

BFIS Secondary Academic Integrity Policy

Mission

Our purpose is to engage our diverse school community in the pursuit of educational excellence and success for all students.

Philosophy

At BFIS, it is our collective aim to foster a community of ethically responsible and principled lifelong learners. Our primary objective is to nurture a learning environment where all keyholders make the right choices, with integrity and respect, and serve as role models in both the academic context and in personal interactions. This Academic Integrity Policy outlines the diverse aspects of this commitment.

In the world of academics, being honest means producing schoolwork that is authentically your own while also acknowledging the contributions and ideas of other people, organizations or entities. At a personal level, integrity means acting with honesty, fairness and respect in your dealings with the individuals, groups and communities with whom you interact. Our school's core values and the IB learner profile provide a solid foundation to guide all choices in our personal interactions.

BFIS Core Values

- Adaptability
- Integrity
- Respect
- Responsibility
- Curiosity
- Joy

Responsibilities for all Keyholders

- Assume and follow the expectations set forth in this policy throughout their time at BFIS
- Incorporate the values and philosophy of this policy, in alignment with the BFIS core values and the IB learner profile
- Develop a deep appreciation for the importance of contributing in positive, ethical ways to the academic and wider communities to which they belong
- Recognize the many learning opportunities that are opened up by the rapid proliferation and development of innovative teaching and learning technologies like artificial intelligence programs and remain aware of their nuances, complexities and challenges

Student Responsibilities

All middle and high school students at BFIS must:

- Read this policy and understand both its philosophy and its practical applications
- Recognize expectations and responsibilities with regard to producing authentic work
- Give credit for copied, adapted, and paraphrased material as well as to the ideas of other people, organizations and entities used in your assignments
- Use online and digital resources, including artificial intelligence programs, ethically and responsibly, in a way that supports learning, instead of using them to avoid learning and avoid the work inherent in assigned learning tasks
- Be completely transparent about how they have used Generative Artificial Intelligence (GenAI) programs in the completion of their coursework, and always check with their teacher if they have any doubts about the acceptability of the contributions of artificial intelligence to a particular assignment
- Have a clear understanding of what kind of artificial intelligence usage is permitted by the teacher for each particular assignment
- Ask for guidance and clarification when necessary. A lack of awareness of what BFIS considers acceptable practice is not a valid excuse for academically dishonest behavior. If you are ever unsure about whether an action or behavior is unethical or dishonest, seek advice from a teacher, the librarian or a counselor
- Approach all examinations as valuable opportunities for self assessment
- Strive to be ethical in both personal interactions and relationships with other community members. Academic integrity extends beyond exams and assignments. It involves being fair, maintaining integrity and telling the truth at all times. It means exemplifying the BFIS core values in all you do
- Bear the consequences set by the school or external organization if they submit work that is not their own, or engage academic malpractice of any nature

Leadership Team Responsibilities

- Empower the Academic Integrity Committee (AIC) to support the review and improvement of this policy, promote consistent academic-integrity practices, and identify needs for education, resources and professional learning.
- Ensure that the Academic Integrity Committee reviews this policy regularly and recommends updates when BFIS procedures, educational practice or applicable external-program requirements change.
- The Leadership Team is responsible for supporting teachers in the reporting, investigation and documentation of student academic misconduct or maladministration incidents
- Ensure that the teachers, support staff, students guardians and legal guardians have a common understanding of the IB's expectations with regards to the academic integrity within this policy
- Ensure that teachers and the school leadership team adhere to best practices and are held accountable in following the school policy

- Academic-integrity concerns will be addressed fairly and proportionately. BFIS distinguishes teachable errors or misunderstandings from formal breaches, while recognizing that externally assessed work is also subject to the applicable organization's definitions and procedures.
- Ensure that current IB requirements for examination security and the conduct of examinations are followed and that reportable incidents are communicated to the IB through the required procedure and timeframe.
- Ensure that student academic-integrity cases and school maladministration cases are assigned, investigated and documented through the applicable BFIS or external-organization procedure.
- Ensure that appropriate resources and tools are available to support research, citation, authentic authorship and academic-integrity education.
- Ensure teachers have access to professional development opportunities that enhance their understanding of academic integrity considerations and best practices
- Support teachers through processes and procedures when a breach of academic integrity is detected
- Provide parent workshops to promote awareness and involvement in the student learning process

