



# **Bishkek International School**

## **Academic Integrity Policy**

Reviewed by the Management Board: June 2025  
Previous Review: August 2024

**Approved by the Governing Board: August 2025**

# Preface

## Mission, Policies, Handbooks and Regulations

The Mission of Bishkek International School is to enable our students to:

- Develop their intellectual curiosity and achieve their academic, sporting and creative potential;
- Be confident in their abilities and respectful of others;
- Learn about local and global issues and prepare to tackle common challenges.

In a school which:

- Delivers and celebrates excellent teaching for internationally accredited education;
- Values and demonstrates diversity and inclusivity;
- Promotes the well-being of the whole school community;
- Contributes positively to the development of the Kyrgyz Republic.

This policy is one of several policies, procedures and related documents that guide operations at Bishkek International School (BIS) and help to facilitate the achievement of our mission. The full list of relevant documents, prepared by the Management Board and approved by the Governing Board, comprises:

Policies:

1. Vision, Mission and Development Policy
2. Admissions Policy
3. Learning Diversity and Inclusion Policy
4. Counseling Policy
5. Language Policy
6. Academic Integrity Policy
7. Assessment Policy
8. Health & Safety Policy
9. Child Protection Policy
10. Educational Visits Policy
11. Ethics Policy
12. Environmental Policy
13. Accounting Policy

Handbooks:

1. Staff Handbook
2. Parents & Guardian Handbook
3. Student Handbook

All Governing Board members and all staff must be aware of each of these documents and their contents. All policy documents and handbooks are available to students and parents/guardians via the BIS website or provided in PDF form to parents/guardians on request. All policy documents and handbooks are reviewed and revised by the Management Board every year for approval by the Governing Board for the following academic year. All students, parents and staff are invited to send comments and suggest any changes to the Management Board at any time before the end of May each year for consideration for policies/handbooks for the next academic year.

Overall Governance of BIS is guided by the legal charter and various internal regulations. These are:

1. Legal Charter of 'Bishkek International School'
2. Regulations of the Governing Board
3. Regulations of the Parents Association
4. Regulations of the Advisory Council

# International Baccalaureate

BIS is an International Baccalaureate (IB) World School, offering the International Baccalaureate Diploma Programme (DP), the Middle Years Programme (MYP), and the Primary Years Programme (PYP). IB World Schools share a common philosophy and commitment to high quality, challenging, international education that BIS believes is important for our students. For more information about IB see [www.ibo.org](http://www.ibo.org)

## International Baccalaureate 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 programmes of international education and rigorous assessment. These programmes 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 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. 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. As IB learners we strive to be:

1. **Knowledgeable:** *We love learning new things. We explore concepts, ideas, and issues that have local and global significance. In doing so, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.*
2. **Thinkers:** *We think about everything and make good decisions. We exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.*
3. **Inquirers:** *We like to find out how things work and why they work this way. We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.*
4. **Caring:** *We care about other people and want to make them feel good. We show empathy, compassion, and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.*
5. **Principled:** *We are responsible for our own actions. We always try to do what is right. We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups, and communities. We take responsibility for our own actions and the consequences that accompany them.*
6. **Reflective:** *We think about what we have learnt and what we have done, to be better in future. We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.*
7. **Balanced:** *We have a balanced life with lots of learning, lots of activity, and lots of friends. We understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for ourselves and others.*
8. **Risk-Takers:** *We are not afraid of trying new things, and we are brave. We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.*
9. **Open-minded:** *We understand different cultures and different ways of doing things. We understand and appreciate our own cultures and personal history, and we are open to the perspectives, values, and traditions of other individuals and communities. I am accustomed to seeking and evaluating a range of points of view, and am willing to grow from the experience.*
10. **Communicators:** *We can speak in more than one language. We are good at working with others. We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively in collaboration with others.*

In BIS we also have an additional profile, which is essential for wellbeing and success:

11. **Resilient:** *The path may be difficult, but we will succeed. We are resilient and capable of overcoming any challenge that comes our way. We have the inner strength and determination to navigate through difficult times and emerge stronger than before.*

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## 1 Introduction

Academic integrity is an integral part of the BIS culture at all levels of the school and applies to all members of the community, including governors, staff, students, and parents. For the IB Diploma Programme, MYP Programme, and Cambridge IGCSE, academic integrity is taken extremely seriously by both the accrediting organisations and by BIS. Failure of any student to meet the standards set in this area will result in failure to achieve a grade in assessments and therefore failure to complete their course.

This Academic Integrity Policy draws heavily on the IBO publication [‘Academic Integrity Policy’, published October 2019, updated March 2025, including Appendix 6 on ‘Guidance on the use of AI Tools’](#). It is recommended that staff and students read this document.

