



# **IB CONTINUUM ACADEMIC INTEGRITY POLICY AND PROCEDURES**

**Sias International School**

Reviewed February 2023



Sias IS

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- Reviewed by Sias IS Staff, Students, and Parents April 2023

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## Our Guiding Principles

### IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more respectful 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.

### Sias IS Mission

At Sias International School (Sias IS), East meets West to educate and inspire students to be well balanced with a strong mind, body, and spirit, prepared for academic excellence and innovative leadership in an ever advancing, interconnected and technological world.

### Sias Values and Beliefs

*Sias IS Students are...*

#### **Skilled Communicators who:**

- listen, read, write, and speak effectively in more than one language
- find their voice and help others find their voice as they initiate reflective and meaningful conversations
- seek first to understand, then to be understood as they collaborate with team members
- synergize others and realize they win when others win

#### **Innovators who:**

- approach their learning creatively, critically, reflectively and with the courage to take risks
- combine science, technology, engineering, mathematics, arts, and sports to gain future-oriented skills
- use design thinking and next-generation technology to solve problems
- apply an entrepreneurial attitude to promote novel solutions

#### **Achievers who:**

- perform academically to the best of their ability as they develop their mind, body, and spirit
- use a balance of traditional and innovative approaches in their learning
- are proactive and persistent when they encounter obstacles
- reflect on and repair their deficiencies in mind, body, and spirit



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### **Successful Global Citizens who:**

- understand and respect the cultures and achievements of East and West
- use the wisdom of the past to create a shared vision for the future
- interact appropriately with others of diverse cultures
- act responsibly for a sustainable and harmonious world

## **Academic Integrity and the Learner Profile**

**Communicator:** We ensure that while presenting, discussing, writing, and speaking on the chosen topic the audience should be made aware of the content shared, along with the sources of information used. Common knowledge or universal knowledge, such as a piece of information like “the sun rises in the east,” does not require any citation.

**Inquirers:** We ensure that we develop skills and attributes to satiate our natural inquisitiveness of finding and knowing. We use and apply information and media literacy skills to inquire and co-construct knowledge individually and/or in collaboration with others. We promote research and inquiry to develop into lifelong learners.

**Principled:** We always complete our tasks ethically by ensuring that it is always our own and reference others’ work by quoting, citing, or paraphrasing appropriately. We respect copyright and intellectual property.

## **Academic Integrity Policy**

At Sias IS, the IB principles of academic integrity guide us, and we support and encourage each student to “be a content creator, not a content imitator” (Academic Integrity, 2019).

### **Our Academic Integrity Philosophy**

- We strive to develop personal integrity and honesty in all students.
- We believe these traits are essential for our mission of cultivating well-balanced learners and knowledgeable and morally principled leaders.
- We regard academic integrity to develop students’ integrity and as a safeguard to our program’s academic integrity
- We acknowledge that students should be provided with detailed guidance in developing the skills

## **Academic Integrity Rights, Roles, and Responsibilities**

The learning community at Sias IS shares roles and varying degrees of responsibility. Both PYP and MYP instructional decisions are informed by assessments, as indicated in the IB approaches to teaching. While assessments may look different in each program, all assessment methods are varied and purposeful. In general, the following roles are appropriate:



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### **School Leadership**

- Understands that assessment is central to the IB Programmes' goal of supporting students' overall growth through acquiring subject-specific knowledge and skills, understanding concepts, and developing approaches to learning.
- Informs parents about the various assessment methods and platforms for feedback and any concerns about students' learning progress.
- Provides opportunities for the learning community to develop an understanding of the school's academic reporting tools.
- Supports teachers through collaborative planning and reflection on developing consistent assessment practices.

### **The Teacher**

- Explicitly teach the approaches to learning skills needed to help students develop academic integrity and show ethical educational practices through action.
- Monitors progression of work/drafts and interviews students to verify understanding of the work produced before final submission.
- PYP homeroom and subject teachers introduce skills like reading comprehension, summarizing, note-taking, and recounting to promote authenticity.
- MYP teachers teach students how to read for comprehension, take notes, paraphrase, use quotations, and correctly cite sources to mitigate cases of plagiarism.
- Teachers collaborate with the librarian to build research (informational literacy) skills and to help students identify, find, evaluate, apply, and acknowledge sources of information.
- Intervene appropriately when academic integrity is breached.
- MYP teachers insist on proper citations in every draft.
- Model academic integrity as mentioned above.
- Communicate the experience of a task, including expectations related to academic integrity as mentioned above.
- Document academic misconduct on the respective task of ManageBac.

