International School Rheintal

Academic Integrity Policy

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International School Rheintal

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ISR Guiding Statements

International School Rheintal Vision

ISR is the school of choice in the Alpen Rheintal region providing a high quality international education in English for students from Kindergarten to Grade 12, inspiring international-mindedness, academic and personal excellence and responsible engagement.

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International School Rheintal Mission

ISR is a supportive, challenging and student-centred environment. We encourage each student to reach their potential whilst promoting international-mindedness, empathy and life-long learning. Through teamwork and individual endeavours, members of the school community should:

- Respect and take responsibility for themselves, others and the environment
- Appreciate and respect diversity
- Think critically
- Reflect thoughtfully
- Communicate effectively
- Celebrate success

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Purpose and Scope

This policy aims to set out overarching principles, guidelines and expectations for all members of the school community with regards to academic integrity, and must be read in conjunction with the IB's *Academic Integrity Policy*, and other relevant documents such as the school's PYP, MYP or DP Handbook that set out procedure in greater detail.

This policy is intended for all stakeholders in the school community: students, teachers and parents. It covers key terms related to academic integrity, expectations and responsibilities, and the principles that guide the school if it is suspected that a student has not upheld academic integrity.

Academic integrity is the foundation of any academic community, and an important part of the spirit of ISR. Integrity in all aspects of life, including the academic area, is implicit in our Guiding Statements, and being "principled" is one of the IB's Learner Profile attributes. Academic integrity is not simply a set of skills to be learned, but rather an underlying ethos embedded in the school's culture. No matter the latest technology, we expect all members of the school to demonstrate academic integrity, and adhere to the guidelines laid out in this document.

Staff model and teach good practice with regards to academic integrity, giving clear guidelines and setting age-appropriate expectations. Students adhere to these guidelines and expectations, and parents understand and support them and their underlying principles.

Academic integrity requires that work submitted by a student is their own. It should reflect the true knowledge and efforts of the student, so that there can be fair and accurate assessment of the student's progress, and meaningful feedback that allows the student to grow as a learner.

In summary, our stance is the same as the IB's: we expect our students to be "content creators, not content imitators".

Definitions of Key Terms for Academic Integrity

In order to uphold academic integrity, it is important that school community members have an understanding of the various terms associated with it.

Academic integrity: a choice to behave in a moral and ethical way in the academic world, committing to values such as honesty, fairness, responsibility and respect and deliberately avoiding any kind of academic misconduct or malpractice.

Bibliography / works cited / references: A list of sources viewed during the research process and used directly or indirectly in the work

Cheating: The use or attempted use of unauthorized assistance during an examination, or on a class assignment, homework or other piece of work:

- Copying answers from another student's examination or work, with or without that person's consent.
- Providing or allowing work to be copied (collusion).
- Communicating in any way with another student or a third party during an assessment or examination without the permission of the teacher / invigilator.
- Using unauthorized materials or devices of any kind during an assessment or examination without the permission of the teacher / invigilator.
- Obtaining and/or reading a copy of an assessment or examination before it takes place, without the permission of the teacher / invigilator.
- Collaborating with other students or third parties on any assessment, examination or assignment, whether at school or at home, without the permission of the teacher.

Collaboration: Sharing ideas or work to complete a task.

Collusion: Supporting or assisting with another student's academic malpractice:

- Writing a paper or other project for another student.
- Allowing one's work to be copied by another student.
- Assisting another student on any kind of work or assessment if one knows or suspects such assistance is not authorized.
- Sharing information regarding assessment contents and questions with other students.

Duplication of work: Presenting the same work for different assessments, courses or components, such as submitting a piece of work in more than one course or class for a grade.

Fabrication: The creation of false data or sources:

- Fabrication of data: inventing or falsifying the data of a laboratory experiment, data collection, CAS (Creativity, Activity, Service) element, or other project.
- Fabrication of a citation: inventing a fake reference or source for a piece of research.
- Alteration of an assignment: altering a graded assessment, examination or other piece of work and resubmitting it in order to claim an error in grading.

Giving credit / acknowledging: Informing the reader / audience about the source of ideas or information used.

Group work: A task where two or more students collaborate.

Individual work: A task completed alone and independently.

Intellectual property: Ideas or work that result from original creative thought.

In-text citation: A short indication in the text that the information comes from a source.

Malpractice / misconduct: Any behaviour, deliberate or inadvertent, that could or does result in a student or group of students gaining unfair advantages in academic work (such as plagiarism, collusion, duplication of work, cheating, and falsifying data or work), or that could or does affect the results of another student (such as disturbing others in an examination, taking unauthorized material into an examination room, or disclosing or discussing the content of an exam paper within 24 hours of the end of the exam).

