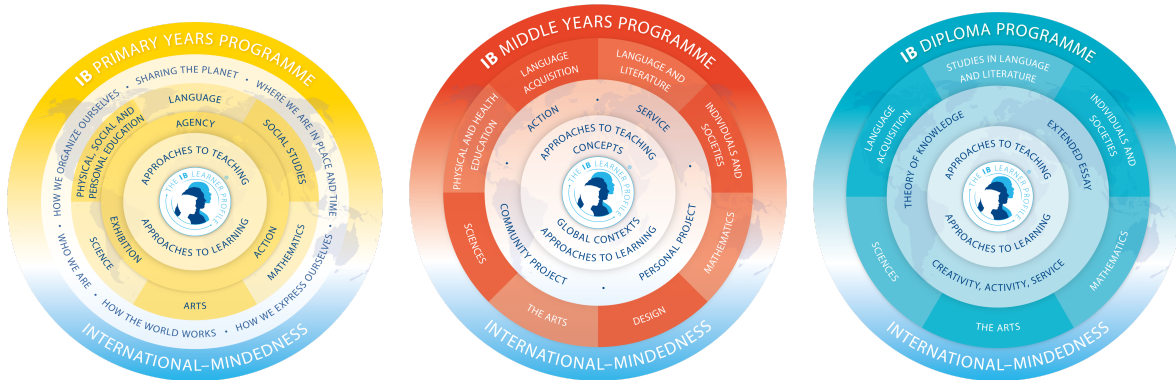


ISB Academic Integrity Policy



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 behavior in the production of legitimate, authentic and honest scholarly work.
(IB Academic integrity, 2019)

The International School of Belgrade (ISB), an IB World school, recognizes and supports the principles of Academic Integrity. ISB values these principles as a responsibility of the whole community.

ISB community members act according to the school mission and vision, by respecting the school's Core values of Responsibility, Respect, Empathy and Integrity. In alignment with the IB philosophy (**Lifelong learners 0402-04.1**) academic integrity serves the purpose of:

- Developing respect for others
 - Maintaining fairness
 - Maintaining trust and credibility
- (IB Academic integrity, 2019)

The school is strongly committed to upholding academic integrity as one of the essential principles of its academic programs. Academic integrity is grounded in the **IB learner profile and Approaches to learning skills**, such as academic writing, research and citation skills, that all together enable learners to learn in an honest way and help them understand the importance of academic integrity in both their academic attitudes and life.

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ISB addresses all incidences of academic misconduct that are a *“deliberate or inadvertent behavior having the potential to result in the student gaining an unfair advantage in one or more components of assessment.”* (IB Academic integrity, 2019)

Investigation of student academic misconduct cases during the course work, will be done according to the ISB MYP and DP tracking procedure steps aligned with this policy. **(appendix Academic integrity MYP & DP Tracking Procedures.)** While approaching suspected malpractice situations, there will be differences with regards to developmentally appropriate consequences, for younger MYP students compared to DP students.

ISB submits student work to the IB system for examination or moderation, after submitting student work to turnitin.com, and after authentication of student work by the subject teacher. If at any point of external examination, the IB suspects a malpractice, the school will follow IB guidelines and procedures in investigating the academic misconduct case. **(Lifelong learners 0402-04-0100)**

ISB believes that good academic practice requires

- explicit focus and practice of ATL Research and Critical thinking skills;
- explicit focus and practice of academic writing skills;
- explicit focus and practice of self-management skills

ISB supports good practice in all of its programs:

In PYP years – the school and teachers encourage academic integrity by

- Ensuring the school community understands the value of academic integrity
- Designing assessments that value the learning process and not only the result
- Teaching skills to acknowledge the work of others

In MYP years – the school and teachers encourage academic integrity by

- Ensuring the school community understands the AI policy;
- Strengthening vertical planning and curriculum alignment;
- Focusing and providing opportunities for practice of information literacy, media literacy and self-management skills;

In DP years - the school and teachers encourage academic integrity by

- Nominating a referencing system for formal citation;
- Teaching academic writing skills, and providing students with detailed guidance of academic writing and referencing systems;
- Monitoring the writing process;
- Invite students to seek for clarification when unsure

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succeed and contribute positively to society.”

- Support students to develop their self-management strategies to avoid procrastination and divide tasks into smaller and manageable tasks

The community stakeholders have certain rights and responsibilities with regards to this essential principle:

ISB learners –

- Are aware in advance of expectations, assessment / exam schedule, timelines and deadlines;
- Acknowledge other people’s work and ideas that are not their own, and appropriately cite all sources.

