



# Academic Integrity Policy

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*At ISH our vision is to develop a community of caring, compassionate, honest, open-minded global citizens who enjoy learning in critical and creative ways. We strive to develop a positive sense of self and engage*

*with our world on a local and global scale.*

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## International School Haarlem - Academic Integrity Policy

At the International School Haarlem (ISH), we strive to create a welcoming environment where all community members are valued. ISH staff and students have a clear view of what is right and wrong and what is fair. These values are evident in the way members of the community treat each other inside and outside of school. They are also evident in how students respect intellectual property and authentic authorship.

ISH students strive to be **principled, academically honest** (International Baccalaureate) IB learners who:

- Act with integrity and honesty, have a strong sense of fairness and justice and respect people's dignity and human rights.
- Take responsibility for their actions and the related consequences.
- Are honest about the content of their work and how they completed it.
- Produce their work using their knowledge and skills without claiming or presenting others' (entire or partial) work as their own. When ISH students use the work of others in support, they reference it correctly.

Penn University states that *academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner* (Penn State). IB also states that *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* (International Baccalaureate Organization 3). All members of the ISH community must have a common understanding of what we mean by **academic integrity** and act with trust, fairness, honesty, respect, and responsibility. Therefore, we have developed this document as a policy and contract between the school and the students and families of the ISH community.

This policy explains:

1. How do we promote academic integrity at ISH?
2. What are intellectual property and authentic authorship?
3. What is academic misconduct?
4. What resources and procedures are used to authenticate work and check for academic misconduct?
5. What are the procedures, consequences, and student rights regarding alleged academic misconduct incidents?
6. What is expected of each year level concerning academic integrity?

The ISH academic integrity policy is regularly reviewed by the pedagogical leadership team (Middle Year Programme; MYP, Diploma Programme; DP, Career-related Programme; CP Coordinators and Head of Education) to ensure compliance with IB requirements. Edits or additions are presented to the staff, students and the participation council (Medezeggenschapsraad; MR). It is also subjected to yearly review by the Senior Management Team and MR.

Comments or questions about the academic integrity policy should be directed [to Kate Lupson](#) (MYP Coordinator), [Stavros Melachroinos](#) (DP Coordinator), or [TBD](#) (CP Coordinator).

## 1. How do we promote academic integrity at ISH?

Developing academic integrity is the responsibility of everyone in the school community. This table explains each group's responsibilities.

Who	What
School management and leadership, teachers, and support staff	<ul style="list-style-type: none"> <li>• We model good academic integrity for the students by constantly acknowledging the work of others in the materials that we use.</li> <li>• We work collaboratively to ensure that we all have the exact expectations for our students and be aware of what our students can do.</li> <li>• We help students develop self-management, research, and communication skills through class activities and formative and summative assessments.</li> <li>• We discuss academic integrity when setting tasks and explicitly teach referencing skills appropriate for the task. The tasks we set are developmentally appropriate so that students can respond using their voices, citing the work of others.</li> <li>• We use tools like TurnItIn to teach students about academic integrity.</li> <li>• We respect our learners' voices and learning journeys. We support the students' studies but do not edit or produce any work for them.</li> </ul>
Families (parents, guardians, and carers) and friends	<ul style="list-style-type: none"> <li>• We read the academic integrity policy and discuss it with our learners to ensure they fully understand it.</li> <li>• We help our learners manage performance pressure. We help them plan their homework and assignments so that they can complete them in a timely and unstressed manner.</li> <li>• We discuss peer pressure with our learners and encourage them to always behave in a principled manner, even when that is difficult.</li> <li>• We respect our learners' voices and learning journeys. We support the students' studies but do not edit or produce any work for them.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• We value the learning process and always present our beliefs, judgements, and knowledge in our work.</li> <li>• We show respect for the work of others by always giving them credit for their ideas when we use them in our work, using the correct citation method for our year group.</li> <li>• We use the academic integrity policy to help us be <b>principled</b> learners. When we are unsure how to present our work and the work of others, we ask our teachers for advice.</li> <li>• We collaborate with our families, friends and other students but do not do work for them or let them copy our work. We never ask our people to do work for us or let us copy their work.</li> <li>• When we work together, we split the work fairly and always make sure to give credit to our teammates for the work they have done.</li> </ul>

