BIS

Academic Integrity Policy

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1. Academic Integrity Philosophy Statement

As our philosophy, Bogaerts International School holds these values above all others:

- **Respect:** *recognizing the importance of all parts of a community equally and valuing ourselves, others and our surroundings;*
- **Integrity:** *possessing the qualities of honesty and fairness, and applying those qualities to the learning community to improve it;*
- **Collaboration**: *engaging members of the learning community to enhance motivation and the quality of learning;*
- **Family:** *fostering a sense of safety and trust within the learning community;*
- **Innovation**: *instilling knowledge and skills within the learning community that prepare students for their futures in a changing and increasingly digitised world.*

At BIS, the guiding principles of Academic Integrity can be seen to be built up from a number of simpler concepts in education, this begins early during the PYP, is reinforced during the MYP and cemented through the DP. At Bogaerts International School, we help our students to become Principled, Caring, Knowledgeable and Reflective..

Principled Act with integrity and Honesty, with a strong sense of fairness and justice	Caring Have care and respect for the dignity and rights of people everywhere
Knowledgeable Understand the importance of and how to acknowledge the work and ideas of others	Reflective Reflect upon the impact of others' ideas upon their own thinking and understanding

The BIS Academic Integrity Policy outlines student, teacher, and administrative responsibilities in regards to academic integrity. The policy defines incidents of academic dishonesty and the sanctions that can be applied.

2. What is Academic Integrity?

The definition of Academic Integrity provided by the IB Academic Integrity Policy is written below in italics and is in line with BIS's definition of Academic Integrity. International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively. Students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays and in multiple forms of writing. However, we live in an age in which we are all flooded by information and opinions. At BIS, we strive to help students navigate these waters so that they are able to confidently speak or write

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about what they are learning, making visible and explicit how they have constructed their ideas and what views they have followed or rejected.

> *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* (*Academic Integrity*, 2019).

The IB defines a breach of Academic Integrity as behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. Academic misconduct may include:

- plagiarism—the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment; BIS Academic Integrity Policy
- collusion—supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another;
- duplication of work—the presentation of the same work for different assessment components;
- any other behaviour that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

3. Academic Integrity at Bogaerts

The purpose of the BIS Academic Integrity Policy is to ensure a shared understanding of what Academic Integrity is and to clearly outline student, teacher and administrative responsibilities and our school expectations. At Bogaerts International School, Academic Integrity and information literacy understanding and skills are scaffolded and expectations are communicated and modelled at age appropriate levels. Throughout our programmes, at age appropriate levels, we strive to help our students to 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. (*Academic Integrity*, 2019)

At Bogaerts International School, students have the responsibility to conduct themselves with academic honesty at all times. This starts with learning the skills needed to not only produce

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quality work, but to always respect intellectual property rights. As IB learners, our students must strive to be principled and act with integrity and honesty at all times.

A student is always responsible for the Academic Integrity of work submitted. If a student is uncertain about an issue of Academic Integrity, or has any hesitation about a course of action, the student should consult with his/her teacher, Homeroom Advisor or with the appropriate IB Coordinator.

The APA (American Psychological Association) style is recommended by BIS and is an acceptable documentation style permitted by the International Baccalaureate Organisation (IB) as well as the New England Association of Schools and Colleges (NEASC).

4. Rights and Responsibilities of Members of the School Community

According to MYP Principles into Practice (2022), students need to learn and practise Academic Integrity as part of their ATL skill development, receive an age-appropriate copy of the policy and be aware that the coordinator and teachers are available to offer further advice and guidance. Procedures for implementing the Academic Integrity Policy,

Each student shall maintain Academic Integrity during the course of their studies at BIS. The integrity of this academic institution, and the quality of the education provided in its programs, are based on the principle of academic honesty.