This policy also draws on the IB Learner Profile attributes to be ‘Principled’ and ‘Reflective’:

**Principled:** Students are honest, fair, just and full of integrity. They strive to solve their own problems and to take responsibility for their own actions.

**Reflective:** Students reflect on their own learning. They are able to adjust for weaknesses and strengths.

Academic integrity refers to:

- Submission of original and reliable work;
- Full acknowledgement of the original authorship and ownership of creative material;
- Protection of all forms of intellectual property, including forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright;
- Proper conduct of examinations according to rules set by IB and Cambridge International Examinations.

The aims of this policy are to:

- Promote a culture that actively encourages academic integrity;
- Enable students to understand what constitutes academic integrity and dishonesty;
- Enable students to accurately acknowledge the ideas and work of others;
- Provide guidance on the review and investigative process for academic integrity;
- Make clear the consequences of misconduct.

All students and staff must fully adhere to the Academic Integrity Policy at all times as it applies to all assignments, ranging from simple homework to formal assessments.

This policy is reviewed and updated at least annually. Review is conducted by the Management Board and Programme Coordinators. Governing Board approval is required for any changes to the policy.

## 2 Misconduct leads to Disqualification

Misconduct is any behaviour that may lead to any student gaining an unfair advantage in any assessment. Misconduct can lead to disqualification from the IB Diploma Programme and/or Cambridge IGCSE examination, which includes any of the following practices:

- **Plagiarism:** The representation of the ideas or work of another person as one’s own idea or work;
- **Collusion:** Supporting misconduct by another person, e.g.: allowing one’s work to be copied or submitted for assessment by another person;
- **Making up data** for an assignment;
- **Duplication of work:** Submitting the same work for different parts of the IB DP required coursework, e.g.: for both the Extended Essay and an Internal Assessment in a subject area;
- **Falsifying a CAS record;**
- **Misconduct during an examination**, including:

- Failure to comply with the instructions of staff responsible for the examination;
- Possession of unauthorised material or attempting to refer to such material (mobile phone, notes, unauthorised calculator, unauthorised software, etc.);
- Attempting to disrupt the examination or distract another student;
- Copying the work of another student;
- Including offensive material in a script;
- Impersonating another student;
- 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.

### 3 How to Avoid Plagiarism

Plagiarism is taking another person's work, writing, artwork, graphics, music, data or ideas and presenting them as one's own. If a student fails to acknowledge the sources that they use in creating their work, this is plagiarism. Any plagiarism which is discovered will lead to a discipline process (found in the following sections), and, in the case of the IB Diploma Programme, may lead to disqualification.

Quoting other people's work is allowed provided students use quotation marks and references correctly. Paraphrasing is allowed, by using one's own words to present someone else's idea, but students must clearly acknowledge the source used by referencing according to [Harvard](#), the [Modern Languages Association \(MLA\)](#), the [American Psychological Association \(APA\)](#) or [Chicago](#) styles. The easiest way to avoid plagiarism is to honestly, accurately and clearly acknowledge all material used to produce one's work. Acknowledgement may be by reference in the body of the text and/or in footnotes and in a bibliography at the end.

All ideas and work of other persons must be acknowledged. This includes, but is not limited to:

- Reference to all books, journals, websites, and any other electronic media used;
- Reference to sources of all photographs, film, dance, music, performance or visual arts, maps, illustrations, software, data, graphs, audio-visuals, and other ideas used;
- Reference to the source of any material that is paraphrased;
- Use of quotation marks and references for all passages that are quoted verbatim from someone else's work.

BIS accepts the following styles to acknowledge sources:

- (i) Harvard referencing style: <https://www.bibguru.com/guides/harvard/>;
- (ii) Modern Languages Association (MLA) style: <https://www.mla.org/MLA-Style>;
- (iii) American Psychological Association (APA) style <https://apastyle.apa.org>; and
- (iv) the Chicago style [https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

Any assignment submitted for assessment must be internally consistent and use only one of these styles to acknowledge sources. To avoid confusion, all assignments must also specify which referencing style is used.

If a student is in any doubt about how to correctly use any reference system, they should seek clarification from the Librarian.

## 4 How to Avoid Collusion

Students are often permitted and sometimes encouraged to work together with other students i.e.: to collaborate. However, any final written individual assignment must be produced independently, even if work is based on the same data. This means that when students submit an individual assignment the introduction, content, data representation, conclusion and abstract or summary must be written in their own words. It must not be the same as another student's work even if students have worked together on one project. Presenting the same work or very similar work is collusion and will be penalised.

Even when students have not worked with another student on a project, if they allow their own independent work to be copied and/or presented by another student for assessment this is collusion and will be penalised.