## 2. What are intellectual property and authentic authorship?

IB requires students to produce original work (e.g., essays, reports, artwork, models, audio-visual products) by using their ideas and appropriately acknowledging the work of others. At ISH, we are using the following definitions of **intellectual property** and **authentic authorship**:

**Intellectual property (IP)** refers to creations of the mind – everything from works of art and literature to inventions, computer programs to trademarks and other commercial signs. (World Intellectual Property Organization 1)

**Authentic authorship** refers to work an individual has created based on their original ideas and the appropriately acknowledged work of others. Authentic authorship may involve, in some cases, copyright ownership by individuals or organisations.

The following are some examples (this is not an exhaustive list) of intellectual property and authentic authorship.

- Ideas that can be documented.
- The structure of an argumentation.
- Inventions.
- Artistic expression or literary creation.
- Unique name.
- Business methods.
- Industrial processes.
- Chemical formulas.
- Electronic circuits.
- Licensed software.
- Patented medicine.
- Presentations.
- Publications.

(Canadian Association for Graduate Studies 4)

### 3. What is academic misconduct?

Academic misconduct is any action that gives the student an unfair academic advantage. In this case, the student's work does not accurately reflect their learning and capabilities.

The IB defines several different forms of academic misconduct:

**Plagiarism** is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism. (International Baccalaureate Organization 46)

Plagiarism occurs when someone uses someone else's ideas or words without crediting the original source. For example, it might mean copying text directly from a website or book without citing the source or stating who owns it.

Students do not always have to copy directly to plagiarise. When students paraphrase (rewrite so as not to copy directly), they still plagiarise if they do not give credit. Students who use someone else's ideas must give that person credit. A guide on ManageBac explains how to give credit to others' ideas and words.

**Collusion** is defined as supporting academic misconduct by another student, for example, allowing one's work to be copied or submitted for assessment by another. (International Baccalaureate Organization 2). Collusion is also when other people edit or create work that students present as their own. For example, a student may let a classmate copy their work for a task or an assessment or ask their parents, teachers, or friends to edit or produce an assignment. Collusion is helping someone to cheat.

There is a difference between collaboration (working together) and collusion. Students often work together (for example, during science labs or drama performances), but the product must be their own words and work. When students use information or ideas from others, they must give them credit and never make it seem like it is only their work.

**Misconduct during an IB examination** includes taking unauthorised material into an examination room, disruptive behaviour and communicating with others during the examination. (International Baccalaureate Organization 2)

IB has published clear guidelines, and posters about the items (e.g., black/blue pens, calculator etc.) students are allowed or not allowed (e.g., books, notes etc.) to use during an examination. IB is also clear about expected behaviour (e.g., no talking, no questions during the examination etc.) in the hall. Students must comply with these rules. Otherwise, they will be disqualified from the examination and suffer other disciplinary consequences.

**Communication about the content of an examination** 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations. (International Baccalaureate Organization 2)

When students take an official MYP, DP or CP internal or external examination, they cannot share any information about it with outsiders for at least 24 hours. This includes any physical or virtual mode of communication. This rule ensures that all students are assessed fairly and without any inside knowledge of the examination's content.

**Duplication of work** is defined as the presentation of the same work for different assessment components and/or (...) requirements. (International Baccalaureate Organization 2)

Students produce work to demonstrate their learning in a particular subject or IB area (e.g., MYP



Personal Project, DP Internal Assessment, CP Reflective Project, etc.) at a specific moment during the academic year. Students cannot use the same schoolwork for a second time.

Other types of unethical academic behaviour constitute academic misconduct, such as (this is not an exhaustive list):

- Any practice that could be considered cheating.
- Falsifying materials.
- Spreading fake news.
- Fabricating research results.
- Production or use of inappropriate, discriminative, and hateful materials.
- Hiring or asking other people to produce work credited to the student as the original creator.
- Using artificial intelligence to produce parts or complete bodies of work (see artificial intelligence addendum).

If a student is found to have engaged in academic misconduct, there will be consequences, as outlined in section 5.