The maintenance of Academic Integrity and quality education is the responsibility of each student within this school. Any deliberate and /or recurring act of Academic Integrity in connection with any academic program at BIS is an offence for which a student may be expelled, suspended, put on probation, or given a less severe disciplinary sanctions

4.1 Student Responsibilities
Students:
A) are responsible for knowing and understanding the rules of Academic Integrity as outlined in this policy, to include fabricating information and data, cheating, facilitating academic dishonesty, and plagiarising;
B) are responsible for communicating with teachers if they do not understand how the policy applies to a particular class or assignment
C) Students are responsible for utilising library and other resources (e.g. plagiarism tutorials, consulting a teacher, coordinator or administrator, or referring to a style guide) on Academic Integrity and plagiarism to fully understand the differences between a citation, giving credit, original writing, and plagiarism.

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4.2 Teacher Responsibilities

Teachers:

A) understand what constitutes Academic Integrity, an authentic piece of work and intellectual property, and also what constitutes academic dishonesty;

B) foster the learning in their classrooms, helping students to understand intellectual property rights and Academic iIntegrity including honesty, trust, fairness, respect and responsibility.

C) scaffold and support the learning for students to build the skills necessary to properly give credit for intellectual property rights, providing students with models and specific conventions for acknowledging sources;

D) raise awareness of potential and common academic dishonesty pitfalls for tasks given to students - particularly written essays, research papers, lab reports, portfolios and projects;

E) must take into account the developmental level of the student (i.e. *Has this student been taught to paraphrase yet?*), If the student has not yet learned the skill, then the teacher must use this as a learning opportunity.

F) report all incidents of academic dishonesty, where the student should have the understanding and skills already in place, to the relevant Program Coordinator and the Pedagogical Director, by email. The reporting must include:

   1. Student name;
   2. the details of the incident;
   3. any relevant evidence, such as PlagScan reports.

G) should include a statement on Academic Integrity in their syllabi such as:

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the BIS Academic Integrity Policy. All assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be cited accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. This course syllabus details the ethical standards and penalties for infractions. If you believe there has been an infraction by someone in the class, please bring it to the teacher's attention. The teacher reserves the right to discipline any student for academic dishonesty, in accordance with the BIS Academic Integrity Policy. Disciplinary action may include the exclusion of grades and/or the assigning of a failing grade for an exam, assignment, or the class as a whole.";

H) should have a discussion of Academic iIntegrity, expectations, and consequences within the first two or three class meetings in order to maintain consistency and uniformity with all classes and students;

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I) are encouraged to include creative assignments that require original thought in order to reduce the incidents of student dishonesty;

J) Run assignments where necessary through similarity/plagiarism software.

4.3 Administrative Responsibilities

The School:
A) establishes a policy that encourages good academic practice and a school culture that promotes Academic Integrity;

B) communicates the Academic Integrity Policy to the school community through the school's online platform, documentation and meetings;

C) highlights the roles of parents and provides them with advice on how to support their children in producing authentic work;

D) reviews the school academic honesty policy regularly.

Programme Coordinators:
A) discuss with parents the importance of Academic Integrity and the consequences of academic dishonesty;

B) ensure that all students :
1. understand what constitutes Academic Integrity, an authentic piece of work and intellectual property,
2. Have scaffolded instruction on study skills, academic writing, how to conduct research and how to acknowledge sources, and understand what constitutes academic dishonesty.

The Pedagogical Director:
shall provide a report each semester to the Board of Directors which includes aggregated data for that semester, including the number and type of cases of academic dishonesty reported and the disciplinary actions taken.

5. Student Sanctions (outlined in the Procedures section at the end of the Policy)

Student sanctions, imposed by the Pedagogical Director and relevant Program Coordinators, for violations to this Academic Integrity Policy, can include any of the following:
a) Verbal and /or written Warning
b) Recording on the student profile
c) Sharing with schools where the student may transfer to

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d) Expulsion

Parents will be notified, regardless of the level or frequency of infraction. All sanctions will be documented on ManageBac to provide a record.