Teacher Responsibilities

- Understand Secondary School and IB rules and regulations
- When a formal academic-integrity breach is suspected, document the concern through the Student Incident Form and follow the Student Code of Conduct and the Internal Protocol for Addressing Breaches of Academic Integrity in this policy.
- Aim to foster the following skills in students as they apply to each project or assignment:
 - Knowing what it means to produce original, authentic work
 - Structuring an original argument that builds upon the ideas of others
 - Finding and identifying academically worthy sources when researching and tracking those sources throughout the research process
 - Properly paraphrasing source material without plagiarizing and understanding the difference between a quotation and a paraphrase
 - Using in-text citations when quoting or paraphrasing material from a source
 - Creating a bibliography and Works Cited page with properly formatted citations
 - Properly citing a wide variety of sources (including photographs, visual artwork, films & videos, data presented in graphs and tables, interviews conducted with knowledgeable persons) and recognizing when it's necessary to cite those sources
 - Recognizing that different citation styles have different conventions, since BFIS does not prescribe exclusively to a single style (although MLA is the most widely taught and used)
 - Developing study skills to properly prepare for exams

- Strive to incorporate these research skills into the curriculum through direct instruction and planned projects and assignments, recognizing that they develop progressively throughout a student's academic experience
- Collaborate with the librarian as needed to capitalize on their support in ensuring that the above-listed skills are taught and reinforced in a logical, sequenced manner
- Recognize the many learning opportunities that are opened up by the rapid proliferation and development of innovative teaching and learning technologies like artificial intelligence programs and remain aware of their nuances, complexities and challenges
- Serve as models of good academic practice in the transparency with which they use artificial intelligence in their lesson preparation and in their feedback on student work
- Serve as models of good academic practice in all presentations and resources and ensure that all shared materials (handouts, presentations etc.) are correctly referenced
- Monitor and evaluate student work to guide and reflect upon academic integrity and best practices

Librarian Responsibilities

- To support DP students in developing the academic-integrity knowledge and skills required for the program, the librarian delivers a series of workshops during Grade 11. These workshops reinforce research, citation, authentic authorship and responsible use of sources and technologies, including in preparation for the Extended Essay.
- Additionally, the librarian supports all students to understand and maintain academic integrity by:
 - collaborating with teachers to ensure that research and citation skills are taught and reinforced in a logical, sequenced manner
 - promoting the use of Noodletools throughout the school as a foundational tool for developing citation skills and maintaining academic integrity
 - serving as the point person for TurnItIn and providing training to teachers as needed
 - curating a page on the BFIS Library website with updated information and links to various citation help websites
 - maintaining subscriptions to multiple research databases that provide citation and referencing information for all materials therein
 - keeping the most recent editions of most major style guides in the library collection (The MLA Handbook for Writers of Research Papers, The Publication Manual of the American Psychological Association, Kate Turabian's Chicago Style for Students and Researchers)

Parent Responsibilities

BFIS guardians & guardians should help to instill the values of academic integrity by their children by:

- reading the BFIS Academic Integrity Policy and discussing its value
- staying involved in the academic lives of their children

- learning how the skills related to academic integrity are integrated in students' coursework throughout the IB MYP and DP levels
- assisting their children to accept responsibility for their actions if they commit an act of academic misconduct and supporting them to learn from the experience so that the act is not committed again
- reporting any potential cases of student misconduct or school maladministration to the school's leadership
- submitting only genuine and/or authentic evidence to support a request for inclusive access arrangements or adverse circumstances considerations for their children
- understanding what constitutes academic misconduct, as outlined in the 'Definitions & Examples of Academic Misconduct' section of this policy (pages 7-8), and abstaining from either giving assistance to their children, or obtaining assistance for their children, to commit misconduct
- recognizing the opportunities and challenges presented by the incorporation of artificial intelligence tools into students' lives and discussing these with their children.