### Use of online translation tools

Students are often asked to write in a language other than their primary language. Whilst students are encouraged to use dictionaries, thesauruses and other word reference materials to help them express their ideas in the target language, they should construct the main body of the text themselves. The use of online translation tools to translate whole texts is a breach of academic integrity as students are not expressing themselves in the target language using their own words. Presenting work that has been translated in its entirety (or piecemeal, section by section) will be penalised. The consequence of submitting translated work will be determined by the professional judgement of the classroom teacher; possible consequences include students redoing the work under supervision or, for repeat occurrences in assessed work, no grade being awarded.

### Use of Artificial Intelligence (AI) tools

Collaboration and critical thinking are encouraged through students working together with AI tools as co-creators, utilising the technology to enhance their understanding and creativity through the experimentation of it in a safe and supportive environment. Alongside this, critical thinking skills are taught to students to analyse the accuracy and relevance of AI-generated content to the learning objectives, and to evaluate what it can and cannot do in comparison to human beings, as well as the potential biases, limitations, and the importance of using AI responsibly. However, the use of Artificial Intelligence Large Language Models (AI LLMs) to create whole texts in assessments is a breach of academic integrity as students are not expressing themselves using their own words. Presenting work that has been created in its entirety (or piecemeal, section by section) will be penalised. The consequence of submitting AI generated work will be determined by the professional judgment of the classroom teacher and by using AI plagiarism detectors in Middle and High School. Possible consequences include students redoing the work under supervision or, for repeat occurrences in assessed work, no grade being awarded.

## 5 Academic Integrity in the MYP

As set out in '*MYP: From principles into practice*' (IBO: 2014), students in the MYP should be introduced to the meaning and significance of concepts related to academic integrity, in particular academic integrity and authenticity. Students must at least be made aware that forms of intellectual and creative expression (e.g. works of literature, art or music) must be respected and are normally protected by law.

Skills such as citing and referencing should be introduced as ATL skills to students in the MYP. The minimum information required in the MYP for identifying sources includes the name of the author, date of publication, title of source, and page numbers, as applicable.

MYP students who do not adhere to expectations of academic integrity in their work will be penalised. For

first offences, the teacher will discuss the importance of academic integrity with the student, invite them to re-do the work in question and inform the MYP Coordinator and Middle School Principal. The student should be warned that repeat offences may result in a zero grade for the work in question and an email to parents. In cases where students repeatedly do not adhere to academic integrity expectations, a meeting may be arranged with the student, their parents and the MYP Coordinator to discuss the issue and subsequent sanctions to be implemented.

## 6 Student Responsibility

### All students must:

1. Only submit their own personal authentic work for assessment. For example, work produced by the student in other languages and translated into the target language solely using an online translation tool should not be submitted.
2. Understand the difference between collaboration and collusion and not present work arrived at through a process of collusion.
3. Not makeup (fabricate) any data for an assignment.
4. Review their work before submission to identify any text, data, photographs, software and other material which requires acknowledgement.
5. Always fully acknowledge the ideas and words of others using the Harvard, APA, MLA or Chicago referencing system.
6. Comply with all internal school deadlines for assignments.
7. Use any available tools to identify potential plagiarism in their work in order to learn to avoid plagiarism and never to submit any plagiarised work for assessment.
8. Prove that all pieces of work are their own, and are not plagiarised, if a staff member suspects any academic dishonesty.
9. Accept any staff decision regarding authenticity of the assignment if they are unable to prove originality of the assignment to the satisfaction of the Programme Coordinator.
10. Obey the rules relating to proper conduct of examinations.

### All IB Diploma Programme students must:

1. Only provide honest and accurate accounts of CAS and other activities.
2. Not submit the same work for different parts of the IB DP required coursework e.g.: for both the Extended Essay and an Internal Assessment in a subject area.
3. Understand that academic integrity can be checked at any stage, including standard review by anti-plagiarism software used by the IBO after submission of assignments.
4. Understand that not only is academic integrity the best approach for life, it is also in their own interest to avoid any risk of being found guilty of misconduct and possible disqualification from the Diploma Programme.

## 7 Parent/Guardian Responsibilities

### For Grades 6-8

Parents/Guardians of MYP students should provide support by encouraging their children to ask their teachers for advice if they are having difficulties with their work, understanding the requirements of the MYP, and what is expected of students in terms of academic integrity, and ensuring that the student is responsible for their own work.

### For Grades 9-12

Parents/Guardians are responsible to read and understand this policy and to sign their agreement with this. For students in the programme, parents/guardians are responsible to encourage adherence to the policy and to support BIS in implementing the policy throughout Grades 9-12.