6. Definitions and Practices

A violation of academic integrity is an especially serious offence. It diminishes the quality of scholarship and defrauds those who depend upon the integrity of the campus programs. A breach of academic integrity is defined as a behaviour that results in the candidate gaining an unfair advantage in one or more assessment components. Such behaviours include but are not limited to the following:

6.1 Cheating

Using or attempting to use unauthorised materials, information, or study aids in any academic exercise.

GUIDELINES:

1. Teachers are strongly encouraged to make every reasonable effort to foster academic integrity. This includes adequate scaffolding, learning and communication of expectations about what kinds of collaboration are acceptable within the course. Teachers should state in course syllabi their policies and procedures concerning examinations and other academic exercises as well as the use before examinations of shared study aids, examination files, and other related materials and forms of assistance;

2. Students completing any examination should assume that external assistance (e.g., books, notes, calculators, conversation with others) is prohibited unless specifically authorised by the teacher;

3. Students must not allow others to conduct research or prepare any work for them without advance authorization from the teacher. This comment includes, but is not limited to, the services of commercial term paper companies;

4. The misuse of resource material such as hindering the use or access of others to materials constitutes academic dishonesty;

5. Obtaining an examination prior to its administration constitutes academic dishonesty;

6. Any other behaviour that gains an unfair advantage for a student or that affects the results of another student constitutes academic dishonesty;

7. Regarding Duplication: Students who are required to do a paper in a course should assume that submitting the same or similar paper to different courses (regardless of whether it is in the same semester or in different semesters) is not permitted without the explicit permission of the teachers of both courses.

8. The use of Artificial Intelligence Software to write, outline or create assignments or essays will be considered a breach of academic integrity.

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6.2 Fabrication

Falsification or invention of any information or citation in an academic exercise.

GUIDELINES:

1. "Invented" information may not be used in any laboratory experiment or other academic exercise without notice to, and authorization from, the teacher. It would be improper, for example, to analyse one sample in an experiment and covertly "invent" data based on the single experiment for several more required analyses;
2. One must use/acknowledge the actual source from which cited information was obtained. For example, a student may not reproduce sections from a book review and indicate that the section was obtained from the book itself;
3. Students who attempt to alter and resubmit returned academic work with intent to defraud the teacher will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

6.3 Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

GUIDELINES:

1. For example, a student who knowingly allowed copying from his or her work would be in violation of this section;
2. Providing information about the contents of an examination to a student who will later take the examination, or taking an examination on behalf of another student, are acts of academic dishonesty;
3. Collusion is working with others on graded assignments without teacher approval. If in doubt, seek permission from the teacher before working with others and ask for guidance on the distance between legitimate collaboration and unacceptable collusion.

6.4 Plagiarism

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise, including:

1. the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work;
2. the act of putting one's name as an author on a group project to which no contribution was actually made; and
3. representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

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1. Direct Quotation: Every direct quote must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be properly cited with author(s) name(s), year of publication, page number(s), footnotes and/or endnotes, depending on the citation style used. Proper citation style for academic writing is outlined by such manuals as the APA, which is the recommended format of BIS;

2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarised in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment…" and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material;

3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.;

4. Material which contributes only to the student's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation format must be used and prompt acknowledgment is required.

7. How to ensure authenticity of work and academic integrity?

To avoid the risk of plagiarism and other forms of academic dishonesty:

1. acknowledge all ideas no matter the source;
2. cite the source of all material that is not your own. This includes books, journals, websites, photographs, illustrations, maps, data…etc;
3. do not paraphrase without making a reference to the source;
4. do not copy work from your classmates, even if you worked as a team;
5. do not give other students your work;
6. do not present the same work for different assessments;
7. do not use notes during a test unless allowed by the teacher;
8. abide by the school Examination Guidelines.

8. Academic integrity policy review cycle

This Academic Integrity policy will be set for review once every two school years. However, the procedural information may be reviewed on a yearly basis. Review will occur first with selected SLT members and then continue into collaborative sessions with all staff as needed.

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PYP Academic Integrity - Procedures

In the PYP, academic integrity in our pupils is developed on the basis of the Learner Profile, as teachers provide learning opportunities to invest in facilitating the development of self-management, social, communication, thinking and research skills.

