared practice helps students to enhance their metalinguistic awareness. In addition, parents/guardians are encouraged to support students' use of the *Monoxer* application at home.

4.10 Media Center

The school's Media Center has a variety of resources to help students with language learning. The center houses Japanese books, both fiction and non-fiction. Books in Chinese and English are also increasing year by year, with plans to expand these in the future. Students can search for books that match their reading interests through OPAC, the online database.

Both electronic books as well as paper books are available through the Media Center. iPads are available, and a system is in place so that e-books can be viewed at any time. We also

have a cooperation agreement with Okayama Prefectural Library, which allows students to search for and borrow material, with all transportation and return service charges for educational support free of charge. Students may also search for, request, and copy materials outside the prefecture through Okayama Prefectural Library, and search and copy newspaper articles, statistical materials, literature, etc. using a database available through Okayama Prefectural Library.

4.11 Review of the Policy

Unlike other policies, the language policy was prepared by “the Language Policy Steering Committee.” The members of the committee are the administrators, the MYP/DP coordinators, the school librarian, and the head of the Japanese Department. The draft policy was prepared by the MYP/DP coordinators and the administrators, and communicated to faculty members at the staff meeting after it was reviewed in the Language Policy Steering Committee. Going forward, the MYP/DP coordinators and the administrators will review the content of the policy once a year and make a correction as necessary. The revised proposal will be communicated to faculty and staff at the staff meeting at the end of the academic year in March after deliberation by the Language Policy Steering Committee, and educational activities will be developed based on the new policy from April.

4.12 References

International Baccalaureate Organization. *Guidelines for developing a school language policy*. International Baccalaureate Organization, 2008.

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5. Inclusive Education Policy

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5.1 Philosophy of Inclusive Education

Asahijuku Secondary School considers that supporting students with special educational needs are an important aspect of *instruction* and *learning*. Therefore, such students will be admitted if they meet the school's entrance standards. In order to offer full support to such students, we have the Education Counseling Committee which consists of managerial level teachers, DP/MYP coordinators, head teachers of the academic affairs department and student guidance department, nurse, and head teachers of the grade to which the students belong. In the committee, the coordinator of special needs education is assigned. The coordinator leads the implementation of special needs education. The educational counseling committee meeting is held at least once every term and more if needed. Also, the school counsellor visits the school on a termly basis and, depending on the situation, the school also invites the school counsellor to participate in the Education Counseling Committee to incorporate expert opinions. In order to enhance the qualification of all the teachers and staff, the coordinator of special needs education and the nurse hold in-school training sessions about special educational needs periodically.

5.2 Rights and Responsibilities of All Members of the School Community

A) Faculty and Staff

Faculty and staff are responsible for providing instruction and support based on educational judgment. They participate in professional training and receive support from specialists, striving to ensure equitable educational opportunities for all students. Through in-school and external training sessions and daily communication, they are expected to develop awareness and understanding of harassment issues and to be mindful of their own words and actions. In promoting inclusive education, faculty and staff must implement, document, and evaluate teaching methods tailored to individual needs, and collaborate with parents/guardians and professionals. Among the faculty and staff, the following roles have specific responsibilities in inclusive education:

- **Coordinator of Special Needs Education**

Collects information about students requiring special support from homeroom and subject teachers and shares it with relevant staff. Works in cooperation with the nurse and school counselor to arrange meetings with students and parents/guardians. Attends training sessions organized by Okayama Prefecture or other related organizations to gather information on special needs education. Implements learning and behavioral support in collaboration with teachers, provides advice and joint instruction, and coordinates methods of support.

- **Nurse**

Reports to the Coordinator of Special Needs Education if a student is identified as needing special support in daily interactions. Conducts interviews with students as instructed by the coordinator and collaborates with medical institutions, parents/guardians, and relevant teachers (such as grade leaders and homeroom teachers). Responsible for health observation, medication management, implementation and documentation of health education, and the early detection and appropriate response to illnesses or health concerns.

- **School Counselor**

Conducts interviews with students and parents/guardians upon request from them or the coordinator. Provides psychological and social support to students, facilitates communication with families, ensures confidentiality with appropriate reporting, and intervenes as necessary.

- **IB (DP/MYP) Coordinators**

Provide necessary information regarding accommodations and support available in the IB programmes. Submit requests for prior authorization to the IB Global Centre in Cardiff when required. Responsible for ensuring a safe and equitable learning environment, allocating resources, and coordinating teacher training, support, and workload.