### **The Librarian**

- Collaborates with the teachers to build research (informational literacy) skills and to help students identify, find, evaluate, apply, and acknowledge sources of information.
- Leads sessions to explicitly show students and teachers skills to acknowledgments, in-text citations, and citations.
- Teaches how to create Works Cited pages.
- Teaches how to use digital research tools to brainstorm original thinking and develop lines of inquiry.
- Provides resources to respect copyright and intellectual property, such as copyright-friendly images and music.

### **The Student**

- Reads the Academic Integrity Policy acknowledging this by agreeing to follow the policies listed in the student handbook.



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- Acts with honesty and integrity.
- Understands and takes responsibility for one’s actions.
- Produces original work, whether collaboratively or independently.
- Gives credit to the work of others by acknowledging sources correctly using the appropriate format.
- When working collaboratively, acknowledge the work of other group members separately.
- Practices ethical behaviors when completing service activities, personal projects, assignments/tasks, or PYP Exhibition.

**The Family**

- Reads the Academic Integrity Policy acknowledging this by signing the agreement to follow the policies listed in the student handbook.
- Encourages ethical behavior and independent student work.
- Asks their child to share or explain the understanding of the completed work to verify authenticity.
- Supports and cooperates with the school's evidence-based action in academic misconduct cases.

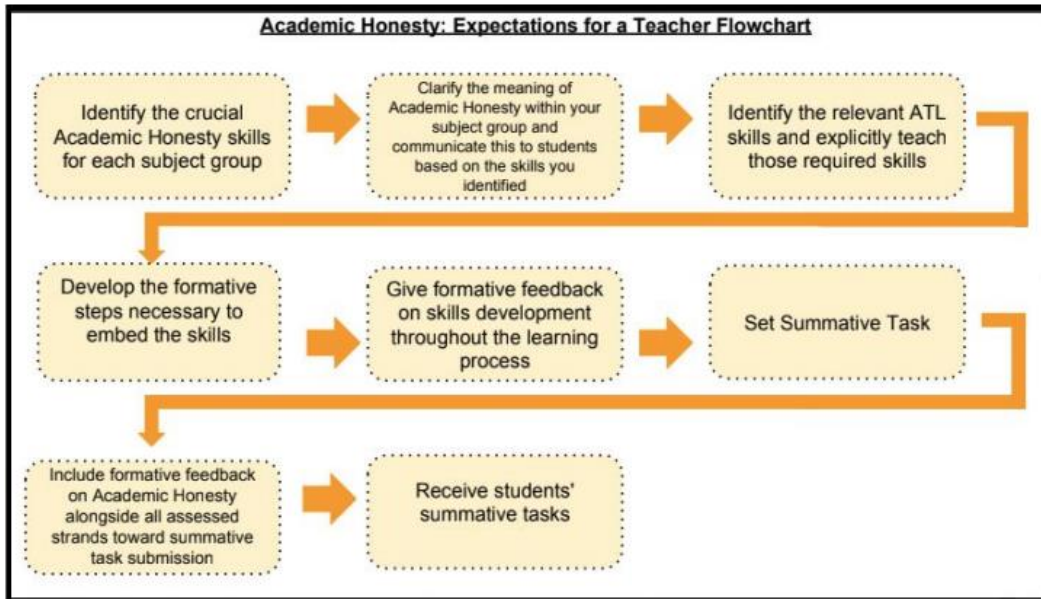
**Academic Integrity at Sias IS**

Approaches to Learning		self-management, social, communication, thinking, and research skills			
	Culminating Project	Group Work	Oral Presentation	Creative Work	Other
<b>PYP</b>	Exhibition	Collecting data via original interviews and surveys	Presenting exhibition research via webcast	Making artwork in response to literature	Co-creating lines of inquiry and central ideas
<b>MYP</b>	Mini Exhibition, Personal Project, Service Project	Librarian plagiarism seminar	Individuals & Societies projects	Acting out literature, Film Noir screenplays	



