



**International
Arctic
School**

Republic of Sakha (Yakutia)

Academic Integrity Policy

2022

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The International Arctic School expects and promotes honesty. Academic integrity is expected from all members of the school community: students, faculty, administration and parents. Because students and faculty need to be aware of what academic integrity entails, this policy statement should be read by everyone. It includes the following:

1. Purpose and Field of Application

These Regulations entail the norms of moral and ethical behavior of participants in educational relations during the mastering of basic educational programs in the State Autonomous Non-profit Educational Institution "International Arctic School" of the Republic of Sakha (Yakutia) (hereinafter referred to as IAS).

2. Regulatory References

These Regulations have been developed on the basis of the following documents:

1. Federal Law No. 273-ФЗ of 29.12.2012 "On Education in the Russian Federation";
2. Labor Code of the Russian Federation No. 197-ФЗ of December 30, 2001;
3. Order of the Ministry of Education and Science of the Russian Federation of 17.12.2010 N 1897 "On Approval of the Federal State Educational Standard of Basic General Education";
4. Order of the Ministry of Education and Science of the Russian Federation of 17.05.2012 N 413 "On Approval of the Federal State Educational Standard of Secondary General Education";
5. Programme standards and practices of the International Baccalaureate for use from 1 January 2014.

3. Terms, Definitions and Abbreviations

Academic integrity is the meaning of a scientific set of values and principles that develop personal integrity in teaching and evaluation.

Intellectual property is the result of the creation of the human mind. IP objects include inventions, literary and artistic works, symbols, names and images used for commercial purposes.

Original authorship – means being the original, not copied. The creator of a literary or other artistic work, scientific work, project, invention, etc.

Link - a reference to the source, an indication that the material used is not copyrighted. It can be used either at the beginning or at the end of a phrase, indicating the authorship.

Quote – a verbatim excerpt from a text or verbatim reproduction of someone's words. The beginning and end of the quote must be accompanied by quotation marks. Quotes that exceed 40 words should be highlighted against the background of the general text.

The criteria for evaluating students are established by the policy on the criterial system of IAS student evaluation.

Defining Forms of Malpractice

I. What is ‘Malpractice’?

Malpractice is behaviour that results in, or may result in the student or any other student gaining an unfair advantage in one or more assessment component. Malpractice also includes (KIS Academic Honesty Policy, 2019-2020):

- Making up data for an assignment
- Falsifying a CAS / SA record
- Taking unauthorised material into the examination room, including a mobile phone, an electronic device, own rough paper, notes ...
- Misbehaving during an exam, including any attempt to disrupt the examination or distract another student
- Copying the work of another student
- Referring to or attempting to refer to, unauthorised material that is related to the examination
- Failing to comply with the instructions of the invigilator or other member of the school’s staff responsible for the conduct of an examination
- Impersonating another candidate
- Including offensive material in a script
- Stealing examination papers
- Disclosing or discussing the content of an examination paper with a person outside the immediate community within 24 hours after the examination
- Using an unauthorised calculator during an examination
- Concealing and/or using unauthorised software on a graphic calculator, particularly, but not only, during examinations

II. Collusion/Collaboration

Collaboration involves working together with other students. There are occasions where collaboration with other candidates is permitted or actively encouraged. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content, conclusion or summary of a piece of work must be written in each student’s own words and cannot therefore be the same as another student’s. Working together is collaboration. Copying someone else’s work is collusion. Even if you have ‘collaborated’ with another student, the work you present must be your own. Collusion is malpractice and will be penalized (KIS Academic Honesty Policy, 2019-2020).

III. Plagiarism

Plagiarism is passing off someone else's work, writing, thoughts, visuals, graphics, music and ideas as your own. Plagiarized work is work which fails to acknowledge the sources which it uses or upon which it is based. Plagiarism is a clear breach of academic honesty. It is also a criminal offence. What is paraphrasing? Paraphrasing is writing a piece of text out in your own words. You are allowed to do this, but you must acknowledge the source you have used (KIS Academic Honesty Policy, 2019-2020).