- **Head of Academic Affairs Department**

Provides necessary academic information to the committee. Ensures equitable educational opportunities for all students, the implementation, documentation, and evaluation of teaching tailored to individual needs, collaboration with parents/guardians and professionals, and maintains a system for necessary reporting.

- **Head of Student Guidance Department**

Provides necessary information on student guidance to the committee. Works with teachers to implement and document learning and behavioral support. Maintains systems to ensure student safety and protect their dignity.

B) Parents/Guardians

Parents/guardians have the right to receive information regarding their child's education and to express their opinions to others. They are expected to provide support at home, share information with the school, and maintain a cooperative relationship with the school.

5.3 Students with Learning Support Requirement

Students with learning support requirement are those who have the aptitude to meet all curriculum and assessment requirements but need special support to reach their full potential in learning and assessment. Not all students who have access requirements will need learning support.

Candidates with autism/Asperger's syndrome, learning difficulties, speech, communication, physical and sensory challenges, social, emotional and behavioral difficulties, medical and mental health challenges may have learning support requirements. In addition, additional language learners may also receive learning support to bridge and develop their language.

5.4 Support in the Entrance Examination

The outline of the entrance examination is described in "Admission Policy". For students who need special arrangements for the entrance examination, the school deals with the needs individually after advance consultation with the students and their parents/guardians. Students' special needs never work against them in the selection process. The following are the examples of how the school offers support.

A) Students with physical and/or mental challenges

The school deals with individual cases after advance consultation with the students and their parents/guardians. For example, the school arranges different settings for wheelchair users and those who want to sit for the examination in a separate room for physical or mental reasons.

B) International students and returnee students who need language support

Those students may find difficulty in taking the examination in Japanese. The school has examination papers in English and Chinese in addition to Japanese and students can choose one of them. Essay writing for returnee students can also be written in English, Chinese, or Japanese.

5.5 Support after Enrollment

We have a system to give students appropriate support after enrollment. We exchange students' information with their previous schools, so that they can continuously receive support. Exchanging the information is mainly conducted by the head teacher of academic affairs department and the nurse. Also, we ask students to fill out a *health check card* to know whether they need special support. Students and parents/guardians can also receive counseling from the school counselor and the specialist on mental support and developmental support by expressing the desire to their homeroom teachers or the school nurse. In addition, it is possible for students to take psychological tests such as The Wechsler Intelligence Scale for Children (WISC) with the consent of their parents/guardians,

5.6 Process of Inclusive Education

The following is the procedure for conducting special needs education.

(1) Grasping needs for special support

Needs for special support is confirmed based on the request from students, parents/guardians, subject teachers, homeroom teachers, the school nurse.

(2) Discussion in the educational counseling committee

The committee discusses the support program for individual students. It also advises students and their parents/guardians to see a doctor, and makes individual guidance plan and individual educational support plan based on the diagnosis if need be.

(3) Sharing information among teachers and staff

In the staff meeting, the coordinator of special needs education and the nurse share with teachers and staff the situation of students concerned and their individual lesson plan and individual educational support plan.

(4) Implementing the support program

The coordinator of special needs education, nurse, and homeroom teachers checks the progress of the support program.

(5) Reflection on the program and review of its contents

The educational counseling committee is held according to students' situations, and the program is reflected on. The contents of the program are reviewed depending on the situation. Reflection is conducted until their graduation.

The support is based on long and short-term goals and may include such measures as changing the way of asking questions and writing on the blackboard in class, social skills training, putting *kana* syllables beside Chinese characters to aid in reading textbooks and printouts, utilizing digital materials, providing different rooms, enlarged answer sheets, and prolonged time for examinations. This support is provided in accordance with the students' traits. In addition, we divide some classes based on the degree of academic achievement to provide appropriate educational content and assignments, in order to avoid putting excessive burden on students.

In order to make sure the program is run appropriately and sustainably until students' graduation, the school will strive to promote the special needs education to the fullest by offering physical and financial support, such as the purchase of necessary teaching tools, in addition to support in human resources like recruiting school counselors.

5.7 Consideration for Students When Choosing Subjects and Participating in Class

The IB believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Standard assessment conditions may put candidates with learning support requirements at a disadvantage by preventing them from demonstrating their level of attainment. Inclusive assessment arrangements may be authorized in these circumstances.