Achievement in academic assessments and tasks must always reflect the current academic level of a student. When students use scholarly sources (or ask people for help) outside the school sources, they should carefully assess if the assistance they get is age-appropriate and relevant to their work. Students should always ask permission beforehand whether using an external source (or ask help from another person) is allowed for a specific task. These external sources and persons could be (this is not an exhaustive list):

- Dictionary and thesaurus.
- Google Translate (e.g., individual words are allowed, but not entire sentences).
- Grammarly.
- ChatGPT.
- Other people supporting the students' learning include family members, teachers, tutors, friends, and other students.

When students are in doubt, they should always check with their teachers.

#### 4. What resources and procedures are used to authenticate work and check for academic misconduct?

At ISH, we use the following resources to educate students about referencing their work and understanding academic integrity:

- ISH Academic Integrity Policy.
- Turnitin<sup>1</sup> service via Managebac (plagiarism software available to teachers).
- Modern Languages Association (MLA) handbooks (available in the library).
- MLA support online<sup>2</sup>.
- Cite this for me<sup>3</sup>, ZoteroBib<sup>4</sup>, MyBib<sup>5</sup>, Easybib<sup>6</sup>, Purdue<sup>7</sup>'s MLA Formatting and Style Guide (free referencing generators).

We also strive to prevent malpractice and ensure that none of our students gains an unfair advantage in one or more pieces of their schoolwork. We take the following steps to help students avoid academic misconduct and authenticate schoolwork:

- Students sign the Academic Integrity Contract and declare authentic authorship of their work.
- Students work on assigned tasks as much as possible during class time.
- Teachers maintain schoolwork that shows the students' development.
- Students submit drafts of their work (if necessary) before the final submissions.
- Teachers review the drafts (if necessary) and advise students on how to avoid academic misconduct.
- Students submit their drafts and final work on ManageBac.
- Teachers use the Turnitin service in ManageBac to monitor students' work for academic misconduct. Teachers consult the Turnitin plagiarism indices (or other appropriate resources), authenticate student work and monitor any misconduct issues.
- If teachers suspect malpractice, they compare previous student work with the submitted one without making assumptions or judgments. Then, teachers initiate the academic misconduct protocol described in section 5.

The IB is equally vigilant regarding intellectual property and authentic authorship. For any schoolwork submitted to the IB (e.g., internal/external assessment, personal project, artwork, etc.), the IB runs random checks for academic misconduct using its artificial intelligence and plagiarism services.

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<sup>1</sup> <https://www.turnitin.com/>

<sup>2</sup> <https://style.mla.org/>

<sup>3</sup> <https://www.citethisforme.com/>

<sup>4</sup> <https://zbib.org/>

<sup>5</sup> <https://www.mybib.com/#/projects/r06qbJ/citations>

<sup>6</sup> <https://www.easybib.com/>

<sup>7</sup> [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)

## 5. What are the procedures, consequences, and student rights regarding alleged academic misconduct incidents?

At ISH, we approach academic integrity with compassion, recognising that academic misconduct may be unintentional and that students want to be **principled**. We acknowledge that students will make mistakes, and we should teach students how to learn from them. Students should also share their side of the story, explaining the circumstances in which the alleged academic misconduct occurred. It is paramount that:

- Teachers discuss an academic misconduct incident first with the involved students.
- Students are treated with respect despite evidence of academic misconduct.
- Students are further informed regarding academic integrity.
- Teachers and students may request a second opinion about the incident.
- If needed, students are interviewed by the ISH academic integrity, assessment, and examination committee.
- Students can rebut the academic misconduct allegations.
- Students can appeal against the decision of the ISH academic integrity, assessment, and examination committee.

However, academic misconduct is taken very seriously.

If a student is suspected of academic misconduct in their **work**:

- The subject teacher will gather evidence and inform the form tutor of the alleged academic misconduct.
- The subject teacher and the form tutor will ask the student to explain the alleged academic misconduct.
- The subject teacher and form tutor will determine whether academic misconduct took place.
- The form tutor will record the outcome of the enquiry in ClassCharts and inform the MYP/DP/CP Coordinator.

If a student is found to have engaged in academic misconduct in their **work**:

- The student will revise and resubmit their work within one week. Failure to do so will result in a grade of 1 for the assignment.
- Cheating during class tests will result in a grade of 1.

