

Escola Viva - Academic Integrity Policy

We want our students to develop into ethical and responsible citizens and we strongly believe that academic integrity plays a major role in this process.

By adopting academic integrity as an essential guiding principle of our assessment processes, we want to ensure that all students are given an equal opportunity and that their achievements accurately reflect what they know and are able to do on their own. In addition, we understand that academic qualifications must be regarded with trust and credibility, and this can only be accomplished if students' achievements are the result of a fair and legitimate process. Finally, we want our students to understand that they can use other people's ideas or work as long as that information is appropriately acknowledged.

We understand that creating high expectations about one's production and learning achievements, and stressing everyone's responsibility in promoting and maintaining an ethical culture are appropriate ways of fostering an environment of academic integrity.

According to the IB, academic misconduct is "deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment", or behavior that may place a student in an unfavorable position in relation to another student. In addition, "any act that potentially threatens the integrity of IB examinations and assessments that happens before, during or after the completion of the assessment or examination" is also regarded as academic misconduct. (IB Academic Integrity Policy)

At Escola Viva, in alignment with the IB, we consider the following behaviors as dishonest: plagiarism, collusion, duplication of work, misconduct during an IB examination, and communication about the content of an examination. This list is not exhaustive and may include other behaviors whenever we realize or conclude that someone has had an unfair advantage over other students.

The definitions for each of these behaviors were taken from the IB leaflet *Academic Honesty in the Diploma Programme* and are presented below:

Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.

Collusion is defined as supporting academic misconduct by another student, for example allowing one's work to be copied or submitted for assessment by another.

Misconduct during an IB examination includes taking unauthorized material into an examination room, disruptive behaviour and communicating with others during the examination.

Communication about the content of an examination 24 hours before or after the examination with others outside their school community is also considered a breach to IB regulations.

Duplication of work is defined as the presentation of the same work for different assessment components and/or Diploma Programme requirements."

(Academic Honesty in the Diploma Programme - IB leaflet)

In addition, we understand that if students decide to use Artificial Intelligence (AI) as a research resource, they must acknowledge this fact and properly cite the source of information. If they fail to do so, their work will be considered plagiarism.

Developing and sustaining a culture of academic integrity in the classroom

As part of their class planning, teachers reinforce the principles and objectives underlying academic integrity and teach students the required skills to plan, organize, develop and communicate their work according to the school expectations.

This is accomplished through a series of strategies:

- Carrying out awareness campaigns with students: Conduct communication campaigns, hold meetings with students and develop classroom activities (for example, case studies with moral dilemmas, role-plays) stressing the ideas that students' achievements should reflect accurately what they know and are able to do on their own, and that no one can have an unfair advantage over the others.
- Warning students about the consequences of inappropriate use of others' work.
- Teaching research and academic writing skills: Ensure that students learn how to conduct a research process and understand that others' work can and should be used as supporting evidence of the ideas they express in writing: "The focus is on scholarship, not plagiarism—citations can show the authority of the information; they can show its credibility or its accuracy through being able to trace it back to the source" (Jude Carroll, *Academic honesty in the IB*, pp. 5-6). As part of the process of acknowledging others' work, students at Escola Viva learn how to make citations using the ABNT system.
- Monitoring the writing process: As part of our formative assessment process, we provide students with feedback on their writing and ask them to rewrite their texts whenever necessary. By supervising the whole writing process, we make sure that students do not resort to third parties when writing their extended essays.
- Teaching students to use planning and organization strategies such as time management and self-management skills: "use time-management and self-management strategies to avoid procrastination which is often referred to by learners as explanation for their plagiarism". (Jude Carroll, *Academic honesty in the IB*, pp. 5-6)
- Make sure that artificial intelligence (AI) is used for research and study purposes, but not for producing texts.
- Prioritize primary sources of information when making reference to other people's work.

Guidelines for dealing with academic integrity issues at Escola Viva

The Diploma Coordinator will be responsible for supervising teachers' assessment procedures and for supporting them in the process of reporting on and investigating student academic misconduct or school maladministration cases.

School maladministration

Completion of coursework

Teachers or any member of staff cannot provide undue assistance to candidates or allow submission of work that was produced by third parties or that is non-authentic or plagiarized.

Teachers or other members of staff who fail to comply with this practice will receive a formal warning letter and will have to develop an action plan to address the incident. Depending on the evaluation of the situation by the pedagogical leadership team, they will also have to take internal training related to this policy.

Conduct during an examination

Teachers and invigilators supervising an exam

- must make sure that students do not use or share prohibited materials or resources.
- must check whether students have in their possession prohibited materials or resources, regardless of the fact that they have not been used
- cannot give unauthorized additional time to candidates or reschedule an examination without prior authorization.
- cannot leave candidates unsupervised during the exam or unaccompanied during toilet breaks.
- must comply with authorized inclusive assessment arrangements.

Teachers or other members of staff who fail to comply with these practices will receive a formal warning letter and will have to take internal training related to this policy.

Undermining the integrity of assessments

All members of staff must comply with the following procedures in order to maintain the integrity of assessments:

- report incidents of student misconduct or school or teacher maladministration;
- support investigations into student misconduct or school or teacher maladministration;
- report any examination security breach or alleged breach.

Any member of staff who fails to carry out these procedures will receive a formal warning letter and will have to take internal training related to this policy.

Student misconduct

Written and oral coursework and examinations

We expect students to produce work on their own, and to acknowledge other people's work explicitly whenever they use it to support their own ideas. If a student's piece of work is found to plagiarize someone's work in part or entirely, whether it is the result of copying from external sources or from another student, they will have to make the necessary adjustments so that their coursework reflects the students' autonomous work. However, depending on the degree of plagiarism or collusion, students may have to start their coursework all over again on a different topic.

Conduct during an examination

Students must show appropriate behavior during examinations, which means they cannot gain an unfair advantage or provide undue assistance to their classmates. Therefore, if any student is found committing any of the following acts will be penalized according to the IB guidelines to academic integrity (IB Academic Integrity, 2019, pp. 33-34):

- possessing unauthorized material in the examination room
- exhibiting misconduct or disruptive behaviour during an examination
- exchanging, passing, obtaining or receiving verbal or written information from other students during the examination completion time— or attempting to
- removal of secure materials such as examination papers, questions and answer booklets, from the examination room
- failing to report an incident of academic misconduct

Conduct that threatens the integrity of the examination

It is essential that the integrity of examinations be maintained so that everyone's achievements are the result of a fair and legitimate process.

Therefore, any students who are found committing any of the acts below will be penalized according to the IB guidelines to academic integrity (IB Academic Integrity, 2019, p. 35).

- Gaining access to IB examination papers before examination's scheduled time
- Sharing of IB examination paper content before or during the examination's scheduled time, or within 24 hours after the examination
- Assisting another student(s) in committing an act of academic misconduct
- Failing to report an incident of academic misconduct

Communicating the policy to the school community

Publish the school's academic integrity policy on our site and communication app, and hold meetings with the different stakeholders to explain how the school will prepare students for good academic practice and ethical behavior, and what the consequences are of academic misconduct.

Explain to parents/legal guardians how they can help support a culture of academic integrity and how they can contribute to making their children aware of the consequences of dishonest behavior. They can do so by stressing the idea that everyone must be given fair and equal opportunities to achieve successful results and that it is in everyone's interest that the school academic qualifications are regarded with trust and credibility.