ACADEMIC HONESTY POLICY

All members of Leon Štukelj International School community should exhibit the attributes of the Learner Profiles, which are linked with the Assessment policy: to inquire, research, communicate in an honest way and within socially established procedures.

OVERVIEW AND INTRODUCTION

This policy represents our efforts to maintain the honesty of our academic processes, school rules and procedures, to scaffold positive attitudes towards learning and the environment, as well as create a positive, safe, and stimulating school climate.

Academic honesty should be a concern of the entire school, and all members of our school community must be committed to it: students, teachers, librarians, counsellors, administrators and parents alike. The school clearly describes the rights and responsibilities that constitute good practice and misconduct and the actions to be taken in case of transgressions. The school's procedures are transparent, fair, and consistent.

All school employees must be actively involved and vigilant in managing their classes, assignments, and assessment processes.

The students of Leon Štukelj International School are expected to conduct themselves in a manner that brings respect and honour to themselves, their parents, and the school. Therefore, we encourage students to inquire, take action, and critically reflect on what they learn and how it affects their attitudes and behaviour.

AIMS OF THE POLICY

• To guide students, teachers, and parents in the practice and promotion of academic honesty.
• To ensure Leon Štukelj International School has clear procedures for dealing with cases of academic misconduct across the two programmes.

IMPLEMENTING ACADEMIC HONESTY

The school implements academic honesty through:

• The learning process – inquiry-based teaching and learning, and holistic assessment.
• Discussing appropriate help for students regularly with parents.
• Ensuring parents and students understand the meaning and value of the learner profiles and academic honesty.

The school articulates responsibilities for teaching a variety of practices related to academic honesty. Teachers encourage honesty, trust, fairness, respect, responsibility, creative and critical work by:

- Raising awareness about key terms to help students understand the role of academic integrity: cheating, citing and referencing, collaboration, collusion, equal opportunity, misconduct, ownership, plagiarism, principled action.
- Stressing the scholarly role of the approaches to learning skills of information literacy, problem-solving and self-management.
- Making sure that assessment tasks, especially, but not only in the community and/or service project, require inquiry and creativity.
- Preparing assessment tasks that are worded in such a way as to promote inquiry rather than copying.
- Offering task-specific clarification of assessment requirements, including using the work of others.
- Designing assessment criteria that values and rewards the work required, rather than only the result.
- Encouraging students in all year levels to paraphrase and write content from their own perspective rather than paste content from sources like websites, books and magazines.
- Showing ways to acknowledge others: for example, younger PYP students can learn to use quotation marks to mark others' words or describe what help was useful and why; MYP students list sources and reference/cite.
- Implementing the accepted citing system.
- Regular reflection as part of the learning process.
- Regular feedback to students and parents.
- Building an understanding that using other people's work to an extent is acceptable, but honesty requires us to give credit to the original author explicitly.

Students' work will be creative and honest through:

- Making their thoughts and their learning explicit.
- Showing how they have developed their ideas.
- Building on the work of others and still produce authentic work.
- Demonstrating the views they have followed or rejected.
- Using bibliographies, quotation marks and reflective commentaries on others' work.
- Showing how they have used others' work by, for example, in grades 4 and 5 and MYP grades, citing/referencing the work of others they have used, and paraphrasing and re-writing from their own perspective.
- Respecting copyrighted text and images and not using it without seeking appropriate permission.
- Reflecting on their roles in furthering knowledge and building understanding.

USE OF AI TOOLS

Opportunities created by AI tools reinforce that academic honesty is an ethical choice that students must make themselves.

Leon Štukelj International School will not ban the use of AI software. However, students need to be aware that the IB does not regard any work produced—even only in part— by such tools to be their own. Therefore, as with any quote or material from another source, it must be clear that any AI-generated text, image or graph included in a piece of work has been copied from such software. The software must be credited in the body of the text and appropriately referenced in the bibliography. If this is not done, the student would be misrepresenting content—as it was not originally written by them—which is a form of academic misconduct.

