Anton Bruckner

International School

Academic Integrity Policy

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1. ABIS Academic Integrity Policy

Academic integrity must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment.
The IB recognizes that academic honesty is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills.

We at ABIS believe that academic integrity is the responsibility of all members of the school community including teachers, parents and students. The purpose of this document is to help in understanding the core components of academic honesty.
At ABIS, writing is considered an essential part of all IB courses, it is imperative for students to understand the nature of intellectual honesty.

1.1 Definition of academic integrity and malpractice

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 happen before, during or after the completion of the assessment or examination, paper-based or on-screen.

1.2 How teachers detect academic dishonesty

Teachers have considerable experience in recognizing academic integrity issues. A variance in writing style is easy to detect. A student who suddenly produces the "perfect" paper will be suspect. The rushed handing in of work late is sometimes a red flag. Teachers use a plagiarism checker to check work. We encourage students to use a plagiarism checker before submitting work to become familiar with academic honesty. .

This resource provides a report of similarity of a piece of work to other published or student papers; however, it is up to the student and/or teacher to check that the work has been cited correctly. Additionally, the internet can be searched for similar writing. Information that is inaccurate, but cited to a source is also a red flag. Generally, any work that does not match with the teacher's formative assessment of the student may be an indicator of a violation of academic integrity. Summative assessments with sudden differences in voice or writing quality, scientific data that was not part of a first draft, or mathematical equations a student cannot explain can all be indicators of an academic integrity violation.

Malpractice is defined as behaviour that results, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components.

1.2.1 Malpractice includes:

- **Plagiarism:** this is defined as knowingly submitting the ideas or work of another person as the student's own.

- **Collusion:** this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.

- **Duplication of work:** this is defined as the presentation of the same work for different assessment components and/or diploma requirements.

- **"Cheating"** Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, taking unauthorised material into an examination room, or misconduct during an examination).

1.2.2 Conventions for citing and acknowledging original authorship

All ABIS students are required to know the correct methods of properly attributing sources whenever necessary. This means students will be taught to acknowledge their sources in an age-appropriate manner. The MYP has adopted the Modern Language Association (MLA) referencing guide in all subject areas. These guidelines are clearly outlined and published for students in the student handbook.

2. Roles and Responsibilities:

2.1 Teachers and faculty

- Teachers to develop the research skills that are identified in the PYP and the MYP Approaches to Learning.
- In addition, the teachers ensure the Upper School students follow the Modern Language Association (MLA) style manual as displayed in the library and all classrooms.
- Teachers should explain what this policy means to students in the specific terms of the work that they are asking students to produce. They should also model good practice and be vigilant in addressing all instances of malpractice in a timely manner.
- The classroom teacher is also responsible for teaching, monitoring and assessing the research skills in order to equip students with the tools necessary to maintain academic honesty.
They should also speak to students regularly during the drafting of work, when the student/teacher interaction is more collaborative than evaluative.

2.1.1 Coordinator/Administration

- Coordinators and Senior Leadership Team should ensure that academic honesty and dishonesty is explained to staff, students and parents at relevant times, giving examples of both good and bad practice where possible.
- They should investigate any suspected breaches of the standard in an open and fair way. Their recommendations to the principal should be clear and reasoned.

2.2 Student

- Students are required to uphold the virtues of honesty and truth within an international school environment.
- Academic honesty requires students to understand the difference between academic dishonesty, intellectual property, plagiarism and authentic authorship.
- Students are obliged to follow the spirit of this policy regarding the importance of honesty and integrity, rather than just sticking rigidly to the rules and definitions contained within the policy.

2.3 Family

- Parents should speak to their children about the need to be honest and   why it is important to be so in terms of academic progress. They need to model good practice themselves when it comes to integrity.

3.Violations of the academic integrity policy

3.1

Violation	Examples of violations	Examples of good practice
Plagiarism	● Presenting information collected, organised, or written by someone else as your own (with or without the author's permission). ● In the arts, plagiarism can include taking someone's ideas or concepts and portraying them as your own. ● Plagiarism can be both intentional and unintentional, but both are treated the same way. Some examples: ● Copying an article from a website and not giving credit ● Not understanding that you had to give credit is still plagiarism. Always ask a teacher if you should give the original author credit if you are unsure. ● Copying and pasting information from a website into your work, and then failing to give the website credit. ● Reading an article or other text, taking ideas from it, and then claiming them as your own ideas.	●Always give credit to the ideas of others in your sources by citing them within the text and in the works cited. ●Never copy and paste without putting quotation marks around that information and citing your source. You can also paraphrase, but if the ideas aren't your own, you still need to cite your source. ●If a task requires creativity, cite your inspiration. Utilise resources such as Turnitin, your teacher, or the Librarian when you're unsure if you need to cite a source.
How to avoid plagiarism		
If you ever use someone else's words or ideas, give them credit. In the same sentence where you copied their ideas or words you must mention the author or location where you found the information.		

3.2

Violation	Examples of violations	Examples of good practice
Collusion	● You let another student copy your homework. ● The teacher gives a task to be completed individually and you work with other students but submit the work with only your name on it. If the teacher gives work to be completed individually, you should not work with other students or give friends your work. This is known as unacceptable collusion. ● In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz. ● You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them.	● Your work should not be shared with others, whether it is homework, test, quiz, etc. ● Each student should submit their own work in order that they receive feedback to improve themselves. In the case of collaborative work, each member of the team should have a specific role and all final submissions should include the names of all who contributed. ● If you submit work early and receive feedback before your classmates, you should not discuss or share with them until they have also submitted their work.
How to avoid collusion		
Always do your own work. If you're unsure, ask your teacher before you ask a classmate. During assessments, avoid talking to or looking at your classmates. If you have a question, raise your hand.		