PYP teachers also model the expectations, through their own practice and by means of worked examples, to ensure that students understand how to implement academic integrity when completing their own work.

Aspects of teaching and learning pertaining to academic integrity include:
- Students take ownership of their own learning.
- Students are able to distinguish between group and individual projects.
- Students acknowledge the contributions of their group members.
- Students don't plagiarise others' work.
- For each grade, students cite their sources using established (age-appropriate) bibliographic styles.
- Students behave appropriately when using library and information technology resources.
- Teachers use worked examples to model what is and what is not appropriate and recommended practices
- Teachers provide opportunities for age-appropriate expectations and practice regarding attributing sources and acknowledging the work and ideas of others
- Teachers provide learning activities of paraphrasing, especially in the PYP Exhibition of the last year of PYP, when summarising and referencing constitute fundamental elements of the entire process
- Whenever possible, parents are engaged in discussions on the responsible use of information technology and social media (*Academic Honesty in the IB Context*, 2016).

MYP Academic Integrity Transgression - Procedure and Consequences

Before moving on to consequences, the teacher and/ administrator must consider: the developmental level and understanding of the student.
- Are there mitigating circumstances (i.e. the student has just joined us from another school, is this an EAL or SEN student for whom paraphrasing is difficult, …)
- Does the student have the level of understanding and ability to meet the expectations? Has this skill been taught, practised **and** understood?

If the answer to the first question is yes and/or the second question is no, then the teacher should treat this as a learning opportunity for the student. The aim should be to help the student to understand and to develop the skills necessary to show respect for Academic Integrity.

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All Expectations and Consequences will be set at an Age Appropriate Level.	
Stage	Consequences
First case of Academic Integrity Transgression	• The teacher and the student will discuss to clarify the meaning ofAcademic Integrity in the context of the specific task and explain what is expected of the student.. • A verbal warning is given and the incident is recorded on the student's profile to be communicated to parents. • The student will be required to rewrite and resubmit the task.
Second case of Academic Integrity Transgression	• Teacher meets with the student and their parents.. • A written Academic Integrity report, recorded on the student profile to be communicated to parents. • The teacher will explain the meaning of Academic Integrity in the context of the specific task. • The student will be required to rewrite and resubmit the task.
Third case of Academic Integrity Transgression	• MYP Coordinator meets with the student and parents. • A written Academic Integrity report, recorded on the student profile which may be shared with schools that student may transfer to. • No credit will be awarded for this task.
Where possible we will endeavour to improve the students' understanding and appreciation of the importance of acting with academic integrity in accordance with our Academic Integrity policy, however, **repeated issues with academic integrity may result in permanent expulsion from the school.**	

DP Academic Integrity Transgression - Procedure Consequences

Stage	Consequences
First case of academic integrity transgression	• Verbal or written warning, depending on the severity of the incident, is recorded on the students profile to be communicated to parents. • The teacher and the student will discuss to clarify the meaning of plagiarism in the context of the specific task and explain what is expected of the student to adhere to academic integrity. • The student is allowed to rewrite and resubmit the piece of work. • Parents notified by the teacher.
Second case of academic integrity transgression	• A written academic integrity report, recorded on the student profile to be communicated to parents. • The IBDP Coordinator meets with the student and their parents. • The Student will be awarded a zero for this task. • Second year DP students will have the incident recorded by the University Counsellor who will inform universities applied for. • If the work is an official IB Internal or External assessment, depending on the severity of the academic integrity infraction, the student may be permitted to rewrite the assignment in controlled conditions.
Third case of academic integrity transgression.	• The student will be removed from the IB Diploma subject and recorded on the student transcript and records • Automatically placed on the IB Courses Programme
Fourth case	• Removal from school
Where possible we will endeavour to improve the students' understanding and appreciation of the importance of acting with academic integrity in accordance with our Academic Integrity policy, however, **repeated issues with academic integrity may result in permanent expulsion from the school**.	