Some DP and MYP subjects can be challenging for students with learning support needs, so the coordinator gives careful consideration when selecting subjects for study.

In order to plan the access arrangements for a candidate, for both teaching and assessment, it is essential that the coordinator consults all teachers concerned at an early stage in a candidate's study of the Programme.

The inclusive assessment arrangements provided to a candidate must be planned in advance to give a candidate ample time to learn to use them effectively during classroom activities.

The inclusive assessment arrangements provided for a candidate must be carefully individualized, planned, evaluated and monitored. Decisions on the type of inclusive assessment arrangements to be provided for a candidate must be strictly based on individual requirements. They should not be based on administrative convenience or inconvenience or provided as a standard to all students with learning support requirements in the school/classroom.

5.8 Arrangements for DP Students in Examination (Without Authorization)

At the discretion of the coordinator (or head of school), the following arrangements are permitted in examinations without prior authorization from the IB Global Centre, Cardiff.

- A separate examination room
- Arrangement for appropriate seating
- Attendance of an assistant (if necessary a nurse)
- Use of assistive devices (for example, a coloured overlay, a Braille slate, a sound amplification device, a radio aid, a hearing aid, a low vision aid, a magnifying aid, coloured filter lenses)

Consideration is also granted in examinations to DP course-selectors with the following difficulties or symptoms:

- Hearing impairment.
- Difficulties with reading or symptoms of attention deficit.
- Visual impairment
- Colour blindness
- Hearing sensitivity
- Other reasons such as medical, physical or psychological symptoms.

The details of these conditions are described in International Baccalaureate Organization (2024) *Adverse circumstances policy*, and International Baccalaureate Organization (2023) *Access and inclusion policy*.

5.9 Arrangements for DP Students in Examination (With Authorization)

The inclusive assessment arrangements listed below require authorization from the IB Global Centre, Cardiff. The deadline for application for authorization and documents to be submitted are described in 5.10. The following arrangements and eligibility criteria do not pertain to additional language learners. Arrangements for additional language learners are described in the Language Policy.

- Arrangements for modified papers
- Arrangements for additional time
- Arrangements for writing support
- Arrangements for reading support
- Arrangements for speech and communication support
- Arrangements for calculators and practical assistance
- Arrangements for Extensions to deadlines and exemptions from assessment

The details of the above items are described in International Baccalaureate Organization (2024) *Adverse circumstances policy*, and International Baccalaureate Organization (2023) *Access and inclusion policy*.

5.10 Deadline for Application for Inclusive Assessment Arrangements and Documents to be Submitted for DP Students

When application for inclusive assessment arrangements is required, the coordinator needs to be careful about its deadline and documents to be submitted.

A) Application period

All requests for inclusive assessment arrangements must be submitted online. All requests for inclusive assessment arrangements must be submitted six months prior to an examination session, that is, by 15 May for candidates registering for the November examinations session. All requests for re-evaluation of decisions must be submitted no later than 15 July.

B) Necessary documents

To submit requests for access arrangements, two forms of supporting documentation are required to be uploaded to the online application “Request of inclusive assessment arrangements”. The first document is a psychological/psycho-educational/medical report from a psychological or medical service and the second is educational evidence from the school.

The details of the above items are described in International Baccalaureate Organization (2024) *Adverse circumstances policy*, and International Baccalaureate Organization (2023) *Access and inclusion policy*.

5.11 Preventing Harassment

In addition to the inclusive education, our school has a program that guarantees the human rights of students and teachers and staff. Mitsu-Asahi Gakuen (Educational Institution) protects everyone who is related to our institution from any kind of harassment, such as sexual, and other workplace harassment. We have the committee and personnel to offer counseling about harassments.

5.12 Review of the Policy

The Inclusive Education Policy was prepared by the MYP/DP coordinators and the administrators, and communicated to faculty members at the staff meeting after it was reviewed in the IB committee. Going forward, the MYP/DP coordinators and the administrators will review the content of the policy once a year and make corrections as necessary. The revised proposal will be communicated to faculty and staff at the staff meeting at the end of the academic year in March, and educational activities will be developed based on the new policy from April.

5.13 References

International Baccalaureate Organization. *Adverse circumstances policy*. International Baccalaureate Organization, 2024.

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