## 8 Staff Responsibility to Help Students to Follow the Academic Integrity Policy

The first responsibility of staff is to help students avoid any academic misconduct.

1. All Grade 6-8 teachers will ensure that:
  - Students understand the basic meaning and significance of concepts that relate to academic integrity, especially intellectual property and authenticity.
  - Students have opportunities to learn key ATL skills such as citing and referencing as part of their classroom studies.
  - Students are given opportunities to make mistakes and learn from them so that they are well prepared for further studies.
  - They are good role models for students, including the correct use of Harvard, MLA, APA, or Chicago citation conventions when providing any reference material to students.
2. All Grade 9-12 teachers will ensure that:
  - All students fully understand the Academic Integrity Policy.
  - The policy is consistently applied at all times, including any internal assignments.
  - Initial internal assignments are used to educate students on the Academic Integrity Policy, with a 'no-fault' process and no sanctions applied for internal assignments in the first month of the academic year in Grades 9, 10 and 11 only.
  - They are good role models for students, including the correct use of Harvard, MLA, APA, or Chicago citation conventions when providing any reference material to students.
3. The DP Coordinator, together with the Librarian and all Grade 11-12 teachers, will provide students with:
  - A workshop on the Academic Integrity Policy to all DP students in the first month of their enrolment.
  - An Academic Integrity Policy review workshop for DP students every academic term, to answer questions about the policy and to clearly inform how misconduct will be investigated and the consequences of being found guilty of misconduct.
  - Instructions on 'Conduct of Examinations' prior to both internal and external examinations and review them with students in a class about the examination process.

## 9 Staff Responsibility to Enforce the Academic Integrity Policy

All staff are responsible to ensure that all students are treated fairly and that the Academic Integrity Policy is enforced.

### 9.1 Summative assessments in Middle/High School (which do not form part of any external IGCSE or Diploma Award)

Summative assessments in MYP, IGCSE and DP (which do not form part of any external IGCSE or IB Diploma Award) include homework, classwork, and internal examinations. For these assessments, staff must follow these steps:

1. Check work for authenticity, including:
  - Changes in writing style or work which is too mature, too free of errors or not reflective of a student's observed academic ability;
  - Evidence of plagiarism revealed by computer analysis of the text;
  - Data that may not be authentic;
  - Work that has already been submitted for another assignment.
2. In case of doubt about authenticity, the student is told about the concerns.
3. If the student agrees that the work is not their own, the work may be withdrawn and resubmitted if this is a first offence and there is time to resubmit. For subsequent offences, resubmission will not be allowed. In all cases, sanctions will be applied as described below for first, second and third

offences.

4. If the student insists that the work is their own, the teacher will:
  - Report the concern about authenticity to the subject teacher and the relevant Programme Coordinator;
  - Provide a statement explaining why they doubt the authenticity of the work;
  - Ask the student to provide evidence that the work is their own by providing evidence of corrected drafts, or work of a similar style or standard completed earlier;
  - Provide all evidence to the relevant Programme Coordinator.
5. When evidence of suspected misconduct in assignments or examination conduct is received by the Programme Coordinator, the Coordinator will form a panel of up to 3 staff to review the evidence. The panel may interview the student and the teacher involved in assessment or invigilation. In case the panel decides that the concern is valid and that the student has not proven authenticity (or appropriate examination conduct in case of examinations) to the satisfaction of the panel, the panel will refuse to accept the work for assessment and implement the policy sanctions for first, second, or third offence.

## **9.2 Assignments which will be assessed as part of the IGCSE or IB Diploma Awards**

Wherever possible, any assignments to be submitted for assessment as part of the IGCSE or IB Diploma Award are first checked for authenticity before submission for assessment.

Staff must:

1. Check assignments for authenticity, including:
  - Changes in writing style or work which is too mature, too free of errors or not reflective of a student's observed academic ability;
  - Evidence of plagiarism revealed by computer analysis of the text using Turnitin;
  - Data that may not be authentic;
  - Work that has already been submitted for another coursework;
  - Accuracy of CAS records.
2. Use Turnitin to fully check all major coursework, including final versions of the Extended Essay and the TOK essay.