IV. Duplication of work

The presentation of the same work for different parts of an assessment is considered a duplication of work. (An example would involve submitting the same piece of work for a History Extended Essay and the History internal assessment) (KIS Academic Honesty Policy, 2019-2020).

4. Academic Integrity in the Educational Process of IAS

4.1. Basic Principles of Academic Integrity of IAS:

The main principles of the AH of all participants of the educational relations of the IAS, which develop their personal integrity and responsibility for their studying, are the following:

- 4.1.1. Responsibility** is the willingness of all participants in educational relations to be responsible for the implementation of the AH principles.
- 4.1.2. Conscientiousness** is an honest, decent performance by students of both marked and unmarked works;
- 4.1.3. Openness** – transparency, mutual trust, open exchange of information and ideas between all participants of educational relations, as well as the willingness of colleagues to cooperate.
- 4.1.4. Respect for the rights and freedoms of all participants in educational relations** – the right to freely express opinions and ideas in a trusting environment between teachers and students, the administration, educators, and parents.
- 4.1.5. Equality** – the obligation of each participant in educational relations to comply with the principles of AH and equal responsibility for their violation.

4.2. Regulations on the Implementation of the Basic Principles of Academic Integrity in IAS

IAS students:

- Acknowledge that they are personally responsible for academic integrity;
- Do not cheat;
- Do not use cheat sheets;
- Do not appropriate other people's ideas to themselves;
- Are able to use various ways of quoting;
- Know how to find reliable sources;
- Know how to admit their mistakes;

- Show integrity in compliance with the rules;
- k) Strive for self-development.

Teachers and staff of IAS:

- Explain what academic integrity is, so that cultural and linguistic differences do not affect the understanding of the Academic Integrity Policy by students, parents or other participants in educational relations;
- Regularly interact with all participants in educational relations in order to implement the Academic Integrity Policy during educational and extracurricular activities;
- Help students and their parents (legal representatives) consider Academic Integrity as part of the shared values and skills that are necessary in learning and working throughout life;
- Use methods that exclude the possibility of copying and assigning other people's copyrights;
- Increase the number of options for various assessment tools, conscientiously make up control and measurement materials for the subjects of the IAS curriculum and do not assign themselves the authorship of ideas, technologies, techniques, methods of teaching and education;
- Use various technical capabilities (including software and hardware complexes on the Internet such as "ANTIPLAGIAT") to exclude cases of violation of the principles of academic dishonesty by all participants in educational relations;
- Do not assign authorship to the scripts of open events, open lessons, quoting references from sources of genuine authorship.

Parents (legal representatives) of IAS students:

- Trust their children, administration, teachers, and caregivers;
- Support the independence of children in the performance of homework, project work, research activities;
- Promote compliance with the Academic Integrity Policy;
- Actively communicate with teachers and staff;
- Attend events on Academic Integrity at the IAS;
- Make suggestions and recommendations to improve the implementation of the principles of Academic Integrity in the IAS;
- Do not allow children to copy other people's works, use cheat sheets and assign other people's ideas, developments and inventions to themselves.
- Foster a culture of respect for copyright and intellectual property in their children.

4.3. Age-appropriate guidance on expected behavior for IB DP students:

Students will:

- Be honest and truthful
- Be less dependent on the steady intervention of teachers and parents
- Use time-management and self-management strategies to get best work in on time
- Do work thoroughly, honestly and reliably
- Cite sources always; demonstrate high-quality performance of assignments without authorship violation;

- Understand that teachers have access to and will be using plagiarism detection technologies
- Take responsibility for every action
- Know how to admit mistakes
- Contribute equally to the work of a group in collaborative assignments
- Be able to find reliable sources
- Abide by exam rules
- Have the ability to evaluate their knowledge; independent determination and elimination of educational gaps

