

## ISA GZFLS Academic Integrity Policy

At ISAGZFLS, we believe that the concept of academic integrity is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment as embodied in the IB Learner Profile attributes, specifically the attribute of being principled. We believe that a program of learning which encourages a discipline of academic integrity and the prevention of academic dishonesty through good practice is preferable to one that merely punishes academic dishonesty.

Academic honesty is embedded in the IBO Programme Standards and Practices (2022) specifically Standard: Culture through policy implementation (0301) and Practice 0301-03 *The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice.*<sup>1</sup>

We expect that all members of the school community, students, parents, teachers and the board will uphold this policy in all academic matters. Academic dishonesty will not be tolerated at the ISA GZFLS.

### **Key Terms:**<sup>2</sup>

#### **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.

#### **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.

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<sup>1</sup> Programme Standards and Practices, IBO, 2022 p11

<sup>2</sup> Academic Integrity Policy, IBO, 2023. P4

Parents should recognise the importance of Academic Integrity and be aware that their child will be taught how to academically honest. From these teachings, ISA expects all students to apply the methods taught at all times. Parents should respond in an open-minded manner when an issue surrounding academic honesty arises.

## **Procedure/Implementation**

### **Academic integrity may include but is not limited to:**

- the use of good practice for documenting the sources used. For instance, the school requires that students use the format provided by the Modern Language Association (MLA 9), which may be found on either the [Purdue website](#) or by referring to Appendix A.
- understanding the concept of intellectual property and authentic authorship.
- the use of footnotes or endnotes to identify ideas used in assessment that were a result of a discussion or other observation i.e. ideas used that are not from a printed or electronic source

### **The school supports the development of academic integrity good practice through:**

- provision of opportunities for students that genuinely allow them to produce their own work rather than copying the works of others
- provision of appropriate assessment structures that allow students to demonstrate their progress and show that the work being completed is authentic
- provision of sound advice on the honest and accurate acknowledgement of sources even where there is uncertainty
- provision for students to reflect on their work and the relevance of academic integrity within the framework of the IB philosophy and the Learner Profile.
- Teachers will provide both access to resources in print and online as well as classroom sessions to support students and teachers in developing referencing and notetaking skills alongside identifying both intentional and unintentional malpractice.
- The teacher acts as a first point of contact for queries from students and staff related to academically honest referencing.
- In addition, through targeted projects within the curriculum students will be supported in developing sound referencing and notetaking skills, which will then be applied in other areas of the curriculum.
- The school encourages the use of online plagiarism checking software and supports the integration of these services within our online learning spaces on the understanding that they are an aid to, not an alternative to good research practice.

### **Student academic misconduct may include but is not limited to:**

The definitions below reflect the most common types of academic dishonesty, however, there may be instances in which academic dishonesty is observed by administrators, and teachers that are not listed below.

- Cheating on Tests – Any intentional giving of or use of external assistance relating to an examination, test, or quiz, without express permission of the teacher. This includes looking on

another student's examination, test, quiz, or paper, sharing answers, or copying another student's paper.

- Fabrication – Any intentional falsification or invention of data citation, or other authority in an academic exercise.
- Unauthorized Collaboration/Collusion – While collaboration is often encouraged, unauthorized collaboration is not permitted. In this instance, collusion means students working together on a task that is meant to be independent/done without influence and support of others.
- Plagiarism – Any intentional representation of another's ideas, words, or work as one's own. Plagiarism includes the inappropriate or misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her paper for another to copy, without the permission of the teacher, is also engaged in plagiarism. Plagiarism may also include copying and pasting from a translation.
- Alteration of Materials – Any intentional and unauthorized alteration of student, teacher, library materials.
- Forgery – Any unauthorized signing of another person's name to school related documents.
- Theft – Any theft of materials.
- Transfer of Unauthorized Materials – Any giving or selling of unauthorized materials.
- The use of new technologies that aid in the circumvention of the process of production

According to the guidance of the IB, ISA GZFLS administration and teachers reserve the right to make a judgement on academic dishonesty based on evidence or on the **balance of probabilities** approach.

## Consequences for Academic Dishonesty

Any alleged violation of this policy will be investigated thoroughly and appropriate disciplinary measures will be taken according to the ISA GZFLS Student Code of Conduct policy.