Consequences of Malpractice/Misconduct & Relevant Rights

At BFIS, formal academic-integrity breaches are handled through the BFIS Secondary Student Code of Conduct and the Internal Protocol for Addressing Breaches of Academic Integrity below.

Where an incident involves IB or other externally assessed work, BFIS will also follow the current rules and reporting procedures of the relevant external organization. School disciplinary consequences are determined under BFIS procedures. External assessment consequences are determined under the applicable organization's rules and are separate from BFIS disciplinary action.

Generative AI can create particular challenges in determining authorship and authenticity. BFIS therefore uses evidence-based professional judgment consistent with current IB guidance when evaluating concerns about student work. A formal breach decision should be based on relevant evidence and a fair opportunity for the student to respond. Evidence may include drafts and version history, sources, teacher observations, the student's explanation of their process and decisions, and, where appropriate, performance on a comparable supervised task. Automated AI-detection results may be considered as one source of information but should not, by themselves, be treated as conclusive evidence of misconduct. A supervised task is likewise one source of evidence and should not, by itself, be treated as conclusive proof.

Internal Protocol for Addressing Breaches of Academic Integrity

Students will be informed of the academic-integrity concern and given a fair opportunity to respond and provide relevant evidence before a formal school decision is made. A student may have a parent or legal guardian present at formal school meetings concerning an alleged breach.

A request to review or appeal a BFIS school decision will follow the applicable BFIS review or appeal procedure. Any appeal concerning a decision made by the IB or another external organization is a separate process governed by that organization's current procedures.

Teachers are responsible for identifying, documenting and responding instructionally to academic-integrity concerns. Not every error or misunderstanding requires a formal disciplinary response; teachers should use professional judgment to distinguish a teachable academic-integrity issue from a suspected formal breach.

When a teacher believes that an incident constitutes a formal breach of academic integrity or has compromised an assignment or assessment, the incident must be documented through the Student Incident Form and referred for follow-up under the **BFIS Secondary Student Code of Conduct**.

Under the Student Code of Conduct, a breach of academic integrity is classified as a Tier 3 violation. The administrator designated by the Code of Conduct leads the disciplinary follow-up, including investigation, communication with the student and guardians, and determination of an appropriate response from the range authorized for that tier. Repeated or more serious violations are escalated in accordance with the Code of Conduct.

The administrator leading the case may consult the relevant program coordinator when the concern may affect the authentication, eligibility, submission or validity of externally assessed work; involves an externally administered examination or assessment-security issue; may constitute school maladministration under the external organization's rules; requires reporting to the external organization; or becomes subject to an investigation by that organization. When consulted, the program coordinator's role is to ensuring compliance with the applicable program requirements and managing any required communication with the external organization.

School disciplinary consequences and academic consequences are separate decisions. In addition to any disciplinary response under the Code of Conduct, the school may use reflective, restorative and educational interventions to help the student understand the breach and develop appropriate academic-integrity practices.

If the integrity of a school-created assignment has been compromised, the teacher may require the student to produce new authentic evidence of learning where BFIS assessment rules permit. Any grade awarded must reflect valid evidence of the student's achievement and must not function as a disciplinary reward or penalty.

For IB or other externally assessed coursework, no redo, replacement, resubmission, new topic or credit outcome is automatic. The school will follow the current requirements of the relevant program, subject and assessment procedure. A school disciplinary response does not determine an IB assessment penalty, and an IB assessment outcome does not replace BFIS disciplinary procedures.

Formal academic-integrity breaches will be recorded through the Student Incident Form and the applicable Code of Conduct process. Relevant supporting academic evidence will be handled confidentially. Program coordinators will maintain and/or submit any additional documentation specifically required by the IB or another external awarding organization.

Definitions & Examples of Academic Misconduct

Academic misconduct: For IB assessment purposes, academic misconduct includes deliberate or inadvertent behaviour that results in, or may result in, a student or another student gaining an unfair advantage, disadvantages another student, or compromises the integrity of IB assessment. Academic misconduct may occur before, during or after an assessment.