As young adults preparing for university studies or entry into the workforce, Diploma Programme students both enjoy the freedom and bear the responsibility of studying a course that emphasizes independence and self-reliance. DP students are, appropriately, less dependent than their primary and middle school counterparts on the steady intervention of teachers and parents checking to make sure that lessons are understood and assignments are completed on time. On the other hand, DP students experience a set of emotional pressures—the pressure to perform on summative assessments, the stress of the university admission process and time pressures—exerted by a system that can be seen to reward the individual’s end result over the work (individual or collective) required to get there. For academic honesty, this can mean that the idea of shared responsibility in the PYP and MYP for ensuring a piece of work is the student’s own risks becoming the sole responsibility of the DP student, should a case of academic misconduct arise (Carroll 2012). Thus, teaching and learning in the DP must develop the positive behaviours that students will need to demonstrate clearly that they complete their work carefully, honestly and authentically (International Baccalaureate Organization 2014: 16)

In their academic work, DP students develop research skills and study habits that are needed to demonstrate academic honesty in more formal ways than would be appropriate to expect of younger learners. DP students investigate and evaluate the usefulness of a greater variety of resources, and incorporate and reference them within oral and written presentations of increasingly complex formats. This level of rigour can present a challenge to students who certainly know right from wrong, but who may not possess the organizational and self-management skills to demonstrate clearly that their work meets a formal standard of academic honesty. All IB students understand the importance of acknowledging others because it is a central feature of the constructivist, inquiry-based approach promoted in all IB programmes; yet, in the DP, this requires the explicit teaching and learning of specific conventions accepted in a community of learners for being transparent about the use of ideas and work of others—note making, in-text citation and the preparation of a bibliography, to name but a few examples (Carroll 2012: 5–6; International Baccalaureate Organization 2014: 16).

4.4. Measures we need to take to ensure that students follow the policy of academic integrity

Responsibility of school management

Academic integrity is introduced in the learning process as an integral part and is the goal of the entire school community. Maintaining an enabling environment in which academic integrity is understood and adhered to is a key task of school administration.

The school management is implementing a set of measures to encourage members of the school community to adhere to the values of mutual respect and trust, in which everyone understands their equal responsibility for maintaining the principles of academic integrity.

The same understanding of the principles of academic integrity is one of the most important tasks of the school leadership; any new member of the team and all incoming students must begin with the same understanding of principles and must be aware of the value and benefits of honest teaching in the same way as the rest of the school community.

Thus, creating and maintaining a culture of academic integrity includes the following key elements:

- School leadership creating and communicating the policy of academic integrity;
- IB teachers who teach and communicate the principles to students;
- Overall responsibility for enforcing and maintaining the school's policy of academic integrity, involving the general public in the process, including students, their parents or official representatives.

Focusing on the process of managing academic integrity and an incident involving school students and a team of teachers, school management, together with other participants in the educational process, develops an Academic Integrity Policy and coordinates activities for its regular revision and supplementation, as well as through relevant documents, events, attitudes and educational environment provides a common and identical understanding of:

- Policies of academic integrity (honesty) by all participants in the educational process, including students, parents or legal representatives of students, teachers, and school support services;
- Academic misconduct by all participants in the educational process, including students, parents or legal representatives of students, teachers and school support services;
- The consequences that occur in the event of academic misconduct by all participants in the educational process, including students, parents or legal representatives of students, teachers and school support services;
- Responsibility in case of involvement in the event of unfair academic behavior, assigned to all participants in the educational process, including students, parents or legal representatives of students, teachers and school support services.

The administration and the school community support IB in any investigation into events of academic misconduct on the part of the school's students, as well as events of academic misconduct or misadministration by members of the school's administration.

Responsibilities of International Baccalaureate Program Coordinators

The Program Coordinator, being responsible for all educational management processes within the IB Diploma Program, monitors all cases of academic misconduct. He is also responsible for:

- Adequate and uniform application of the School and IB Academic Integrity Policies;
- Storage of examination materials in accordance with IB regulations;

- Ensuring that teachers, students, their parents, and officials receive a copy of, read, and understand the School's Academic Integrity (Honesty) Policy;
- Informing the school administration or the IB of all events and suspicions of academic misconduct or administrative violations related to academic integrity;
- Participate in the investigation of all events and allegations of academic misconduct or misconduct in accordance with school and IB policies.

