



Kingdom Saudi Arabia
Ministry of Education
General Administration of Global and Foreign Education
Global and Foreign Education Office in the Eastern Province
Al-Bassam International Schools



Our Vision: Distinguished intercultural learning creates a leading personality taking pride into the past, living the present and looking forward to a better future to contribute to the sustainable development.

Our Mission: Using modern educational methodologies in a secure and motivating environment developing long life learning skills and promoting the national identity to contribute to the Global and Digital citizenship.

Core Values: We are honest - We inspire responsibility - We encourage initiative - We promote Confidence - We deal with respect - We value diversity - We support the positive change

Al-Bassam International School

Academic Honesty Policy (Integrity Policy)

Some passages of the IB Academic honest are taken from: Teaching and learning: A curriculum framework for international education © IBO 2018

Academic Honesty: Al-Bassam International School

Process Owner: Programs Coordinators

Updated: Feb 2023



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IB mission statement

“The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments, and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.” (© International Baccalaureate Organization).

BIS Vision

Distinguished Intercultural Learning creates a leading personality taking pride into the past, living the present and looking forward to a better future to contribute to the sustainable development

BIS Mission

Using modern educational methodologies in a secure and motivating environment developing long life skills and promoting the national identity to contribute to global and digital citizenship

Core Values

We are honest, we inspire responsibility, we encourage initiatives, we promote confidence, we deal with respect, we value diversity, and we support positive change

IB Learner Profile



The graphic features a silhouette of a person's head in profile, facing right. The interior of the silhouette is filled with various words and phrases related to the IB Learner Profile attributes, such as 'KNOWLEDGEABLE', 'REFLECTIVE', 'OPEN-MINDED', 'CAREFUL', 'RISK-TAKERS', 'INQUIRERS', 'COMMUNICATORS', 'PRINCIPLED', 'BALANCED', 'THINKERS', 'KNOWLEDGEABLE', 'REFLECTIVE', 'OPEN-MINDED', 'CAREFUL', 'RISK-TAKERS', 'INQUIRERS', 'COMMUNICATORS', 'PRINCIPLED', 'BALANCED', 'THINKERS'. To the right of the silhouette is a circular logo with the text 'THE IB LEARNER PROFILE' and a smaller silhouette of a person's head. Below the graphic is a blue banner with the text 'IB learner profile' and a paragraph describing the aim of IB programmes.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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Implementing IB learner profile in our school community.

The IB Learner Profile is made up of ten attributes. They outline the aspirations of internationally minded students engaged in IB program. They describe a range of human capacities and responsibilities that go beyond academic success.

At BIS, these attributes imply a commitment to help all members of our community respect themselves, others and the world around them. BIS's values and beliefs are an embodiment of the Learner Profile. The school provides an inclusive and caring learning environment where relationships are founded on empathy and respect. The students share their understanding and apply their knowledge to real-life situations where they are encouraged to think, reflect and take risks in their learning.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

(Teaching and learning, learner, learning community 2018)

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Purpose

Our school believes that academic honesty is one of the main ethics that all stakeholders including students, teachers, staff, administrators, and families. A committee of teachers, leadership staff, and administrators from BIS developed this document in order to outline the key components of our Academic Honesty Policy.

“Academic honesty in the IB is a principle informed by the attributes of the **IB Learner Profile**. In teaching, learning and assessment, academic honesty serves to promote personal integrity, provoke respect for others and the integrity of their work. Upholding academic honesty also helps to ensure that all students have an equal opportunity to demonstrate the knowledge and skills they acquire during their studies.

-As stated in the IB Learner Profile, all members of the IB community must strive to be “principled”, acting with “integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere”. BIS students must demonstrate academic honesty and avoid any form of academic misconduct”.



At BIS, formative assessment tasks can be used to teach, learn and practice academic honesty, as formative work helps a student meet the established criteria for the summative task. BIS Academic Honesty policy explains the expectations for the students as well as the procedure of violation and actions. BIS assessment policy aligns with our academic honesty policy.

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

BIS Mission

Using modern educational methodologies in a secure and motivating environment developing long life skills and promoting the national identity to contribute to global and digital citizenship.

“From principles into practice. May 2014. P. 76.

Some passages of the IB Academic honest are taken from: Teaching and learning: A curriculum framework for international education © IBO 2018

This publication aims to:

IB programs encourage students to inquire, take action and critically reflect on what they learn and how it affects their attitudes and behavior. ***They should be able to:***

- make their thoughts and their learning explicit
- show how they have developed their ideas
- demonstrate the views they have followed or rejected.

We Follow IB Definitions for Academic Misconduct:

The IB defines academic misconduct as behavior that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment component.