When a staff member is concerned about authenticity for any reason, the following steps are taken:

1. The student is told that there are doubts about the authorship of their work.
2. If the student agrees that the work is not their own, the work can be redone and resubmitted if this is a first offence and there is time to resubmit. If there is insufficient time or this is not the first offence, resubmission will not be allowed.
3. If the student insists that the work is their own, the teacher will:
  - Report the concern about authenticity to the subject teacher and the relevant Programme Coordinator;
  - Provide a statement explaining why they doubt the authenticity of the work;
  - Ask the student to provide evidence that the work is their own by providing evidence of corrected drafts, or work of a similar style or standard completed earlier;
  - Provide all evidence to the relevant Programme Coordinator.
4. When evidence of suspected misconduct in assignments is received by the relevant Programme Coordinator, the Coordinator will form a panel of 3 staff (normally including the High School Principal and the Head of School) to review the evidence. The panel may interview the student and the teacher involved in assessment or invigilation.
5. In case the panel decides that the concern is valid and that the student has not proven authenticity

to the satisfaction of the panel, the panel will:

- Allow one chance to revise and resubmit the work, provided it is completed in time to be reviewed again internally and then (if approved) submitted to the external examination body;
- In case of insufficient time at first submission, or in case of unproven authenticity at second submission, the following action will be taken:
  - If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement';
  - If plagiarism is significant in the IB Diploma (i.e. not minimal) the assignment will be given an 'F' grade, resulting in no grade being awarded for the subject concerned. This automatically means that no Diploma can be awarded.

6. The student may only dispute this grade by appealing to the relevant examination body directly.

In case academic dishonesty is detected after a student's work has been accepted or submitted for assessment to the external examination body, for the DP, the DP Coordinator will inform the IB Curriculum and Assessment (IBCA) office with information about the student and the academic dishonesty that has been detected. For IGCSE, the IGCSE Coordinator will inform Cambridge International Assessment Education, in accordance with their protocol.

### **9.3 Investigations overseen by the International Baccalaureate Organisation**

Investigations by the IBCA take place in any of these cases:

1. The Diploma Programme (DP) Coordinator informs IBCA that misconduct may have taken place during an examination.
2. An external examiner suspects misconduct and provides evidence to justify his or her suspicion.
3. An IB member of staff identifies examination material that may or may not be the authentic work of a student and provides evidence to justify his or her suspicion.

**When misconduct is suspected during an IB Diploma examination** the investigation may take the following form:

1. The student will be allowed to complete the examination in order to minimise disruption.
2. The examination invigilator will immediately inform the DP Coordinator, who will inform the High School Principal and Head of School as soon as possible.
3. The DP Coordinator will begin an investigation as soon as the examination ends. This will include interviewing the student and taking written statements from everyone involved, including the student.
4. The student's parents/guardians will be contacted if the student is under 18 years old. For students of 18 or older, parents will be contacted if the student agrees.
5. Full written statements will be submitted to the relevant section of the IB and shared with the student and their parents/guardians.
6. The student will be allowed to complete all other examinations in that Diploma session.
7. The IB will make the final decision about possible consequences, based on the written statements.

**When misconduct is detected by an external examiner (outside BIS) or by an IB member of staff,** the investigation may take the following form:

1. The head of examinations administration will inform the DP Coordinator in BIS that a student is being investigated for suspected misconduct.
2. The DP Coordinator informs the High School Principal and Head of School that a student is being

investigated.

3. Notification to the student and parents/guardians and investigation of possible misconduct normally takes place immediately but may be delayed until after the last written examination taken by the student, as decided by the Head of School, High School Principal and DP Coordinator.
4. The student's parents/guardians are informed by the Head of School for all students under 18 years old. Parents of older students will be informed if this is agreed with the student.
5. The conduct of the investigation is decided by the DP Coordinator but normally includes:
  - Giving the student a copy of the Regulations, highlighting articles about misconduct.
  - An interview with the student, with a relative or friend in attendance, and at least two BIS staff members present.
  - The student's permission will be sought for a transcript of the interview to be taken and submitted to IBCA.
  - The student must be shown the evidence and be invited to present an explanation.
  - The student will be asked to provide a written statement explaining their position.
  - The student and their parents/guardians have the right to see evidence, statements, reports and correspondence about the case, with due regard to protecting the identity of any informants.
  - The student must be given sufficient time to prepare a response to the allegation and their rights must be protected.
6. After full investigation, the DP Coordinator will provide IBCA with:
  - A statement from the student;
  - A statement from the subject teacher or extended essay supervisor;
  - A statement from the DP Coordinator;
  - A summary of an interview with the student about the allegation of misconduct.
7. After reviewing the information provided by the DP Coordinator, a decision is taken by the IBCA.
8. If a student disagrees with the decision of the IBCA, and the student has new factual evidence to present to support their case, an appeal may be made to the final award committee within three months of the original decision.