If a student is suspected of academic misconduct in their **IB assessed work** (mainly relevant to MYP 5, DP/CP 1 and DP 2 students):

- The subject teacher will gather evidence and inform the form tutor of the alleged academic misconduct.
- The subject teacher and the form tutor will ask the student to explain the alleged academic misconduct.
- The form tutor will record the incident in ClassCharts and inform the MYP/DP/CP Coordinator.
- The student, teacher and MYP/DP/CP Coordinator will write a statement and fill in the

relevant IB forms.

- The MYP/DP/CP Coordinator will invite the student to interview with the ISH academic integrity, assessment, and examination committee. The committee consists of the MYP/DP/CP Coordinator (chairperson) and two senior teachers. It will determine whether academic misconduct took place.
- The committee's secretary will record the outcome of the enquiry in ClassCharts.

If a student is found to have engaged in academic misconduct in producing one (or more) pieces of work required for an **IB assessment** component or **core** requirement:

- The student is not eligible for a mark/grade based on their performance in the remaining assignments for the assessment component.
- The core requirement will be marked as "incomplete".
- IB will not award a grade and issue an "N" for the subject/core element.

If students repeatedly engage in academic misconduct, they and their parents/guardians/carers will meet with the form tutor and MYP/DP/CP Coordinator to discuss appropriate interventions and consequences. Severe cases will result in a meeting with the Head of School, with consequences such as suspension.

## 6. What is expected of each year level concerning academic integrity?

At ISH, we believe that students are learning to be academically honest. Students who understand the importance of academic integrity will develop other aspects of the IB Learner Profile, such as **inquirers** (asking focused questions) and **reflective** (learning from past mistakes), in addition to the **principled** attribute. By using progressive expectations over the different year levels, as outlined in the following tables, we support students' growth concerning academic integrity.

### Academic Integrity Expectations MYP 1

	IB learner profile attribute	Description
Using sources	Thinkers	<ul style="list-style-type: none"> <li>No copying and pasting.</li> <li>Summarise text from a reliable source in your own words (this doesn't mean you change a few words from the original!).</li> <li>Use image search within Google Docs and choose only Open-Source images (non-copyright images).</li> </ul>
Crediting sources	Knowledgeable	<ul style="list-style-type: none"> <li>A reference list or bibliography at the end of any report or presentation, using MLA style.</li> <li>You may use free referencing generators (e.g., EasyBib) in Google Docs to help you write your reference list.</li> </ul>
General	Caring, Communicators	<ul style="list-style-type: none"> <li>If you worked in a team or pair on something, you give credit to your teammates but do your own write-up or presentation.</li> <li>No cheating (copying from others) or collusion (letting others copy from you).</li> </ul>

Approaches to Learning (ATL) classes in MYP1 will focus on academic integrity. Students will be taught to:

- Understand plagiarism.
- Identify a reliable source.
- Summarise the text in their own words.
- Insert open-source images in Google Docs using Google Docs image search.
- Create a simple reference list with free referencing generators (e.g., EasyBib) in Google Docs.

In addition, students can find a "how to" guide in the ManageBac files section.

### Academic Integrity Expectations MYP 2-3

	IB learner profile attribute	Description
Using sources	Thinkers	<ul style="list-style-type: none"> <li>• No copying and pasting.</li> <li>• Summarize text from reliable and relevant sources into your own words (this does not mean you just change a few words from the original!).</li> <li>• Use image search within Google Docs and choose only open-source (non-copyright) images or, when choosing non-open-source images, appropriately credit the images.</li> <li>• Use direct quotes from your sources, with credits.</li> </ul>
Crediting sources	Knowledgeable	<ul style="list-style-type: none"> <li>• Direct quotes in reports are referenced with in-text citations; direct quotes in presentations are indicated verbally.</li> <li>• A reference list or bibliography at the end of any report or presentation in MLA format.</li> </ul>
General	Caring, Communicators, Reflective	<ul style="list-style-type: none"> <li>• If you worked in a team or pair on something, you give credit to your teammates but do your write-up or presentation.</li> <li>• No cheating (copying from others) or collusion (letting others copy from you).</li> </ul>

Approaches to Learning (ATL) classes in MYP2-3 will focus on Academic Integrity. Over the course of two years, students will be taught to:

- Understand plagiarism.
- Identify and find reliable and relevant sources.
- Summarise text into their own words, focusing on the organisation of text into main facts and supporting facts.
- Distinguish between open source and copyrighted images and insert these into Google Docs with proper citations.
- Write in-text citations and quote sources.
- Understand the difference between a direct quote and paraphrasing and how to credit both.
- Use TurnItIn to help understand the originality of their work and how to avoid academic dishonesty.
- Create a reference list with free referencing generators (e.g., EasyBib) in Google Docs.