Depending on the particular instance of academic dishonesty, and the severity of said instance, one or more of the following consequences may occur:

- Referral to the Coordinator or Head of School and the parent/guardian will be contacted.
- Assignment or test will not count; only sections verified as being written by the student will count; the assessment will be awarded a zero.
- Placement on academic probation with a contract for the remainder of the specific class.
- Suspension from school.
- Expulsion from school (ISA GZFLS enrolment contract will be terminated, with all fees due according to original contractual dates).
- Any instance of academic dishonesty will be recorded and documentation will be placed in the student's permanent record/personal file. Any future universities may be informed via the student's transcript.
- The IB may be informed and an investigation will occur as per the process described in the IB Academic Integrity Policy for the relevant transgression.

Consequences for academic dishonesty will be ranked according to the severity of the incident. All instances of academic dishonesty are logged on Managebac to the student's profile and all instances are cumulative across all subjects.

**Tier 1 Academic dishonesty or misconduct** will typically occur in grades where students are newly arrived at the school and are yet to learn about academic integrity – it is a first offence. At this level, the student will be counselled by the classroom teacher as to what would have been appropriate. The expectation is that no further instances of academic dishonesty or misconduct from the student will occur. The student will be asked to redo the homework. The Homeroom teacher will be informed and will contact home if necessary.

**Tier 2 Academic dishonesty or misconduct** will typically be repeated behaviour. Students may have been found to have been academically dishonest across different subjects or have previously been counselled at Tier 1 and no change of behaviour has occurred. At this level, as the student would have passed Tier 1, they will be awarded a zero for the submitted work but still be required to submit a new version of the task to ensure they have learned the process. The Homeroom teacher will make a phone call home to inform the parents of the incident and explain the consequences of both Tier 2 and Tier 3 academic misconduct.

**Tier 3 Academic dishonesty or misconduct** is the most severe level and a meeting will be called between the Academic Leadership team, the student and parents to discuss the possible outcomes for the student. The student's current programme and course enrolment will be discussed along with their potential longevity within the school.

Although the instances of academic dishonesty or misconduct are tiered, depending on the severity of the instance, the student may progress directly to tier 2 or tier 3.

According to the guidance of the IB, in cases of **unprecedented or extraordinary incidents**, ISA GZFLS administration and teachers reserve the right to make a judgement on academic dishonesty and impose sanctions if necessary.

## **Plagiarism detection and reporting**

The detection of academic dishonesty ultimately lies with the teacher; the teacher may use a variety of methods for detection including the use of websites that provide these services. ISA GZFLS subscribes to Turnitin through Managebac. Teachers are trained in the use of Turnitin and are aware of the reporting process if plagiarism is suspected.

In cases of suspected student academic misconduct, the following process will be followed:

1. Teacher suspects that academic misconduct occurs and informs the relevant Coordinator of their suspicions. Where possible, the teacher will submit the work to Turnitin and review the originality report prior to conferencing with the student.

2. The teacher conferences with the student and verifies the production of the submission is the student's own work. In cases where it is clear that academic misconduct has occurred, the teacher should impose a penalty after discussion with the relevant Coordinator.
3. In cases where the originality of the work cannot be verified, the teacher will inform the Coordinator who will make a judgement based on all information presented.
4. All conversations will be logged on Managebac.

## New technologies

Although the school maintains the position that the vast majority of students inherently submit their own work, the advent of new technologies makes the issue of plagiarism detection and academic misconduct increasingly difficult. ISA GZFLS regularly encourages the use of technology to aid in schoolwork, however applications or programs that artificially create student's work thereby circumventing the aims and objectives of the subject are deemed inappropriate.

The scope of this policy extends to new technologies that artificially create work without students undergoing the process of construction as deemed necessary by the subject. As per the IB Academic Integrity policy (2023), where student's work is suspected to have been generated by new technology thereby circumventing the progressive construction process, the *balance of probabilities* approach will be used to determine whether the submission will be accepted or whether a penalty will be incurred due to suspected academic misconduct.<sup>3</sup>

In suspected cases of academic misconduct through the use of new technologies, the student will be asked to prove their process of construction, their overall understanding of the task and the content of their submission. If a student is unable to prove the authenticity of their submission, the appropriate Coordinator will assume the responsibility to apply the *balance of probabilities* approach in making the decision about whether to accept the submitted work. If the work is not accepted to be marked, the Coordinator will decide on the appropriate repercussions.

In all cases, all communications and decisions will be logged on Managebac by the teacher and Coordinator.

## Guidance on the use of artificial intelligence tools<sup>4</sup>

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

### How should teachers guide their students when using AI tools<sup>5</sup>?

Students should be informed of the following rules.

