Academic Integrity Policy

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 strong beliefs about what is right and wrong and what is fair. These values are seen in the way members of the community treat each other inside as well as 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 for authenticating work and checking 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 reviewed regularly by the pedagogical leadership team (MYP Coordinator, DP Coordinator and Head of Education) and school review committee to ensure compliance with the Dutch authorities and IB requirements. Edits or additions are presented to the staff, students, and the participation council (Medezeggen-schapsraad; MR). It is also subjected to a biennial review by the Senior Management Team and MR.

Comments or questions about the academic integrity policy should be directed to Ms Kate Lupson (MYP Coordinator), Mr Stavros Melachroinos & Ms Erica Pellikaan (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	• We model good academic integrity for the students by constantly acknowledging the work of others in the materials that we use. • We work collaboratively to ensure that we all have the exact expectations for our students and be aware of what our students can do. • We help students develop self-management, research, and communication skills through class activities and formative and summative assessments. • 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. • We use tools like TurnItIn to teach students about academic integrity. • We respect our learners' voices and learning journeys. We support the students' studies but do not edit or produce any work for them.
Families (parents, guardians, and carers) and friends	• We read the academic integrity policy and discuss it with our learners to ensure they fully understand it. • 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. • We discuss peer pressure with our learners and encourage them to always behave in a principled manner, even when that is difficult. • We respect our learners' voices and learning journeys. We support the students' studies but do not edit or produce any work for them.
Students	• We value the learning process and always present our beliefs, judgements, and knowledge in our work. • 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. • We use the academic integrity policy to help us be **principled** learners. When we are unsure how to present our work and the work of others, we ask our teachers for advice. • 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. • 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.

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 is not an actual and honest reflection of 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 is when somebody uses someone else's ideas or words without giving credit to the original source. For example, this might mean copying text directly from a website or book without saying where it came from or who owns the text.

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 or DP internal or external examination, they cannot share any information with outsiders about the examination for at least 24 hours. That 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 etc.) at a specific moment during the academic year. Students cannot use the same schoolwork for a second time.

They are also other types of **unethical academic behaviour** that 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.

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.

- 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 for authenticating work and checking 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[1] service via Managebac (plagiarism software available to teachers).
- Modern Languages Association (MLA) handbooks (available in the library).
- MLA support online[2].
- Cite this for me[3], Zoterobib[4], MyBib[5], Easybib[6], Purdue[7]'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, as described in section 5.

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

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[1] https://www.turnitin.com/

[2] https://style.mla.org/

[3] https://www.citethisforme.com/

[4] https://zbib.org/

[5] https://www.mybib.com/#/projects/r06qbJ/citations

[6] https://www.easybib.com/

[7] 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 them how to learn from their mistakes. Students should also share their side of the story explaining the circumstances the alleged academic misconduct took place. 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 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** (mostly relevant to MYP 5, DP 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 coordinator.
- The student, teacher and MYP/DP coordinator will write a statement and fill in the relevant IB forms.

- The MYP/DP coordinator will invite the student for an interview with the ISH academic integrity, assessment, and examination committee. The committee 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 a student repeatedly engages in academic misconduct, the student and their parents/guardians/carers will meet with the form tutor and MYP/DP 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 IB Learner Profile aspects, 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	• No copying and pasting. • Summarise text from a reliable source in your own words (this doesn't mean you change a few words from the original!). • Use image search within Google Docs and choose only Open-Source images (non-copyright images).
Crediting sources	Knowledgeable	• A reference list or bibliography at the end of any report or presentation, using MLA style. • You may use free referencing generators (e.g., EasyBib) in Google Docs to help you write your reference list.
General	Caring, Communicators	• If you worked in a team or pair on something, you give credit to your teammates but do your own write-up or presentation. • No cheating (copying from others) or collusion (letting others copy from you).

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	• No copying and pasting. • Summarize text from reliable and relevant sources into your own words (this does not mean you just change a few words from the original!). • 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. • Use direct quotes from your sources, with credits.
Crediting sources	Knowledgeable	• Direct quotes in reports are referenced with in-text citations; direct quotes in presentations are indicated verbally. • A reference list or bibliography at the end of any report or presentation in MLA format.
General	Caring, Communicators, Reflective	• If you worked in a team or pair on something, you give credit to your teammates but do your write-up or presentation. • No cheating (copying from others) or collusion (letting others copy from you).