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## Teaching Academic Integrity



## Support Material – Library Resources

- Librarian-taught sessions for Sias IS students and teachers on related topics:
  - In-text citations, citations, bibliography
  - Plagiarism and paraphrasing
  - Copyright and intellectual property
  - Resource for copyright-friendly images and music for online projects
  - Digital tools - Turnitin

## Academic Misconduct

### Plagiarism

**Plagiarizing** occurs when you use someone else's words, ideas, or images as your own. Merriam-Webster defines plagiarism as "literary theft" because you take something without crediting the person who created it. Although we may understand the concept of plagiarism, it is important to distinguish its various forms. The following list of plagiarism forms is adapted from Bowdoin College's online resource:

- **Plagiarism:** "the representation of the ideas or work of another person as the candidate's own." (Academic Honesty: Guidance for Schools, IB publication, Pt.2). This is not limited to text; it also applies to works from the arts (including music, film, and dance and theatre arts), math, science, computer science, etc.
- **Plagiarism:** Not citing the source of information. All information/ideas not part of general knowledge obtained from someone else must be cited.



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- **Direct Plagiarism:** Direct Plagiarism is when someone copies an individual's writing word-for-word without quotation marks and a citation. This can also happen across languages, such as directly translating a part of an article from the home language to English.
- **Self-Plagiarism:** Self-Plagiarism occurs when someone reuses all or a part of their own work without permission from all the previously involved teachers. For example, this could happen if a student used the same paragraph in a written Internal Assessment (IA) and their Extended Essay (EE).
- **Mosaic Plagiarism (Paraphrasing):** Probably the most common form of plagiarism, Mosaic plagiarism, also known as paraphrasing, occurs when someone copies "phrases from a source without using quotation marks, or finds synonyms for the author's language while keeping to the same general structure and meaning of the original" (Bowdoin.edu). Mosaic paraphrasing can also occur if someone blends different sources into one sentence or paragraph without citing all of them.
- **Accidental Plagiarism:** Accidental plagiarism occurs when someone forgets, overlooks, or is unaware that they should cite their sources. To avoid accidental plagiarism, the writer should keep track of the sources used during research, seek help when unsure about citing, and remember to edit work focusing on correctly formatted citations.

## Collusion

**Collusion** occurs when someone agrees to let someone else copy work or when someone does the work for someone else. Although it is the first person's original work, they knowingly participate in academic misconduct and are implicated in the act. Both parties will be considered guilty and will have to bear similar consequences. Sometimes, collaboration with other candidates is permitted or actively encouraged; however, unless instructed by the teacher, the work must be produced independently, even though it may be based on similar data.

- **Duplication of work:** When students present the same work for two different tasks or assignments, this is a duplication of work. Submitting the same work for different assessment components and/or diploma requirements.
- **Falsification of data:** Creating academic work for submission to the school or IBO containing false information and data or collecting information and data without verifying the authenticity of the information and using it to develop misinformation, lies, or misrepresentations of facts.
- **Copyright:** The exclusive legal rights to reproduce, publish, sell, or distribute the matter or form of any literary, musical, artistic work, scientific desertions, or any other original piece of intellectual property should be respected and, if used, needs to be acknowledged and could be used with consent.

## Misconduct During Exams

Although the following list is not exhaustive, academic misconduct can, in general, take several forms:

- Behavior (whether deliberate or inadvertent) that results in /or may result in the candidate or any other candidates gaining an unfair advantage in one or more assessment components. (Academic Honesty: Guidance for Schools, IB publication, pt 2.1).





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- Misconduct during exams occurs when someone knowingly gains an unfair advantage during testing. For example, misconduct includes taking unauthorized materials into the exam room, communicating with someone about the exam during the exam, or disrupting the exam. Misconduct also includes sharing the contents of the exam with someone who has yet to take the exam or vice versa.

**Other examples of academic misconduct:** Falsifying a CAS record, or Process Journal, stealing examination materials, impersonation, and disclosing information to and receipt of information from students about the content of an examination paper within 24 hours after a written examination.

**Use of Technology and Artificial Intelligence for Academic Misconduct:**

Students can use application software or Artificial Intelligence (AI) bots to produce work for classroom/homework, assignments, formative or summative assessments, to write essays, reports, articles, stories, and poetries, procure geographical-economic-political data and statistics, and create, develop and innovate scientific reports, theses, and products.