Responsibility of the pedagogical and non-pedagogical staff of the school

Teachers, class teachers, teachers-organizers, a librarian are the main conductors of academic honesty during the educational process and any action carried out within its framework. They evaluate student behavior in terms of academic integrity and work to find reasons why students may not follow the requirements of academic integrity.

Focusing on working in accordance with the principles of academic integrity, IB educators and the librarian work as a team with the IB Program Coordinator, demonstrate by personal example the principles of academic integrity during the implementation of all forms of activity, conduct appropriate activities in cooperation with other members of the school community, and are responsible for ensuring that what:

- Students fully understand the expectations of the management related to the subject (goals and objectives of the subject, assessment criteria, explanation of tasks, assessment procedure);
- Students understand what constitutes academic misconduct and what the consequences may be;
- For students, the load is planned, with which they are able to cope in accordance with the principles of academic honesty;
- Student work signed, saved and uploaded to the system in a manner consistent with IB requirements;
- Students correctly organize cross-references to each other's work when performing group work and clearly indicate the boundaries of their own contribution to the final product of joint work;
- In response to dishonest behavior, appropriate sanctions arise;
- Organized and carefully planned work is carried out to develop ATL skills, in particular, information and media literacy and self-organization both in the classroom and in extracurricular activities;
- Students have a clear understanding of the rules of academic writing.

Student Responsibility

Students, as well as other members of the school community, should work to develop the qualities of the IB student profile. From an early age, students should be aware of what behavior is right and what violates established rules and norms. Thus, all students enrolled in the IB program must be honest, responsible, ethical in their research and other thinking activities.

Deeply aware and knowing all aspects of academic integrity (honesty), students are responsible for:

- Full understanding of school and IB policies;
- Their timely response to the violation of the principles of academic honesty by other participants in the educational process;
- Honest and maximum quality performance of all assignments, control and examination papers;
- Providing references to all sources used in each of the papers submitted as part of the IB assessment in written, oral or in the form of works of art;
- Use of unauthorized assistance when completing or editing work from other members of the educational process, including friends, relatives, other students, tutors, supervisors, etc., as well as from sites for the exchange of finished works, social networks, etc.;
- Refraining from inappropriate assistance to other students in the performance of their work;
- Responsible use of the Internet and social networks and media.

Responsibility of parents and legal representatives

Parents and legal representatives must:

- Familiarize yourself with the school's academic integrity policy and be aware of the consequences if it is violated;
- Encourage your child to seek advice from teachers if they are having difficulty doing work;
- help your child maintain a balance between school and extracurricular activities;
- establish stable contact with the school in order to understand the requirements of the Diploma Program and the expectations of students;
- support the child, while being aware that only the child is responsible for the work performed;
- attend school events dedicated to discussing issues related to academic integrity;
- before entering the program and immediately before the examination session to review the information to listen to the expectations of the IB in relation to academic integrity and the consequences in case of violation of it;
- encourage the child to follow the policy of academic integrity when working from home;
- demonstrate by own example compliance with the values outlined in this document.

5. Final Regulations

5.1. For violation of the principles of Academic Integrity (Subclause 4.1.1-Subclause 4.1.5) and the rules of application of the basic principles of the Academic Integrity in the IAS (Subclause 4.2), the violating participants of educational relations are held responsible as follows:

- students, in accordance with Article 43 of the Federal Law of 29.12.2012 N 273-ФЗ “On Education in the Russian Federation” following the decision of the Pedagogical Council;
- teachers and employees, in accordance with Article 192 of the Labor Code of the Russian Federation of 30.12.2001, No. 197-ФЗ, via an internal investigation.