Plagiarism: Presenting ideas, words, images, data, code or other work from another person, source or tool as one's own without clear and appropriate acknowledgement at the point of use. This includes AI-generated material when its use requires acknowledgement and that acknowledgement is not provided.

Examples:

- Turning in work that has been copied from another student or person or outside source; allowing another student or person to copy your work
- Copying and pasting information from the internet or other application or source without properly citing it to acknowledge the source; copying information from a book, magazine or other print resource without properly citing it to acknowledge the source
- Translating information from another language without acknowledging the source
- Submitting work created by a friend or acquaintance or other person
- Reproducing another's artistic / creative work or other work without acknowledging the creator or source, or in a manner allowed by the teacher
- Purchasing and or downloading an an essay or any other artifact from the internet and submitting it as your own
- Falsifying quotations or citations
- Using artificial intelligence programs to perform any of the actions listed above

Collusion: Unauthorized collaboration or assistance that results in work being presented as a student's individual work, or providing one's own work in a way that enables another student to copy or submit it as their own. Legitimate collaboration that is permitted by the teacher or applicable programme requirements is not collusion.

Duplication of Work: is defined as the presentation of the same work for different assessments and/or diploma requirements.

Examples:

- Submitting the same essay, or sections of the same essay, to different teachers for different assignments, even if it is your own original work

- Submitting the same or substantially the same piece of assessed work for two different assignments or assessment components when distinct work is required.

Falsification: is defined as inventing or manufacturing data for an assignment

Examples:

- Falsifying or fabricating data in experiments and lab reports
- Having an artificial intelligence program falsify or fabricate data used in assignments, or using data that was provided by an artificial intelligence program without verifying its authenticity
- Falsifying records, reflections, evidence or completion information associated with school or programme requirements, including Community Service or CAS.
- Attempting to alter grades or teacher records of any kind

External Assistance: Unauthorized assistance from another person, service or digital tool that substantially contributes to work that must represent the student's own achievement, or unauthorized assistance provided during an assessment or examination.

Unauthorized Third-Party Assistance: Essay-writing services, tutors, parents, peers or other third parties may not produce, rewrite, substantially edit or otherwise contribute to assessed work beyond the assistance permitted by the teacher and applicable programme requirements. Legitimate tutoring, feedback or support within those limits is not academic misconduct.

During Examinations:

Examples:

- Not following the instructions of the teacher or examiner
- Obtaining test materials in advance of the testing time
- Possessing unauthorized material in the examination room
- Looking at another student's work, or allowing another student to view your work
- Communicating in any form during a test or exam, which includes talking, texting or signaling through any gestures or noises; giving answers to another student in any way
- Exhibiting misconduct or disruptive behavior during an examination
- Exchanging verbal or written information from other students during the examination
- Removal of secure materials from the examination room
- Failing to report an incident of academic misconduct

School Maladministration:

The following are examples of school maladministration:

- A subject teacher providing excessive assistance to their students during the coursework production process

- Any of the following occurring during examinations
 - Additional time being granted to students without authorization from the IB
 - An insufficient number of invigilator and/or poorly trained invigilators
 - Failing to monitor student bathroom visits
 - Allowing subject teachers to assist their students during examinations
 - Failure to check or configure student calculators in accordance with the current examination requirements and calculator guidance applicable to the assessment.
 - Examination materials are not securely stored