## 10 Sanctions for Academic Misconduct in High School

### 10.1 Sanctions for proven misconduct on summative assessments

**All confirmed cases must be recorded on ManageBac by the relevant Programme Coordinator** for all High School summative assessments, (excluding those assessed as part of the externally awarded IGCSE or Diploma Awards):

- **First Offence in High School (any subject):**
  - (i) First misconduct is noted in the student record and the student is given a written warning,
  - (ii) For a summative assignment, the assignment must be repeated in accordance with the Academic Integrity Policy.
  - (iii) For an in-class summative examination, no opportunity to repeat is allowed, and the summative will be awarded zero marks.
  - (iv) Both the student and parents are notified in writing by the relevant Programme Coordinator.
- **Second Offence in High School (any subject):**
  - (i) Second misconduct is noted in the student record and the student is given a written, final warning.
  - (ii) The student is given zero marks for the assignment.
  - (iii) The student receives disciplinary consequences decided by the Head of School, High School Principal and relevant Programme Coordinator, which may include additional examinations, tests, coursework, and homework.
  - (iv) The student will not be awarded as Valedictorian, regardless of their final GPA.

(v) Both the student and parents are notified in writing by the Head of School.

● **Third Offence in High School (any subject):**

- (i) Third misconduct is noted in the student record with recommendation for expulsion from the school.
- (ii) No credit is given for the relevant course.
- (iii) The Head of School, relevant Programme Coordinator and High School Principal decide together if there are any extraordinary circumstances which justify not excluding the student and make a recommendation to the Management Board.
- (iv) The Management Board decision on exclusion, or continuation, with disciplinary measures and specific conditions, is final.
- (v) Both the student and parents are notified in writing by the Head of School.

## **10.2 Sanctions for misconduct for assignments submitted as part of the externally awarded IGCSE or IB Diploma Awards**

Sanctions are applied in compliance with relevant Cambridge or IB regulations for any academic dishonesty (misconduct) in work which counts towards the award of the final IGCSE or Diploma awards. However, if misconduct is suspected in the first draft of an IB DP required coursework and there is time to revise and resubmit the work before assessment, internal sanctions (first, second and third offence) will be applied, as well as allowing resubmission in most cases.

If misconduct becomes evident after work has been submitted to the IB, or if there is insufficient time to resubmit before IB deadlines, the misconduct investigation and sanctions will follow IB regulations which state that:

1. If the amount of plagiarism is minimal, zero marks will be awarded for the assessment component, but a grade will still be awarded for the subject. This is referred to as 'Academic Infringement'.
2. If a student is found to have plagiarised all or part of any assignment, then no grade will be awarded for the subject. This automatically means that no IB Diploma can be awarded.
3. Misconduct during an examination will result in no grade being awarded for the specific subject involved.
4. If a student falsifies a CAS record, no Diploma will be issued until 12 months after the examination session has passed. The CAS record will need to be correctly completed.
5. If the case of misconduct is very serious, the student may not be allowed to retake IB examinations in any future session at BIS.
6. An IB Diploma may be withdrawn from a student at any time if misconduct is subsequently discovered.

If a student disagrees with the decision of the IBCA and the student has new factual evidence to present to support their case, an appeal may be made to the final award committee within three months of the original decision.

In addition to the sanctions imposed by IB regulations, BIS may apply other sanctions including: suspension, expulsion, refusal to allow the student to attend specific events or receive BIS awards.

## Annex 1: BIS Artificial Intelligence (AI) usage guidelines

### Purpose

As Artificial intelligence (AI) tools become more common in education, it is important that we use them responsibly. At BIS, we want AI to enhance learning while making sure students still take ownership of their work. This policy outlines how to use AI in ways that align with the [IB's Academic Integrity Policy](#) (the remainder of this annex references the IB Academic Integrity Policy; referencing page numbers to avoid repetition). The [IB Academic Integrity Policy](#) ensures fairness, transparency, and authenticity (p. 3).

### How AI Can Be Used in Learning

AI can be a great tool to support creativity, research, and language learning. However, students must use AI to assist their thinking, not to replace it. The IB emphasizes that technology should support learning, while the actual effort and critical thinking must come from the student (p. 4).

AI use is permitted for:

- Idea Generation: AI can help students brainstorm ideas or organize their thoughts, but they should take ownership of the final product (p. 53).
- Research Help: AI tools can be used to summarise information or find sources, but students must evaluate the content critically and properly cite it (p. 54).
- Language Assistance: Tools like grammar checkers are allowed for non-assessed work, but using AI to write or translate entire pieces of assessed work is not permitted (p. 55).

### Citing AI and Academic Integrity

According to the IB's Academic Integrity Policy, students must always be transparent about how they use AI. Failing to acknowledge AI assistance is considered academic misconduct. If AI helps with idea generation, writing, or editing, it needs to be properly cited just like any other source (p. 54).

How to Cite AI:

- Be Transparent: Mention when AI was used in your work, whether for brainstorming, grammar checks, or content generation. This should be included either in the text or in the bibliography (p. 55).
- In-Text Citations: Include the AI tool you used, what it contributed, and when it was used (p. 55).
- Bibliography: The prompt should be included in the bibliography.