5.2. This Regulation, in accordance with the established procedure, is agreed upon with the whole-school Parent Committee of the IAS as well as the whole-school Student Council the IAS, which is then adopted by the Pedagogical Council of the IAS and comes into force after its approval by the order of the director of the IAS.

5.3. Amendments and additions to this Regulation are made by preparing an additional enclosure draft document, approving it with the whole-school Parent Committee of the IAS as well as the whole-school Student Council of the IAS, which is then adopted by the Pedagogical Council of the IAS and comes into force after its approval by the order of the director of the IAS.

5.4. This Regulation is published on the IAS official website.

5.5. Disputes are regulated by the internal local regulations of the Russian Federation and in accordance with the legislation of the Russian Federation.

6. Scenarios and/or frequently asked questions (FAQs)

Academic integrity touches on a wide range of academic activities. Plagiarism is definitely one of the most common examples of academic fraud. Academic fraud also includes, among other things, unauthorized collaboration on individual work, buying papers online, reusing an assignment (yours or someone else's), falsifying or inventing data, falsifying records and helping someone commit academic fraud.

The Academic Integrity Honesty defines plagiarism as knowingly presenting another's ideas or phrasings as one's own without proper acknowledgement. Examples include: copying and pasting from the internet, a printed source or other resource without proper acknowledgement; copying from another Student; using direct quotations or large sections of paraphrased material in an assignment without proper acknowledgement; submitting the same piece of work in more than one course without the permission of the teacher(s).

Some of the less obvious forms of cheating include:

- Submitting the same original work in two or more subjects.
- Collaborating with one or more individuals when collaborative work has not been expressly authorized by the teacher.
- Falsifying or tampering with results in lab experiments or research assignments.
- Communicating with student(s) during an unsupervised online test.
- Bringing unauthorized electronic devices (e.g. cellphone, tablet, etc.) into an exam.
- Text messaging answers during exams.
- Sharing answers as a group – or unauthorized collaboration.
- Buying papers online.
- Selling/buying exam papers and answer sheets.
- Taking someone else's essay/paper and retyping it and submitting it as your own.
- Padding a bibliography with sources you did not use.

Working collaboratively is cheating unless the faculty member/ instructor has expressly authorized collaborative work. If you are unclear about whether or to what extent working with others is permitted, check with your instructor. (e.g. sometimes the teacher allows Students to work together to talk about problems, but Students are expected to work on their solutions independently.)

If you are unsure, it is your responsibility to consult with the teacher for guidance. Claiming that you weren't sure is not an adequate defense for a charge of plagiarism, cheating or any breach of Academic Integrity.

- **Procedures—reporting, recording and monitoring**

IAS keeps central records of each situation and the consequences; while each incident may be treated on a case-by-case basis by the teachers themselves, or by a senior administrator or panel if serious enough.

- **The rights of the student and responsibilities**

Students who are subject to an allegation of an Integrity Violation have the right to have such allegations handled according to the principles of procedural fairness.

Students have a responsibility to meet the highest standards of Academic Integrity as set out in this policy.

Students must not commit academic frauds.

- **Recommended citation style plus how it's taught**

The librarian and teachers play the important role in helping with bibliography, quote, citation, referencing, searching Internet for sources, assessing validity of sources, information literacy, online access to index and articles of recommended scientific journals.

- **IAS preferred referencing standard**

In IAS the most preferred referencing standard is the **APA** (American Psychological Association) system.

Full information can be found here: <https://libraryguides.vu.edu.au/apa-referencing/7StandardsPatents>



- **Appeal procedure**

Every student has the right to a fair hearing. Any student who faces course and/or Academic Integrity Policy sanctions may appeal by initiating a Formal Academic Appeal.

Report of an academic integrity violation shall not be overturned unless there is clear and convincing proof that the instructor's assessment was arbitrary and/or capricious and unfair to the student.

The student may also contact school's IB DP Coordinator. As a neutral party, the Ombudsperson is responsible for helping a student understand and navigate the appeals process and ensuring that a student receives due process.