Academic misconduct includes:

- Plagiarism - the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- 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 behavior 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). For most MYP assessments, students are expected to work independently but with appropriate support from teachers and other adults, although there are many occasions when collaboration with other students is an important part of the learning process.

Some passages of the IB Academic honest are taken from: Teaching and learning: A curriculum framework for international education © IBO 2018

We define academic honesty and malpractice in the context of the IB as we:

- establish the roles and responsibilities of the IB, heads of school/coordinators, teachers, candidates and examiners in preventing and/or detecting malpractice
- offer advice to schools on the prevention and detection of malpractice
- explain the IB's requirements for authenticating candidates' work
- describe the procedure followed by the IB when investigating instances of suspected malpractice and the role of the school in supporting an investigation
- explain the rights of a candidate under investigation for suspected malpractice
- describe the role of grade award meetings and the final award committee in pursuing cases of alleged malpractice
- explain the penalties the final award committee imposes on candidates found guilty of malpractice
- clarify the distinction between malpractice and an academic infringement
- provide a brief description of the procedures for requesting a reconsideration and an appeal on a decision made by the final award committee

Why Citation and referencing?

Proper citation is a key element in academic scholarship and intellectual exchange. When we cite, we:

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong)

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What to cite

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products, and may include the following.

- Text
- Lectures
- Interviews
- Conversations
- Letters
- Maps
- Broadcasts
- Artistic
- Visual
- Graphic
- Audio

Basic and common knowledge within a field or subject does not need to be acknowledged. However, if we are in doubt whether the source material is common knowledge or not, we should cite!

When to cite

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators. Style guides give us advice for documenting our sources in written work, but they are less helpful with other formats and mediums. Nevertheless, we can be honest and we can be helpful to our audience(s)—for assessment purposes, this is an expectation. In written work, we should cite in the text where we have used an external source. The inclusion of a reference in a bibliography (works cited/list of references) at the end of the paper is not enough. However, for pieces of “creative” written work such as writing in the style of an author or genre, for which in-text citation is not usually expected, creative ways of acknowledging the use of other people’s work may be permissible. A bibliography or list of references is also expected. In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s). During an oral presentation, we can acknowledge the

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sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”.

-We can show a direct quotation by saying “Quote ... Unquote” or by signaling with “rabbit’s ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s). We can include references or acknowledgments of other people’s work in the final credits of a film. A piece of music can be accompanied by program notes indicating influences and direct sources. Art on display can be labelled or captioned.

Citation

A citation is an indication (signal) in the text that this (material) is not ours; we have “borrowed” it (as a direct quote, paraphrase or summary) from someone or somewhere else. The citation in the text can be:

- in the form of an introductory phrase, or
- at the end of the statement, or
- indicated by a superscript or bracketed number that leads to a similarly numbered footnote or endnote.

Every citation should be given a full reference that enables the reader to locate the exact source used.

Reference

A reference gives full details of the source cited in the work; the parts or elements of the reference should be noted in a consistent order. Use of a recognized style guide will help ensure consistency, and will also ensure that all required elements are included.

Every reference should be given a citation in the text. If we have looked at a source but not mentioned or cited it in the text, then we do not include it as a reference.

Bibliography/references/works cited

Most style guides require a list of references at the end of the work. This is usually a list, in alphabetical order, of the authors (last name first), whose words and works have been cited in the work. The title of this section varies from one style guide to another.

Each entry in the list of references includes the full information (or as much of it as can be found), expressed in a consistent fashion, which will allow an interested

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reader to track down exactly where you found the material you have used and cited.

Paraphrase

In writing an essay, we often use our own words to put over someone else's thoughts and ideas. While there are some words that we cannot change (especially the names of people, places, chemicals, and so on), we should use our own words for as much as we can of the rest of the passage. We should also aim to change the structure of the passage, perhaps by reordering the thoughts and ideas.

When we paraphrase, we need to make it very clear where the original author's ideas start and where they finish. If we include our own examples, we should make it clear that these are our thoughts and not those of the original s.

Summary

A summary is a much-shortened summing up of someone else's work. We might summarize a chapter or academic paper, or perhaps even a book, in two or three sentences. Again, although we are using our own words, we must still cite the original source used.

Summaries are often used in a review of the literature—when we sum up what other writers have said or done in investigating a topic or theme.

Quotation

When we use someone else's **exact** words, we quote that original author, and we show this is a quotation by using quotation marks. Longer quotations may be indicated by the use of an indented paragraph (without quotation marks). As well as indicating the words quoted, we must also acknowledge the author by using an in-text citation, the citation in turn linking to a full reference.