ISB families

- Are aware of students’ assessment /exam schedule;
- Ensure that students are supported beyond school hours to study appropriately;
- Support school policies and procedures for academic integrity;
- Discuss and reinforce good practice.

ISB faculty

- Provide explicit instruction on research skills, citations and referencing
- Focus on clarity when guiding students
- Focus on explicitly teaching the skills, and not on policing the application of the rules, with a responsibility to be fair and equitable to all learners
- Faculty is encouraged to develop and assign open ended tasks that require focus and development of creative thinking skills
- Use and follow the steps as determined by the academic integrity tracking document for MYP and DP students
- Use the school’s SIS to keep records and documents of the cases
- Discuss and share good practice through staff development
- Determine if the infringement represents malpractice
- Check work on Turnitin.com, or other plagiarism detection software
- Treat all breaches as serious, and apply consequences that reflect the learners’ developing understanding of how to respect academic integrity and avoid any case of malpractice.

ISB faculty supports learners, by helping them develop **time-management and self-management strategies**, guide them regarding citations and referencing, and invite learners to seek for clarification when in doubt. **(Lifelong learners, 0402-04-03)**

ISB faculty uses different strategies to identify potential cases of misconduct, and use turnitin.com software to check the originality of written work. They follow the school's

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Academic integrity flow chart steps, from the *Academic Integrity MYP & DP Tracking Procedures*.

Reports from Turnitin.com are analyzed, besides the similarity percentages, and are shared with learners and relevant teachers.

Malpractice is defined by the IB as behavior that *“results in, or may result in, a student gaining an unfair advantage in assessment”*.

A DP learner not respecting these principles will be treated under *the Academic Integrity DP Tracking Procedures (appendix)*

Malpractice includes, but is not limited to the following examples:

- *COLLUSION – when a learner deliberately allows his/her own work to be copied or submitted by another learner.*
- *DUPLICATION of WORK – when a learner presents the same work for different assessment components for diploma or school requirements, when it is contrary to the regulations of the school or the IB.*
- *UNFAIR PRACTICE – some examples are: taking unauthorized material into an examination room; misconduct during an examination, obtaining unauthorized access to examination material, the use of calculator or other means of arriving at an answer when this is precluded in the syllabus; disruptive behavior in the examination room*
- *PLAGIARISM - In an instructional setting, plagiarism occurs when a learner deliberately uses someone else’s language, ideas or other original (not common knowledge) material without acknowledging the source.*

Defining and avoiding plagiarism: (such discussions conflate plagiarism and misuse of sources)

- Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source;
- Carelessly or inadequately citing ideas and words borrowed from another source

A learner who attempts to identify and credit his/her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

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Tips for learners from the Council of Writing Program Administrators
<http://www.wpcouncil.org>

A message to all learners:

(From the “Introduction” of Writing with Sources – A Guide for Harvard Students)

Acknowledging or documenting your sources, by citing, not only marks you as a fair and generous person, but it also makes your argument stronger. You cite a source by making a notation in your paper that refers your reader to a place where you provide publication data for the source, which allows your readers to find in it what you have found. Citing sources both protects and bolsters your argument. Your citation says to a reader: “Here is where I found this idea, these words, of this information. Here you can verify the summary of the idea I am giving you or find the context for the words I have quoted – in case you wish to check on them or pursue the matter yourself.” And it often says, “this person deserves the credit for these thoughts or words; I hereby acknowledge my indebtedness.” But it also says, “this learned scholar has found this to be so; it’s not just my idiosyncratic opinion or blithe assumption.” Acknowledging your sources is therefore at once an obligation, a service, and an advantage.¹

- MLA referencing format is taught at ISB and expected to be used consistently by High School learners in their assignments.
- High School learners are expected to submit their assignments to www.turnitin.com.

¹ Harvey, Gordon. *Writing with Sources: A Guide for Harvard Students*. Indianapolis/Cambridge: Hackett Publishing Company, Inc., 1995

ISB uses the following IB documentation:

- **Academic integrity, 2019**
- **Diploma Programme: Secure storage of confidential IB examinations material booklet, 2020;**
- **The conduct of IB Diploma Programme examinations**
- **Diploma Programme Assessment procedures (annually revised)**
- **IB Programme standards and practices 2020**
- **MYP, DP subject guides**
- **General regulations: PYP, MYP, DP**
- **MYP: From Principles into Practice (2014)**
- **DP: From Principles into Practice (2015)**

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