Note: Parts of this document are modifications of policies currently used by IB Schools around the world.

Rules and Sanctions

Misconduct on internal school assignments will be met with the following sanctions:

1st Offense: Teacher meets with the student to discuss the reasons for the misconduct and may reduce credit for the assignment and/or mandate resubmission, depending on the extent and type of misconduct committed. The misconduct is made known to the IB Coordinator, other IB teachers and student counsellors through internal mail.

2nd Offense: Student receives no credit for the assignment and has a mandatory workshop with the IB Librarian intended as an opportunity for the student to learn how to work correctly with materials created by others, the Internet, for example. The IB Coordinator is informed as per above.

3rd Offense: A formal warning is issued. The student meets with the IB Coordinator to discuss possible withdrawal from the exam in the subject and, depending on the nature of the misconduct, whether further action is necessary up to, and including, expulsion from school.

All misconduct on official IB assessments (IAs and externally assessed work) will be handled in accordance with IB regulations. These are detailed on page 23 in the IB Academic Integrity Policy. (IBO.org, Academic Integrity 2020) The school will report the potential misconduct to the IBO, who will review the evidence and determine if an investigation is warranted. If it is, the school will collect evidence and present it to the IB panel for a decision.

Although there are many possible forms of misconduct (see Appendix 2.2 of the Academic Integrity Policy), there are only three possible penalties if misconduct is determined. The mildest, Level 1, is that a warning letter is sent to the student. This is reserved for unintentional offenses where honest mistakes were made. The Level 2 penalty is a mark of 0 for the specific component. Examples of this are allowing your work to be copied by another, submitting a written assignment which was heavily edited by third party, or being in possession of unauthorized material at the end of an exam session. The Level 3 penalties are for the most flagrant violations and result in no grade for the entire subject (which makes it impossible to receive the diploma).

All students will be fully informed of the relevant regulations before IB exams, and a series of questions asked by the invigilator at the beginning of each exam is designed to prevent any accidental transgressions.

Administration

The first time a student is found to violate the Academic Honesty Policy, that initial incident is used as a teachable moment, and the student and his/her parents meet with the Administrative Leadership Team (ALT) and Discipline Committee to ensure that the students understand the importance of academic honesty as well as all of the seriousness of academic dishonesty. During this meeting, the following items are addressed:

- IAS' Academic Integrity Policy
- The meaning of and examples of authentic authorship, intellectual property, and academic honesty
- The different ways that one's intellectual property rights can be respected
- How work can be correctly referenced in pieces
- The consequences of academic dishonesty and the steps that will be taken should the student be found to display academic dishonesty in his/her future academic career at the school.

Faculty

All teachers are required to promote and develop academic honesty and integrity at IAS. Teachers in all subject groups are required to explicitly teach and model academic honesty in and across disciplines. In addition to displaying moral, ethical behavior themselves, teachers must work to ensure that skills connected to principled, academic integrity are developed in their classes.

Relevant skills include:

- Using trusted sources to conduct research
- Employing writing strategies that demonstrate authentic authorship
- Using citations in the proper citation style as requested for the assessment task (MLA, APA, Chicago) to acknowledge others' intellectual property
- Synthesizing time-management and collaboration skills to meet deadlines.
- Teachers may develop relevant ATL skills with students in various manners, including:
 - Explicit teaching research procedures and citation styles
 - Providing task sheets that explicitly explain all assessment requirements for formative and summative tasks
 - Sharing exemplary pieces of work that exemplify academic integrity
 - Providing resources that will aid students in understanding how to cite sources properly (See Citation Resources)

All teachers are expected to consistently follow the Academic Integrity Policy, reporting any incidents to the ALT, whether those incidents be detected or merely suspected.