In addition, students can find a “how to” guide in the ManageBac files section.

### Academic Integrity Expectations MYP 4-5

	IB learner profile attribute	Description
Using sources	Thinkers, Inquirers	<ul style="list-style-type: none"> <li>• No copying and pasting.</li> <li>• Analyse sources for bias, reliability, and relevance.</li> <li>• Synthesise a variety of sources to draw your conclusions.</li> <li>• Use direct quotes and paraphrase from sources.</li> <li>• Use image search within Google Docs and choose only open-source (non-copyright) images or, when choosing non-open-source images, appropriately credit the images.</li> </ul>
Crediting sources	Knowledgeable	<ul style="list-style-type: none"> <li>• Use in-text citations for direct quotes, paraphrasing, and summarising.</li> <li>• A Works Cited list at the end of any report in MLA format. Anything listed in your Works Cited must have a matching in-text citation.</li> <li>• Direct quotes and paraphrasing in presentations are indicated verbally.</li> </ul>
General	Caring, Communicators, Reflective	<ul style="list-style-type: none"> <li>• If you worked in a team or pair on something, you give credit to your teammates but do your write-up or presentation.</li> <li>• No cheating (copying from others) or collusion (letting others copy from you).</li> </ul>

ATL class will focus on skills needed for the Personal Project, including sourcing at an expert level. Students can always find a “how to” guide in the ManageBac files section.

### Academic Integrity Expectations DP/CP 1-2

	IB learner profile attribute	Description
Using sources	Thinkers, Inquirers	<ul style="list-style-type: none"> <li>• No copying and pasting.</li> <li>• Analyse sources for bias, reliability, and relevance.</li> <li>• Synthesise a variety of sources to draw your conclusions.</li> <li>• Use direct quotes and paraphrase from sources.</li> <li>• Use image search within Google Docs and choose only open-source (non-copyright images) or, when choosing non-open-source images, appropriately credit the images.</li> </ul>
Crediting sources	Knowledgeable	<ul style="list-style-type: none"> <li>• Use in-text citations for direct quotes, paraphrasing, and summarising.</li> <li>• A Works Cited list at the end of any report in MLA format. Anything listed in your Works Cited must have a matching in-text citation.</li> <li>• Direct quotes and paraphrasing in presentations are indicated in writing.</li> <li>• Credit classmates' contributions appropriately in group work.</li> <li>• Understand the consequences of intellectual property breach for their work and others.</li> </ul>
General	Caring, Communicators, Reflective	<ul style="list-style-type: none"> <li>• If you worked in a team or pair on something, you give credit to your teammates but do your write-up or presentation.</li> <li>• No cheating (copying from others) or collusion (letting others copy from you).</li> </ul>

ATL class will focus on skills needed for pre-university academic writing (e.g., Extended Essay, internal/external assessment submissions), including sourcing at an expert level. Students can always find a “how to” guide in the ManageBac files section.



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## Appendices

The following documents are complementary to the Academic Integrity Policy.

- *Distance Learning Academic Integrity Agreement*; student/parent agreement.
- *ISH Artificial Intelligence Addendum*; the ISH policy on artificial intelligence use for school and IB work.
- *MLA Bibliography MYP1-3*; academic honesty and MLA reference guide for MYP 1-3 students, with examples of conventions for citing and acknowledging authorship.
- *MLA Bibliography MYP4-5\_DP1-2*; academic honesty and MLA reference guide for MYP 4-5, DP 1-2 students, with examples of conventions for citing and acknowledging authorship.
- *Academic honesty in the IB educational context* (pages 12-23); MYP/DP/CP examples of academic misconduct, intellectual property, and authentic authorship.