Quotations should normally be used sparingly and carefully; essays on literary subjects or from historical documents might include more quotations than other essays.

IB/Effective citing and referencing

Citing printed sources		Source material
Author	Carroll points out that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or	<p><i>Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled in to examination rooms, impersonators are easier to recruit, and hacked questions are more easily available.</i></p> <p><i>However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.</i></p> <p>Reference: Carroll, J. July 2012. <i>Academic honesty in the IB. IB Position Paper.</i> http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf.</p>
Author – date	Carroll reminds us that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2012: 2).	
Numbered footnote	As Carroll has noted, “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion”. ¹	
Author	¹ Carroll, J. 2012. <i>Academic honesty in the IB. IB Position Paper.</i>	
Author – date	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always	
Paraphrase	Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.	
Numbered footnote	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. ¹	
	¹ Carroll, J. 2012. <i>Academic honesty in the IB. IB Position Paper.</i> http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf . p 2.	

IB/Effective citing and referencing

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Citing an online video clip	
	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate).
Author	
Author-date	
Quotation	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate 2010).
Numbered footnote	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. ³ ³ International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.
Author	
Author-date	
Paraphrase	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate).
Numbered footnote	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate 2010).
	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers. ³ ³ International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.

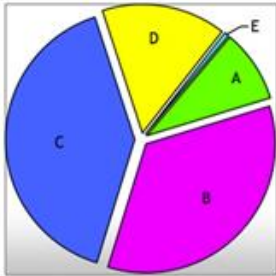

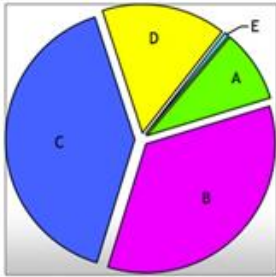
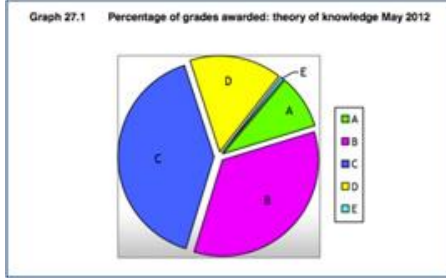

IB/Effective citing and referencing

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Citing social media	
Author	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB".
Author-date	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner (2013) declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB".
Numbered footnote	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB". ⁴ ⁴ Swanner, I. 21 November 2013. "I can vouch for that ... " comment on "Study shows IB graduates are more confident ..." The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.
Author	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner).
Author-date	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner 2013).
Numbered footnote	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university. ⁴ ⁴ Swanner, I. 21 November 2013. "I can vouch for that ... " comment on "Study shows IB graduates are more confident ..." The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.
Quotation	
Paraphrase	

IB/Effective citing and referencing

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	Citing an image	Source material
Author	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge.</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>The IB Diploma Programme Statistical Bulletin</p> <p>May 2012 Examination Session</p>
Author-date	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>Graph 27.1 Percentage of grades awarded: theory of knowledge May 2012</p>
Numbered footnote	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012.⁵</p> <p>⁵ IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme statistical bulletin, May 2012 Examination Session</i>. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf. P 40.</p>	<p>Reference:</p> <p>IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme statistical bulletin, May 2012 Examination Session</i>. https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf.</p>

IB/Effective citing and referencing

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Malpractice

The IB offers the following definitions for malpractice:

-Detailed description and examples for different academic misconduct:

Academic Misconduct	Description and examples
Cheating	Definition: Cheating is taking or giving any information or material which will be used to determine academic credit. Examples: <ul style="list-style-type: none">- Copying from another student's homework.-Using a cell phone or a calculator on a quiz
Plagiarism	Definition: The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment Examples: <ul style="list-style-type: none">- Not citing someone else's work when writing a research paper-Turning in another person's essay you found online Additionally, MYP subject teachers will determine and explicitly teach either APA or MLA citations relevant to their subject area so students properly cite the work of others. Students should cite the authors of ideas, words, images or code used in graded assignments.
Bribery	Definition: Bribery takes on two forms <ol style="list-style-type: none">1. Bribing someone for an academic advantage, or accepting such a bribe (i.e. a student offers a teacher money, goods, or services in exchange for a passing grade, or a professor accepts this bribe).2. Using an academic advantage as a bribe (i.e. a teacher offers a student