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	• No copying and pasting. • Analyse sources for bias, reliability, and relevance. • Synthesise a variety of sources to draw your conclusions. • Use direct quotes and paraphrase from sources. • 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.
Crediting sources	Knowledgeable	• Use in-text citations for direct quotes, paraphrasing, and summarising. • 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. • Direct quotes and paraphrasing in presentations are indicated verbally.
General	Caring, Communicators, Reflective	• If you worked in a team or pair on something, you give credit to your teammates but do your write-up or presentation. • No cheating (copying from others) or collusion (letting others copy from you).

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 CP/DP 1-2

	IB learner profile attribute	Description
Using sources	Thinkers, Inquirers	• No copying and pasting. • Analyse sources for bias, reliability, and relevance. • Synthesise a variety of sources to draw your conclusions. • Use direct quotes and paraphrase from sources. • 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.
Crediting sources	Knowledgeable	• Use in-text citations for direct quotes, paraphrasing, and summarising. • 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. • Direct quotes and paraphrasing in presentations are indicated in writing. • Credit classmates' contributions appropriately in group work. • Understand the consequences of intellectual property breach for their work and others.
General	Caring, Communicators, Reflective	• If you worked in a team or pair on something, you give credit to your teammates but do your write-up or presentation. • No cheating (copying from others) or collusion (letting others copy from you).

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.

International School Haarlem – Artificial Intelligence Addendum

The Academic Integrity Policy is read by all students at the start of the year, with the help of their form tutors. This addendum to the Academic Integrity Policy highlights the additional responsibilities and consequences around the use of Artificial Intelligence at ISH.

> We expect that all students read and follow both the Academic Integrity Policy and the Artificial Intelligence Addendum for their entire time at ISH.

Artificial Intelligence (AI, both LLM and generative) can be a powerful tool for learning. We therefore want to encourage its **ethical** use. This means we are *not* banning the use of AI. Instead, our goal is to *teach* the use of AI. The following rules apply:

- Students will use the ISH Stoplight system to know what AI they can use in their work. Teachers will always inform students about AI use in their tasks.
- Any source that is used, **including any AI-generated material**, must be included in the final product as an in-line citation and/or in the bibliography as necessary. Follow the guidelines laid out in the Academic Integrity Policy for how to cite your work.
- If a student uses a AI for grammar correction or proofreading, it should also be cited in the bibliography.
- All tasks submitted must use the student's original voice and must be their own work. Work that is not their own cannot be graded.
- If a student submits any AI-generated materials as their own authentic work, it will be considered a violation of the ISH Academic Integrity Policy. Please see the main body of the policy for the consequences of violations.
- Turnitin and other AI detection sites (such as, but not limited to, zerogpt, gptzero, quillbot) will be used by staff to ensure the authenticity of student work.
- Teachers may also use student's previous work and confer with other staff members to identify and confirm student's original voice and authentic work.

This addendum explains:

Comments or questions about the AI addendum should be directed to Ms Katie Vigna (Educational Technology Coordinator).

7. What are teacher and student responsibilities when using AI?

Teachers will…	Students will…
Use a stoplight policy on assessments to show what AI use is allowed for each task; specific sites are listed as necessary.	Ask for help whenever they are unsure whether AI usage is in line with the stoplight policy for each task.
Investigate student use of AI starting with a conversation with the student, asking questions to find out the student's process.	Take responsibility for AI use and any infractions.
Use Turnitin AI detection to highlight AI-generated text.	Cite all AI generated materials (including text, videos, images, and any other material).
Teach the strengths and limitations of AI with real world issues to highlight how the world is working with AI, and how the debate can inform its use in education.	Utilize form/lesson hours to ask questions about AI use to form own understanding of its power and limitations.
Follow the steps of ISH Academic Integrity Policy as necessary.	Follow the full academic integrity policy.

Procedure following a suspected incident of AI-generated academic misconduct:

Evidence

TurnitIn may highlight that a work is likely AI generated, but this is not indisputable evidence and there are cases where work is falsely highlighted as AI. Here are some of the ways a teacher can gain evidence about the situation:

- Conversation with the student – asking the student to explain their reasoning for certain points or to explain why they have used certain examples can help a teacher better understand if the work is the student's own. AI misuse can be decided by the teaching team's best judgment.