Paraphrasing: Rewriting a text keeping the main ideas but using one's own words

Plagiarism: Deliberately or inadvertently representing the ideas or work of another person as one's own:

- Submitting as one's own work something that was created entirely or partially by someone else.
- Failure to use quotation marks to signal the use of another person's exact words.
- Failure to identify (cite) the source of quotations, paraphrases, or ideas and information that are not common knowledge. Sources can be unpublished as well as published items of any media-type; texts; nonverbal work such as artworks or mathematical proofs; and people including other students, friends, and relatives.

School maladministration: An action by the school, or person associated with it, that breaks IB rules or regulations and could affect the integrity of assessments or examinations.

Source: The origin of a piece of information or idea.

Expectations and Responsibilities

Clear guidelines about the teaching, learning, meaning and terminology of academic integrity, together with agreements made by members of the school community, create a common understanding of ethos and expectations. This is of particular importance in an international school setting, with its diverse cultural perspectives and language differences.

It should be noted that the school follows the Modern Language Association (MLA) style guide for referencing sources. However, other standard methods are also acceptable, depending on context, if applied consistently.

Student Responsibilities

To honour academic integrity, students:

- Know and understand the importance of academic integrity, what it involves, and how to uphold it.
- Take full responsibility for their own work.
- Understand the proper ways of acknowledging the original authorship of works, information or ideas.
- Ensure that all work they submit is completely and authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Take ownership of their learning by asking for clarification or help when needed.
- Are aware of and adhere to all school deadlines.
- Understand and follow the rules relating to proper conduct of examinations.
- Understand the principles, definitions and consequences of academic misconduct.

Teacher Responsibilities

To honour academic integrity, teachers:

- Ensure that students are informed in an age-appropriate way of what constitutes academic integrity, how to uphold it, and how it benefits the learning process.
- Model and teach age-appropriate and subject-appropriate referencing skills, and give students opportunities to practise and consolidate these skills.
- Guide students towards using appropriate and reliable sources.

- Monitor students' work to ensure its integrity.
- Ensure students are fully aware of the consequences of academic misconduct, including, at MYP and DP level, the IB's sanctions and matrix of penalties.
- Know and comply with the IB's *Academic Integrity Policy* and all related documents such as *Effective Citing and Referencing*.
- Know and comply with all regulations and procedures for examinations, both internal and external.
- Design and organize classwork, homework and tests to minimize the opportunity for student misconduct.
- Structure assignments in such a way that the student's ideas and work can be followed and monitored as they develop.
- Formatively assess sources and acknowledgements throughout a student's assignment or piece of coursework.
- Where applicable, adhere to IB regulations on how much feedback can be given when and in what way.
- Advise the student, and the appropriate member of the Leadership Team if any kind of academic misconduct is suspected at any stage of a piece of work or examination.
- Ensure and confirm to the best of their ability that any student work submitted for external assessment is authentically the student's own.

Parent Responsibilities

To honour academic integrity, parents:

- Are familiar with the contents of this document.
- Play a role in supporting their child academically.
- Understand the need for academic integrity, and help their child to uphold it.
- Encourage their child to give credit to anyone who helps with any schoolwork done at home.
- Ensure that any work submitted remains authentically the work of their child and nobody else.

Academic Misconduct and Consequences

Investigation of Academic Misconduct

As an IB school we align with the IB's stance that the "main principle of a fair investigation is transparency", and follow the IB's guidelines for good practice in investigations. We ensure anyone under investigation receives all relevant information and evidence that the case is being based on, although this should be in an anonymous form if appropriate.

Members of the school Leadership Team conduct the investigation in an unbiased and discreet way, and communicate to those involved how long it could take and the likely consequences. In the case of disputes or unusual cases the matter may be referred to the Director. If evidence beyond a reasonable doubt is not available, the eventual decision will be made using subject expertise and a balance-of-probabilities approach.

Consequences

In the PYP and the lower MYP, lack of academic integrity is frequently a result of the lack of language or research skills, and so is often treated as a learning opportunity. The first submission can be considered a draft, and students are taught or re-taught the skills needed to rework the material for the final version. Teachers should use their discretion, and deal with initial cases in a constructive manner.

However, in the event that a student with proficient skills deliberately engages or participates in academic misconduct, or in the case of repeated incidences, consequences will be imposed.

It is important that students, teachers and parents are aware the IB has strict penalties for any kind of academic misconduct. These extend to disqualifying a student from a programme, barring them from moving into the next programme, and not allowing the award of qualifications such as the IB Diploma.

Therefore, in the upper MYP and in the DP, consequences of a more serious nature are imposed on academic misconduct, on a case-by-case basis and according to the guidelines and sanctions detailed in the relevant Programme Handbook.

Related Policies and Documents

ISR Acceptable Use Policy

Works Cited

IB Academic Integrity Policy 2025

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