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<sup>3</sup> Academic Integrity Policy, IBO, 2023. P4

<sup>4</sup> Academic Integrity Policy, IBO, 2023. P53

<sup>5</sup> Academic Integrity Policy, IBO, 2023. P55

- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the citation should also contain the prompt given to the AI tool and the date the AI-generated the text.

The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

#### Teachers can support students to submit authentic work by<sup>6</sup>:

- 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 is this policy reviewed?

This policy is under continuous review from the ISA GZFLS Leadership Team on an annual basis to ensure compliance and good practice from all stakeholders. The policy is also subject to a detailed review in line with the ISA GZFLS policy review cycle every 2-3 years.

<b>Author / Reviewer:</b>	Joe Caruso (Dean of Academic Affairs) Lee Sanders (Executive Principal)
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<b>Date of next Review:</b>	March 2025
<b>Board committee responsible for oversight:</b>	Academic Leadership Team
<b>Board Leader of committee:</b>	Mr. Lee Sanders
<b>Date of next review by committee:</b>	March 2025

<sup>6</sup> Academic Integrity Policy, IBO, 2023. P46

## **Bibliography**

- IBO (2023) Academic Integrity Policy, International Baccalaureate Organization IBO
- IBO (2022) Programme Standards and Practices, International Baccalaureate Organization IBO
- Purdue University (2023) MLA Formatting and Style Guide, January 17, 2023,  
[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

## Appendix A: MLA Citation Formats for Commonly Used Sources from [Purdue](#)

### Books

#### 1. The basic format for a book:

Author last name, first name. Book Title. City of publication: Publisher, publication date.

Example:

Logan, Mary. Geothermal Energy. London: HarperCollins Publishers, 2018.

#### 2. Book with two authors:

Example:

Putter, Paul E., and Laura Klein. A Guide to Life on Mars. Oxford: University of Mississippi, 2010.

### Encyclopedia

#### 3. The basic format for an encyclopedia:

Author's last name, First name. "Title of the Article/Entry". Title of the Encyclopedia. Year of Publication.

Example:

Johnson, Tina. "Bayern" Encyclopedia Germany. 2018.

### Magazines

#### 4. The basic format for a magazine:

Author's Last Name, First Name. "Title of Article". *Title of Magazine*, Date of Issue: Page Numbers.

Example:

Matthews, Stephanie. "The Dangers of Sea Snakes." *National Geographic*, June 1999: 97-101.

### Newspapers

#### 5. The basic format for a newspaper:

Author's Last Name, First Name. "Title of Article". Title of Newspaper, Publisher, Publication Date, URL, and the date of access.

Example:



McGowan, Cher. "Singing Positively Impacts the Mind." *Choir Weekly*, 24 June 2004, [www.singingschools.com/positiveimpacts](http://www.singingschools.com/positiveimpacts). Accessed 6 Sept. 2021.

## **Journal Articles**

### **6. Basic format for an article from a journal:**

Author's Last Name, First Name. "Title of Article" Title of Journal Issue (Year): Page numbers.

Example:

Choi, Julie. "Habitat Use and Migration of Great White Sharks." *Journal of Marine Life* 41.2 (2010): 38-55.

## **Online Sources**

### **7. The basic format for an article from a website:**

Author's last name, first name. "Article Title." Copyright date. Title of Website. Date of access. Web address.

Example:

York University Library. "Introduction to Citation." York University Library. York University, 2014. Retrieved from the World Wide Web on 19 June 2021. <http://www.library.york.edu/research/intro>.

## **Personal Interview**

### **8. The basic format for a personal interview:**

Last Name of Interviewee, First Name. Personal interview by First Name Last Name. Topic of Interview. Place, Date.

Example:

Summit, Otis. Personal interview by John Tomas. Schweinfurt, 1 March 2020.

## **Images (illustrations)**

Artist's name, the work of art in italics, the date it was created, the institution and city where the work is kept, the website in italics, and the date of access.

Gelly, Kate. *The Family of Ducks*. 2005. Museum of Duck Art, Toronto. *Museum of Duck Art*, [www.duckmuseum.ca/en/the-collection/art-work/the-family-of-ducks](http://www.duckmuseum.ca/en/the-collection/art-work/the-family-of-ducks). Accessed 2 March 2021.

REMEMBER: If you cannot find the author, publisher, etc., for the online source, cite what is available.