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	<p>a passing grade in exchange for money, goods, or services, or a student accepts this bribe).</p> <p>Examples:</p> <ul style="list-style-type: none"> - A student offering to buy lunch to a subject teacher in exchange for a higher grade on a summative - A subject teacher giving a student a higher grade for the student walking the teacher's dog.
Misrepresentation	<p>Definition: Misrepresentation is any act or omission that is intended to deceive an instructor for academic advantage. Misrepresentation includes lying to an instructor in an attempt to increase your grade, or lying to an instructor when confronted with allegations of academic dishonesty.</p> <p>Example: -</p> <p>Telling a MYP staff member you are sick and cannot turn in assignment on time to improve your grade when you are not sick</p>
Fabrication	<p>Definition: Fabrication is the use of invented or misrepresentative information. Fabrication most often occurs in the sciences, when students create or alter experimental data. Listing a source in your works cited that you did not actually use in your research is also fabrication.</p> <p>Example:</p> <ul style="list-style-type: none"> - Changing or making up data on a science experiment to earn a better grade.
Ghost Writing	<p>Definition: A ghostwriter as "somebody who writes something for or with somebody else, the other person receiving sole credit as the author</p> <p>Example:</p>

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	<p>- A student writes a paper for another student without taking any credit for the written work</p>
Duplicate Submission	<p>Definition: The presentation of the same work for different assessment components² AND/OR A duplicate submission means a student submits the same paper for two different classes.</p> <p>Example: -A student submits an essay for Language and Literature and submits the same essay (or part of) for an assignment in Individuals and Societies without asking for permission from both subject teachers.</p>
Collusion	<p>Definition: Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another AND/OR Collusion is the act of two or more students working together on an individual assignment.</p> <p>Example: -A group of students work together to complete a summative that was intended as individual work. Additionally, "When students working in groups are required to submit individual pieces of work, they may find the difference between collaboration and collusion confusing. It's important, therefore, that you make the distinction clear. This means supporting them to collaborate effectively while explaining that submitting a piece of work done jointly as if it has been done individually (whether unintentionally or otherwise) is considered collusion and as such is subject to academic misconduct procedures.</p>

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<p>Other Academic Misconduct</p>	<p>Definition: Academic misconduct is the violation of policies by tampering with grades or by obtaining and/or distributing any part of a test or assignment.</p> <p>Example:</p> <ul style="list-style-type: none"> -An older sibling gives a younger sibling a copy of a summative in Mathematics. - Giving additional information related to an assessment to another student
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BIS Respond to Possible Academic Dishonesty by:

-Any BIS staff member or student that suspects academic dishonesty has taken place immediately reports the incident to the MYP / PYP social worker. The incident can be reported verbally, but a written account of the incident must be given to the MYP/ PYP social worker within 24 hours of the verbal account.

- The MYP/PYP social worker must begin an investigation of the incident including notifying the accused student’s family. The investigation must be completed within 3 school days of the notification from the BIS staff member or student.

- The MYP/PYP social worker determines whether academic dishonesty has taken place based on the investigation.

- The MYP/PYP social worker notifies the accused student, accused student’s family, and the staff member whether or not academic dishonesty has taken place.

- The MYP/PYP social worker with the principal determines consequences for academic dishonesty.

-Procedures may take the directions to the following examples of consequences: (MYP / PYP Social worker will lead the procedures and take responsibility according to ministry of education regulations and school policy)

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1st offense

1. Student will not earn credit (zero) for the work in question.
2. Teacher and social worker will meet with the student to determine the reason for the malpractice.
3. A discipline referral will be written by the teacher outlining the key facts of the malpractice and the IB Coordinator and school principal will be notified.
4. Student will return a signed copy of the formal letter for their file.

2nd Offense

1. Student will not earn credit (zero) for the work in question.
2. Teacher will meet with student to determine the reason for the malpractice.
3. A discipline referral will be written by the teacher outlining the key facts of the malpractice and the IB Coordinator and the school principal will be notified.
4. IB Coordinator will meet with the student to discuss the malpractice.
5. IB Coordinator will notify the Academic Honesty Committee and schedule a meeting with the student, parents, teacher, principal, and committee
6. Academic Honesty Committee, along with input from the IB Coordinator and Principal, will discuss and decide whether the student will be removed from the IB Program at BIS and the parents are asked to transfer the student to another school.