Examples of citations and bibliography for AI:

In-Text Citation Example: "Text/Quote..." (Generated/Paraphrased using ChatGPT, OpenAI, March 2025)

Bibliography Entry Example 1: (AI, date, prompt)

- OpenAI. (March 11, 2025). ChatGPT response to prompt about the role and types of propaganda

Bibliography Entry Example 2: (AI, Prompt, Date)

- OpenAI. "Response generated using ChatGPT to the prompt: 'Explain the impact of AI on the future of education, with examples.'" March 11, 2025. ChatGPT, <https://chat.openai.com>.

If the AI prompt is long, it can be shortened to include only the main question asked.

### When AI use is not allowed

The IB is clear that students must submit work that reflects their own understanding and effort. AI cannot be used to complete key tasks in assessments. Using AI to generate any part of an assignment that is meant to demonstrate your personal abilities is not allowed (p. 54).

AI should not be used to:

- Write Assessed Content: Students cannot use AI to generate essays, reports, or other graded work. Submitting AI-generated content as your own violates IB’s academic integrity guidelines (p. 54).
- Translate Entire Assignments: While AI can help with small language checks, it must not be used to translate full pieces of work (p. 55).
- Do the Work for You: AI should support your thinking, but the effort and final outcome must be your own. Relying on AI to complete significant parts of an assignment undermines the purpose of learning (p. 53).

Examples of how AI can and cannot be used:

Type of Usage	Acceptable AI Usage (Permitted)	Unacceptable AI Usage (Not Permitted)
Extended Essay (EE)	Example: "Can you give me some interesting research ideas for my Extended Essay in Economics?" - Reason: You are just looking for ideas to get started, which still leaves the hard work to you.	Example: "Write the entire analysis section of my Extended Essay on how tourism impacts small island economies." - Reason: You need to conduct your own research and analysis, which is a key part of the EE.
Geography IA (Subject-specific example)	Example: "What methods could I use to collect data for my Geography IA on water quality?" - Reason: It is fine to ask for suggestions on methods, but you still need to do the fieldwork and research yourself.	Example: "Write the data analysis for my Geography IA on coastal erosion." - Reason: You are asking AI to do the core part of the assignment that should show your understanding.
Theory of Knowledge (TOK)	Example: "What are some examples of knowledge questions I could explore for my TOK exhibition on the arts?" - Reason: Brainstorming knowledge questions helps guide your research, but you are still responsible for the content and arguments.	Example: "Create my whole TOK exhibition on how language shapes our understanding of history." - Reason: The TOK exhibition is a reflection of your personal interpretation of knowledge concepts, so it must be your own work.
Internal Assessments (IAs)	Example: "Can you explain the difference between qualitative and quantitative data for my Psychology IA?" - Reason: You are asking for clarification to improve your understanding so you can apply it more effectively in your work.	Example: "Write me a Math IA on patterns in sequences and series." - Reason: Your IA needs to showcase your insight and understanding, not a computer-made report.
History Essay	Example: "Suggest primary sources I could use for my History IA on World War II propaganda?" - Reason: You are asking for resources, but the actual analysis has to come from you.	Example: "Write the analysis of Nazi propaganda for my History IA, including the sources." - Reason: The analysis is a key part of learning and needs to reflect your own critical thinking. Asking AI to create sources is academic misconduct.
Biology Lab Report	Example: "What hypotheses could I test in an experiment on enzyme activity for my Biology IA?" - Reason: You are brainstorming ideas, but you will still be responsible for running the experiment and writing the lab report.	Example: "Write the entire discussion section of my Biology IA on enzyme reactions. Make it match the hypothesis." - Reason: The discussion should reflect your interpretation of the data you’ve collected. Making AI agree with your hypothesis shows biased results.

Type of Usage	Acceptable AI Usage (Permitted)	Unacceptable AI Usage (Not Permitted)
Computer Science (Coding parts)	Example: "Suggest ways to organize code or fix syntax errors in my IA project." - Reason: AI helps with minor improvements without doing the problem-solving for you.	Example: "Generate the main algorithm or code for my IA project." Reason: The core coding and algorithm design should demonstrate your skills, not AI's capabilities.
Visual Arts	Example: Use AI tools like Artbreeder or DALL-E to generate unique visual concepts based on various styles and themes, which can serve as a starting point for students' projects.	Example: Relying exclusively on an AI tool to produce finished artwork without any personal input or interpretation and submitting AI-generated images or compositions as one's own original work without any modification or personal expression.