## Academic Honestly Intervention

Students are introduced to academic honesty at the beginning of the year. Throughout the year, teachers practice and monitor, and the librarian reinforces the importance of intellectual honesty. Therefore, we do not consider any form of academic misconduct as unintentional.

If the work of the student has evidence of accidental plagiarism as indicated above, then:

1. A meeting between the student and teacher is arranged.
2. The student is allowed to submit a new task. If not submitted within the agreed allotted timeframe, it earns a zero.
3. The teacher writes an incident report, and is shared with the homeroom/advisory teacher, coordinator, and parents. It is recorded in ManageBac.
  - a. If a student has more than three incidents in an academic year, their case will be forwarded to the academic panel (consisting of relevant teachers/staff). It can/will result in suspension from school.

If the work of the student has evidence of academic misconduct in the form of direct plagiarism, self-plagiarism, mosaic plagiarism, collusion, or during exams, then:

1. A meeting between the student and teacher is arranged.
2. The student's work earns a zero.
4. The teacher writes an incident report which is shared with the homeroom/advisory teacher, coordinator, and parents. It is recorded in ManageBac.
  - a. Their case will be forwarded to the academic panel (consisting of relevant teachers/staff) and can/will result in suspension from school.



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## Connections to the other IB Policies

### Academic Integrity and Admissions

If students cannot come to school to take entrance exams, a representative from the previous school will invigilate on our behalf. Parents provide the contact details for the representative. In cases where we cannot have a school contact, parents provide contact to representatives in business and organizations who invigilate the test.

### Academic Integrity and Assessment

At Sias IS, we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are expected to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

### Academic Integrity and Learning Diversity & Inclusion

At Sias IS, we believe that students and teachers should always act with integrity and honesty. All students are provided with detailed guidance in developing the skills necessary to uphold academic honesty standards. Subject teachers are responsible for defining and instilling academic honesty skills within their subject group, and the school librarian organizes seminars on related topics (plagiarism, copyrights, etc.). In MYP, students with identified learning difficulties receive individualized checklists to ensure that task requirements are met, including aspects of academic honesty such as in-text citations, referencing the work of others, and paraphrasing.

### Cycle of Review

There is a commitment from the whole school community to invest in continuous review and training to ensure systems used are accurate, manageable, and fit for purpose. This will ensure that the system is transparent and effective in practice. Following a full review by teachers, students, parents, the Instructional Leadership Team, the Academic Leadership Team, and the Board of Directors. This policy was published in December 2022 and applies until June 2025.

### Sias IS Academic Integrity Policy Committee

- Remi Fan, EYP Teacher Assistant
- Kenneth Lim, EYP Homeroom Teacher
- Matthew Inwood, EYP/PYP PSPE Teacher
- Nicole Dorn, PYP Homeroom Teacher
- Nina Liao, PYP Homeroom Teacher
- Kairavi Oza, PYP Homeroom Teacher
- Lily Wen, PYP Teacher Assistant
- Ethel Nicole, MYP Language Acquisition Teacher
- Nicholas Bond, Student Support Specialist
- Arif Minhal, MYP Coordinator
- Jules Sali, PYP Coordinator
- Addie Christian, Principal



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## Appendix

### IB Standards and Practices for Academic Integrity

Our school's Academic Integrity Policy aligns with the requirements for policy development as described in the New Programme Standards and Practices (2020). We base our policy implementation on Standard 0301 to nurture a school culture that acknowledges and celebrates diversity. The entire school team is included in the reviews of the Academic Integrity Policy.

**Culture 3:** The school implements, communicates, and regularly reviews an academic integrity policy that creates cultures of ethical practice. (0301-03)

**Culture 3.1:** The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

**Culture 3.2:** The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

**Culture 3.3:** The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, fairness, respect, and responsibility. (0301-03-0300)

**Culture 3.4:** The school ensures that relevant support materials, resources, and structures related to academic integrity policy are implemented. (0301-03-0400)

**Culture 3.5:** The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that the school's procedures are transparent, fair, and consistent. (0301-03-0500)

**Culture 6:** The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06) Culture

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)



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**Culture 6.6:** The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

**Culture 6.7:** The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)