Students

Students should exhibit all behaviors outlined in IAS' Academic Integrity Policy, acting in the following manner:

- Acknowledging the Work of Others: Students must properly cite and give credit to those whose intellectual property they are using for their assignments. Students are encouraged to always ask teachers for help or clarification if they feel that their work might be infringing on the intellectual property rights of others.
- Upholding the Values of Fairness and Honesty: Students should always conduct themselves fairly that not only exhibits, but also advocates for the just treatment of all. Students are expected to avoid instances of cheating and collusion and report infractions of these expectations to their teachers.
- Reporting Violations of the Academic Integrity Policy: Students should exhibit principled behavior and report incidents to teachers in which their peers are not displaying academic integrity or incidents in which they suspect that their peers are not displaying academic integrity.
- Acknowledging and Accepting the Consequences of Their Actions: Should a student be found to have breached IAS' Academic Integrity Policy, he/she must take ownership of and responsibility for his/her actions. Students should reflect on and use the incident as a learning experience that will shape their academic career and guide them towards always exhibiting integrity and honesty in the work they do in school and life.

Parents/Representatives/Families

Parents/ representatives and family members of students should always work to support their children as much as possible in displaying principled behavior in all work they do. Parents/ representatives are expected to encourage students to follow the Academic Integrity Policy and the ideas outlined there in. Parents/ representatives should not under any circumstances complete work for their child(ren) and/or encourage them to submit parent work and pass it off as their own. This includes small

homework assignments, formative and summative tasks, as well as OESA and personal project work. This is considered plagiarism on the part of the student and collusion by the parent. Should parents/representatives complete work for their child(ren), students will neither gain the knowledge, skills, and understanding teachers intended nor understand the importance of academic honesty in life.

Recommended Research & Citation Resources

The following resources are recommended for research and citation purposes. Using these tools effectively will allow students to demonstrate their integrity and show academic honesty. IAS encourages all students to learn how to properly cite in lieu of using websites that generate citations automatically; they may, however, use citation generators and then check the work to ensure that it aligns with the requirements of the citation style needed for the task at hand.

EBSCOhost <https://search.ebscohost.com/>

- EBSCOhost provides research databases with trustworthy, credible sources that students, parents and teachers of the school may use for research. IAS has an EBSCOhost subscription for the Middle Online Package as well as Explora for both Primary and Secondary schools.
Purdue University Online Writing Lab (OWL) - <https://owl.english.purdue.edu/>
- Purdue's OWL is a helpful resource that can be used to learn how to properly cite information in MLA and APA styles.
MLA Style Manual - <https://www.mla.org/MLA-Style/What-s-New-in-the-Eighth-Edition>
- Because our school's agreed upon citation style is MLA, the MLA's website with updates about the 8th edition changes can be helpful in generating proper citations.

Free Citation Sources

- IAS recommends several free citation sites that can help students properly cite and give credit for the work of others in proper format.
 - Citation Machine - <http://citationmachine.net>
 - Easy Bib - <http://www.easybib.com/>
 - WorksCited4U - <http://www.workscited4u.com>

When you review the document, please add information on the following aspects:

- Measures taken to provide education and support

- Age-appropriate guidance on expected behaviors/examples of good practice counterbalanced with examples of poor or unacceptable practice
- Scenarios and/or frequently asked questions (FAQs)
- Procedures—reporting, recording and monitoring
- The rights of the student
- Consequences of academic misconduct/remedial action/penalty tariff/follow up/consequences of misconduct in external assessments
- Recommended citation style plus how it's taught
- Appeal procedure

Please refer to the Academic Integrity document that can be found on the PRC. Please let me know if you need help locating it.

7. Policy Development

The Admissions Policy was originally developed by the Department of International Baccalaureate IAS and published in March 2022.

This Policy was revised by the Head Teacher of the IAS, Deputy directors, agreed by the IAS Student Council and the IAS school parent council in the Spring of 2022. In March, it was agreed by the IAS teachers' council.

The final version of the Admissions policy was approved by the Head Teacher of the IAS on March 30, 2022.

The Policy is scheduled for its next review in 2024-2025. This timeline may be adjusted if needed.

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