Roles & Responsibilities in Prevention

- Student Responsibilities:

- Read and sign the Academic Honesty and Integrity Policy
- Ensure that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines
- Understand the definitions of what is considered academic dishonesty
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed
- Talk to the IB Coordinator when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress
- Understand the proper way of citing or acknowledging original authorship of works or ideas

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- Report malpractice and help cultivate a culture of academic honesty at their school
- Understand the consequences of academic dishonesty and malpractice

Parent Responsibilities

- Read and sign the Academic Honesty and Integrity Policy
- Encourage their student to practice academic honesty
- Encourage their student to help cultivate a culture of academic honesty at their school

Teacher Responsibilities

- Begin each semester by reviewing the Academic Honesty and Integrity Policy with each class including the most effective way to report malpractice
- Confirm, to the best of his or her knowledge, that all work accepted or submitted for assessment is the authentic work of each candidate
- Understand and implement all school policies
- Demonstrate and model academic honesty in all presentations and projects
- Provide guidance to students on study skills, academic writing, research, and acknowledging sources.
- Purposefully monitor testing environments
- Report and record academic dishonesty on a discipline referral
-

The Role of the Librarian

BIS Librarian will assist with websites containing links to sites that give detailed instructions on citing sources using different styles such as APA, MLA, Chicago and more. The Librarian is a very useful resource for all students and teachers and can provide ethical guidance alongside information on the most appropriate citation system to use in each different category. Through its 'Academic Honesty Policy' BIS makes it clear what constitutes academic honesty and an authentic piece of work. Students will be clearly informed of this process and how malpractice will be investigated and what the consequences are of having been found guilty of misconduct (see 5.1-5.4, pp.8-9). This will be introduced to students when they enquire and then explained again and in further detail at the first 'IB Residential' and throughout the IB program as stated in this policy.

IB Coordinators /Administration Responsibilities.

- Ensure that all students, parents, and teachers understand what constitutes academic honesty by providing verbal instruction, printed instruction, and additional resources when needed
- Facilitate the Academic Honesty Committee meetings when needed
- Provide teachers with materials and training necessary to guide students in maintaining academic honesty
- Maintain parent contact and participate in the investigation of academic dishonesty and malpractice
- Document and report academic dishonesty and malpractice to the school administration when necessary
- Provide timely reminders and reviews of the IB Learner Profile

Policy Distribution & Review

All BIS IB policies are posted on the BIS website available for download and easy printing format.

All BIS IB policies will be reviewed annually during IB Pre-planning workshops.

BIS Academic Honesty Agreement

1. I have read the International Baccalaureate's Academic Honesty policy and fully understand what academic honesty is.
2. I have read BIS Academic Honesty Policy and fully understand the contractual and ethical guidelines as set out in this policy document.
3. I acknowledge the positive manner in which BIS Academic Honesty Policy is intended to support and enhance my learning at our school. BIS Academic Honesty Policy – from Augst.2019
4. I will not copy others' work, in whole or in part, and claim it as my own. I understand that this is academic malpractice.
5. I will not share my assignments with other students for them to gain an unfair advantage over others.
6. I will not discuss test questions and answers with students who have not yet taken the test in to gain an unfair advantage. I understand that this is considered collusion and is also academic misconduct.
7. During a test, I will not copy answers. I will not use outside information on tests, such as notes or textbook, without the express permission of the teacher. I understand that this is academic malpractice.
8. I will not plagiarize. I know that plagiarism is using words or ideas of authors in my work without giving those authors credit. I understand that this is academic malpractice.
9. I understand that copying an author's words and making minor alterations is also plagiarism. 10. I know that paraphrased text must include

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citations and sections of text copied word for word must be referenced clearly and accurately. I understand that making minor alternations to others' work is also academic malpractice.

11. I will Endeavour to uphold all the ethical and honorable aspects of BIS Academic Honesty Policy in order to play a successful part in our internationally-minded school community.

I have read the Academic Agreement and I agree to abide by the policy items stipulated above.	
Student Name (Print): _____	Date: _____
Signature: _____	
I have read and will support all aspects of the Academic Honesty Policy at BIS School	
Parent Name (Print): _____	Date: _____
Signature: _____	
IB PYP Coordinator (Print): _____	Date: _____
Signature: _____	
Head of School (Print): _____	Date: _____
Signature: _____	

-References and Resources

- Handbook of Procedures for the Diploma Program, IBO, 2013.
- IBO General Regulations: Diploma Program, IBO, 2011
- IBO Academic Honesty, IBO, 2016
- Standard and Practice "Teaching and learning, learner, learning community" (2018)
- MYP: From Principles to Practice. International Baccalaureate Organization, May 2018.
- "Plagiarism & Academic Integrity: Types of Academic Dishonesty."
- Types of Academic Dishonesty. St. Petersburg College Libraries, n.d.
- "Plagiarism & Academic Honesty at Bow Valley College: Forms of Plagiarism: Cyber-Plagiarism, Ghost Writing & Paper Mills."
- Forms of Plagiarism: Cyber-Plagiarism, Ghost Writing & Paper Mills. Bow Valley College, n.d.
- IB Effective Citing and referencing/IBO

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