- AI Detection Tools- Teachers may use another detection tool other than Turnitin, such as, but not limited to, zerogpt, gptzeto, quillbot, etc.
- If external detection sites and/or form tutor(s) agree Academic Integrity policy has been violated, a behavior note and/or consequence will be logged as necessary.

Consequences

Please see section 3- **What is academic misconduct?**

3. ISH Stoplight Policy

Teacher Instructions	Student Responsibilities
Students **are allowed to use** advanced automated tools (artificial intelligence or machine learning tools such as, but not limited to, Dall-E 2 or ChatGPT) on this assessment **if the use is properly cited and credited**. Failure to cite and acknowledge AI-generated contributions will be treated as a violation of the ISH Academic Integrity Policy.	Acknowledge and embrace the responsible use of Artificial Intelligence as a tool for assistance in this assessment. I commit to utilizing AI in a manner that upholds the academic integrity policy and demonstrates originality, ensuring that my work reflects my own understanding and efforts. I understand that any undocumented use of AI in my assessments is a violation of the ISH Academic Integrity Policy.
Students may use AI tools **to help prepare** for this assignment. Only certain AI tools may be used for the task, or AI may only be used for specific parts of the task. The tools and/ or instructions for use must be clear in the instructions for the task. No other use of AI is allowed in the task. Students must explain how AI tools informed their process and are responsible for the accuracy of ideas that are used. Failure to acknowledge the AI-generated contributions will be treated as a violation of the ISH Academic Integrity Policy.	Understand and commit to using the AI tools explicitly mentioned by my teacher responsibly for the selected parts of my task in which it is allowed. I will maintain academic integrity by ensuring the work I produce reflects my own original understanding and citing any AI-generated contributions. I understand that any undocumented use of AI in my assessments is a violation of the ISH Academic Integrity Policy.
Students are **not** allowed to use advanced automated tools (artificial intelligence or machine learning tools such as, but not limited to, Dall-E 2 or ChatGPT) on this assessment. Each student is expected to complete this assignment without the assistance from others, including automated tools.	Affirm that I will **not** utilize Artificial Intelligence tools (AI) tools or applications for any aspect of this task. I understand that the use of AI in this task is strictly prohibited, and that any violation of this policy is a violation of the ISH Academic Integrity Policy. I commit to completing my tasks with my own efforts, ensuring academic integrity and the authenticity of my work.

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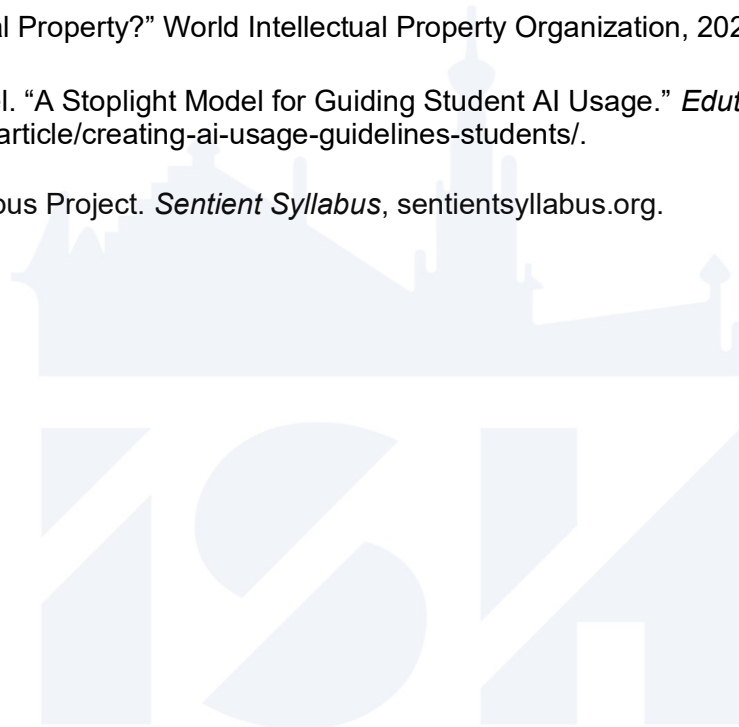
Appendices

The following documents are complementary to the Academic Integrity Policy.

- *Distance Learning Academic Integrity Agreement*; student/parent agreement.

- *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 12-19); MYP/DP examples of academic misconduct, intellectual property, and authentic authorship.