3.3

Violation	Examples of violations	Examples of good practice
Duplication	● You wrote an essay in MYP2 and are using the same wording for a summative task in MYP3.	● The summative tasks are different, and as such the process should start from the beginning with brainstorming ideas for your inquiry-based project.
How to avoid duplication		
Start a new document whenever you start a new assignment, and avoid copying anything from earlier work. Ask a teacher when you are unsure if you can borrow an idea from a previous piece of work.		

3.4

Violation	Examples of violations	Examples of good practice
Cheating	● Misrepresenting yourself on a summative task such as saying you have turned in an assignment when you did not. ● Using restricted material during an exam, such as cheat sheets, graphing calculators, or other electronic devices. ● Leaving the exam room or classroom and using restricted materials. ● Fabricating information to try to earn more time or credit on an assignment, project, or exam.	● Be honest about what you have and have not done. ● Utilise the extension procedure if you need more time. See your Coordinator Curriculum, your teacher, and/or the Learning Support Specialist if you need support in planning out the task. ● Bring only the materials you need/that are permitted into an exam. ● Do not access unauthorised materials when you leave an exam room if you intend to go back in and continue your work.

How to avoid
Leave all electronic devices in your locker when you have an exam (unless you are required to have GDC for an exam). Avoid talking to or looking at classmates during an assessment. Be a good human being and tell the truth.

4. PYP Sanctions for the Violation of the Academic Integrity Policy

4.1 For first-time offences

- Conversation with the class teacher.
- Students are asked to resubmit the work.
- Parents are informed about the breach of the policy.
- Breach of the policy is recorded in Toddle.

4.2 For repeat offences

- Students receive lower grades for assessments.
- Parents are called in for a meeting to discuss the breaches of the policy.

5. MYP Specific Guidelines

5.1 Cumulative sanctions

Discipline Consequences for Academic integrity violations of academic integrity are "counted" cumulatively throughout a student's middle school career at ABIS. Violations will be recorded on toddle.

5.1.1 Level one:

Level one defines what happens when a student is caught in the first incident of academic dishonesty:

- The students will be assigned to detention
- The student will be allowed by the teacher to rewrite the work or be given an alternative assignment. Once the work is done properly, the administration and teacher will determine how to use the assessment data in the overall score.
- The teacher/the coordinator will inform parents of the incident as well as consequences.
- ABIS keeps a record of all academic integrity violations in order to cross-reference with reports submitted.

5.1.2 Level two:

Level two is for a repeated violation of academic integrity. The occurrence of a second or further reported incident of academic integrity violation (not necessarily from the same teacher) results in more significant consequences.

- When a second incident happens with significant time having elapsed since the last one, consideration will be made on whether detention or suspension is appropriate.
- Parents will be notified by the coordinator/principal of the school's procedure for disciplining academic dishonesty.
- Repeated incidents of academic integrity may suggest a student needs to be removed from a course of study, up to and including the IB eAssessments.
- For third and repeated instances of academic dishonesty, the student may be suspended from school.

5.2 Remarks on collusion

Academic dishonesty can also take the form of one student passing on the answers to homework assignments or one student turning in the work of another student. This is called collusion. Teachers feel strongly that a student aiding another student to commit an act of academic dishonesty can be as guilty as the student committing the offence. Because a student can be put under a great deal of peer pressure to aid another student, teachers feel that this should be viewed as a mitigating factor for a first-time offender:

5.3 Sanctions for offences

5.3.1 Level one:

Level one consequence is for the first offence in aiding another student to be academically dishonest is as follows:

- The teacher will give a firm verbal warning to both students.
- The student will not receive an academic penalty but may be required to complete the assignment again or complete an alternate assignment if the validity of the task is in question. Once the work is done properly, the administration and teacher will determine how or if the assessment data will be used in the overall score.
- Both students will receive records in their Toddle file indicating the context of the academic integrity violation.
- Parents will be notified.

5.3.2 Level two:

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- When a second incident happens with significant time having elapsed since the last one, consideration will be made on whether detention or suspension is appropriate.
- Parents will be notified by the coordinator/principal of the school's procedure for disciplining academic dishonesty.
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6. Monitoring of Academic Honesty

If a student is suspected to have engaged in cheating, collusion or plagiarism and breached the school's standards of academic integrity the matter will be referred to the IB coordinators or the Principal. The student will be informed of the concerns of the teacher and the matter will be investigated.

6.1 Student appeals

The student has the right to reply to the allegation and discuss the matter with the programme coordinators or the Principal. The student's interpretation of the incident will be listened to. Where appropriate, the school counsellor will act as an intermediary between the student and the teaching body. A group of senior teachers will determine if the policy has been breached and decide upon the appropriate

penalty. If the work is a formal requirement of the particular IB programme, the student's work will not be accepted as counting towards a final grade.

6.2 MYP certificate

If time permits before the school's internal deadline for this work, the student will be allowed one chance to re-submit another piece of work in its place.
If there is insufficient time for the student to produce new work, he or she will not receive a grade for that assessment and will therefore risk not receiving an IB MYP certificate.

Other disciplinary action may also be considered by the Principal.
If a student submits work to the IB which is later recognized as having been produced dishonestly, the IBO will not award a certificate to that student.

Repeated offences may result in suspension.

7. The Policy

7.1 Resources

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7.2 Bibliography

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7.3 Review Process

The Anton Bruckner International School Academic Honesty Policy was drafted jointly by the full teaching faculty. The Anton Bruckner International School Academic Honesty Policy was reviewed by the full teaching faculty and administration in April 2023.

Reviewed: May 2023   To be reviewed by: May 2025