Special Notes about the Use of Artificial Intelligence

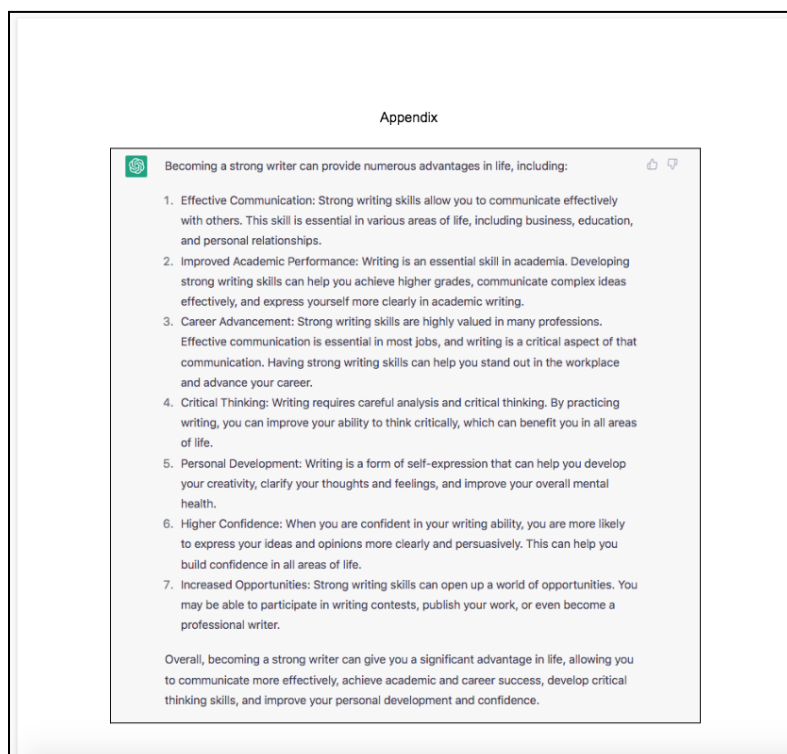
The incorporation of generative AI tools into academic work at BFIS is acceptable:

- Generative AI may be used at BFIS when its use is permitted for the specific task, supports rather than substitutes for the student's learning and thinking, and is transparent and appropriately acknowledged. Teachers are responsible for communicating the permitted boundaries of AI use for individual assignments.
- For IB-assessed work, AI use must also comply with current IB academic-integrity guidance and any applicable subject-specific requirements. Correct acknowledgement of AI use does not, by itself, make every form or extent of AI assistance acceptable.

Additional Points

1. BFIS uses the current IB Academic integrity policy and current IB guidance on artificial intelligence as the controlling IB sources. The IB publication [Evaluating 13 Scenarios of AI in Student Coursework](#) may be used as supporting guidance; where it differs from a later or more specific IB requirement, the current requirement controls.
2. When AI-generated material is incorporated into assessed work, students must clearly acknowledge the use of the AI tool in the work and provide the required reference or bibliographic information. For IB-assessed work, students must follow current IB expectations, including appropriate acknowledgement at the point of use and the required information about the AI tool, prompt and date of generation, together with the school's normal referencing conventions. Students should also consult the relevant citation style for formatting guidance.
 - [MLA \(Modern Language Association\)](#)
 - [APA \(American Psychological Association\)](#)
 - [Chicago / Turabian](#)

3. At the discretion of the teacher, students may also be required to retain or submit relevant evidence of their AI use, such as screenshots or prompt/response history. This evidence supports transparency but does not replace any required acknowledgement or citation.



If the student has an extensive conversation with the program, they should include screenshots of only the relevant prompts and responses.

4. Inappropriate AI use may compromise part or all of an assignment, depending on the nature and extent of the use. For a school-created assignment, the student may be required to produce new authentic evidence of learning under appropriate conditions, subject to BFIS assessment rules.

For IB-assessed coursework, including the Extended Essay, no correction, replacement, resubmission, change of topic or new piece of work is automatic. Any such action is

permitted only where current IB requirements, subject-specific rules and applicable deadlines allow it. The school will follow the applicable IB procedure before determining the academic treatment of the work.

Review Process

This policy is a living document and will be reviewed regularly by the Academic Integrity Committee. The AIC will recommend revisions based on BFIS implementation experience, current research and changes to applicable IB or other external-programme requirements. Formal revisions will follow the school's policy-approval process.

References

- AASL Standards for the 21stCentury Learner*. American Library Association, 2007. PDF File.
- International Baccalaureate Organization. *“Evaluating 13 Scenarios of AI in Student Coursework”*. IBO, 2024. PDF File.
- International Baccalaureate Organization. *IB Learner Profile*. IBO, 2013. PDF File.
- International Baccalaureate Organization. *Academic integrity policy*. Updated May 2026.
- Robert College (Istanbul, Turkey). *Robert College Honor Code*. PDF File.
- Canadian International School, Singapore (Singapore). *Academic Honesty Policy*. PDF File.