### Key Takeaways:

**Permitted:** It is allowed to use AI for brainstorming, gathering ideas, and understanding concepts—things that help you get started or clarify your thinking. The work you submit should still be your own.

**Not Permitted:** It is not allowed to ask AI to write essays, do your research, or complete assignments for you, as it violates academic integrity. The IB expects students to engage in independent learning and produce original work.

**When in doubt:** Students need to consult with the relevant teacher.

### Teachers' Role in AI Use

Teachers at BIS are here to guide students on how and when to use AI responsibly. According to the IB's guidelines, teachers should closely monitor student work to ensure AI is used in a way that supports learning without compromising the authenticity of the work (p. 53). They will also provide clear instructions on how AI can be used for specific tasks.

### Privacy and Ethical Considerations

At BIS, protecting privacy is key. When using AI, students and staff should never enter personal information into unauthorised tools. The IB's guidelines emphasise the need for ethical use of technology, reminding us to be careful with the data we input and to be aware of any biases in AI-generated content (p. 53).

Think Critically: AI can produce biased or incorrect information. Students must evaluate AI-generated content carefully (p. 55).

Avoid Over-Reliance on AI: AI can be a useful tool, but students should develop their own thinking skills and verify AI-generated content (p. 52-55).

### IB's Stance on AI

1. The IB will not ban AI tools but instead encourages students and educators to learn how to use them ethically (p. 52).
2. AI does not threaten academic integrity, but it requires students to critically assess and refine AI-generated content (p. 52).
3. AI-generated text, images, or graphs must be credited like any other source. Failing to do so is considered academic misconduct (p. 52-53).
4. AI-produced content is not considered a student's original work and must be clearly referenced in assignments (p. 52).
5. Teachers should help students understand ethical AI use and how to integrate it responsibly into their

learning (p. 53).

6. AI-generated work cannot be considered entirely a student's own and should not be used as a substitute for student effort (p. 54-55).
7. Overuse of AI-generated content: An essay predominantly composed of quotes (even if properly cited) does not demonstrate original thinking and will receive low or no marks in IB assessments (p. 52-53).
8. The IB discourages AI-detection tools as a primary method of assessing academic integrity and instead emphasizes a focus on student understanding and critical engagement (p. 52-53).

### **Consequences of AI-Related Academic Misconduct**

1. Submitting AI-generated work as one's own results in no grade.

The IB does not allow partial penalties. "If a student does not submit coursework, the IB will not award a grade in that subject." Work suspected to be AI-generated "must not be submitted to the IB" (p. 54).

2. AI misuse may lead to diploma or certificate revocation.

If misconduct is confirmed, "the coursework grade may be voided," affecting the final subject grade. If required coursework is disqualified, "the student may not be awarded their IB diploma." If misconduct is discovered after results are issued, "the IB may retroactively withdraw a student's grade, potentially leading to diploma or certificate revocation" (p. 53-55).

3. Schools investigate cases, but IB enforces final decisions.

Schools determine whether students can resubmit work or lose submission opportunities, but "the IB needs to trust schools to do due diligence, and schools can trust the IB to take its responsibility seriously" (p. 54-55).

4. Overuse of AI may result in low or failing marks.

Even if cited correctly, assignments that rely too heavily on AI-generated content "may not meet IB's expectations for originality and critical engagement." AI can assist learning, but assessments must demonstrate independent thought (p. 55).

### **Regular Policy Updates**

As AI technology evolves, BIS will update this policy to reflect IB's latest guidelines (p. 55).

Students and teachers should review updates regularly to stay compliant.

### **Additional Resources**

For further information and guidance on academic integrity, please refer to the following resources:

- IB Academic Integrity Policy (updated 06.03.2025)<sup>1</sup>
- Artificial intelligence (AI) in learning, teaching, and assessment (updated 06.03.2025)<sup>2</sup>
- Statement from the IB about ChatGPT and artificial intelligence in assessment and education (updated 06.03.2025)<sup>3</sup>

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<sup>1</sup> Academic integrity policy. Accessed March 11, 2025.

<https://www.ibo.org/globalassets/new-structure/programmes/shared-resources/pdfs/academic-integrity-policy-en.pdf>.

<sup>2</sup> Artificial Intelligence (AI) in learning, teaching, and Assessment - International Baccalaureate®. Accessed March 11, 2025.

<https://www.ibo.org/programmes/artificial-intelligence-ai-in-learning-teaching-and-assessment/>.

<sup>3</sup> Statement from the IB about CHATGPT and artificial intelligence in assessment and Education - International Baccalaureate®. Accessed March 11, 2025.

<https://www.ibo.org/news/news-about-the-ib/statement-from-the-ib-about-chatgpt-and-artificial-intelligence-in-assessment-and-education/>.