Students are informed of the following rules:
- If they use the text (or any other product) produced by an AI tool—be that by copying or paraphrasing that text or modifying an image—they must clearly reference the AI tool in the body of their work and add it to the bibliography.
- The in-text citation should contain quotation marks using the referencing style already in use by the school and the

citation should also contain the prompt given to the AI tool and the date the AI generated the text. The same applies to any other material that the student has obtained from other categories of AI tools—for example, images.

Failure to do so will result in misconduct procedures as specified in the next point.

Plagiarism: "The representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment."

Examples:
- Any representation of others' work as your own.
- Non-original work that is not cited and appropriately referenced in submissions.
- Copying information from a book or a website without properly citing it.
- Misuse of quotation marks, paraphrasing, and in-text citations, which makes authorship unclear.
- Failure to identify the source of elements of nonverbal work (i.e. painting, dance, photo, musical composition, etc.) from which you've derived your work.
- Using online language translators unless explicitly allowed.

Collusion: "Supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another."

Examples:
- Helping someone else cheat both deliberately and through support.
- Allowing your work to be copied or submitted by another student.
- Dividing the work so that you are not the author of the entire assignment (when the assignment should be done individually).
- Representing significantly unequal work as an equal collaboration.
- Writing a paper or doing homework for another student and sharing completed work with students who will take a course in the future.
- Sharing information about assessment content and questions with other students.

Collaboration: "Multiple students actively engaged during the course and in creating a product per the assignment guidelines." It is important to note that teachers must be clear with assignment guidelines to specify collaboration versus collusion on any given task.

Examples:
- Collaborating during tests or receiving information without the specific permission of the teacher.
- Collaborating on take-home tasks, homework or other assigned work when instructed to work independently.

Duplication of Work: "The presentation of the same work for different assessment components." Examples:
- 'Recycling' an old assignment by presenting it as new original work for additional credit without acknowledging that this has been done.
- Handing in the same text or research material for two different subject assignments without acknowledging that this has been done.

Cheating/Unfair Practice: "Any other behaviour that gives an unfair advantage to a student or that affects the results of another student."

Examples:
- Falsifying or committing forgery on a school form or document.
- Altering grades
- Sharing passwords
- Using materials that are not authorised by teachers during tests.
- Disclosing information about assessments
- Phony citation
- Impersonating another person
- Misconduct during testing times

It is the responsibility of each student, teacher, administrator and parent to understand and follow this policy.

The teacher who assigned the work will carry out an investigation. In the process, the teacher will:
- Consult the IB coordinator to determine a plan.
- Consult with the student involved.
- Consult with any other individuals who may be involved.

If the teacher determines the student is responsible for the misconduct, they will file an official incident report. Consequently, action will be taken according to the severity of the offence and its frequency (Code of conduct).

The student will participate in a conference with the school's counselling services after regular school hours to discuss ways to improve their behaviour. A summary of this meeting will be attached to the official incident report.

PYP procedures

1st offence
- Homeroom teachers will investigate.
- The PYP Coordinator and Counsellor will be notified.
- Redo the assignment.
- The teacher will keep a record of the misconduct.
- Written feedback to the student.

2nd offence
- The teacher and the PYP Coordinator will notify the Head of the school.
- The parents will be informed about the misconduct/incident.
- Redo the assignment.
- Student reflection.
- Proposed by the teacher - counselling or recommendation for the student and a written record of the same will be maintained.

MYP procedures

1st offence
In addition to the procedure outlined, the following will take place:
- The teacher will notify parents of the incident.
- The assignment is not graded.
- The student gets a chance to do an alternative assignment covering the same criteria.
- The student writes a reflection on their academic misconduct.

2nd offence
In addition to the procedure outlined, the following will take place:
- The teacher will notify parents of the incident.
- The MYP Coordinator will meet with the student and the teacher to discuss the incident.
- The student will receive a zero for the assignment;

- The student writes a reflection on their academic misconduct.

3rd offence

In addition to the procedure outlined, the following will take place:

- A conference including the parents, teacher, student and MYP Coordinator will discuss the academic misconduct and how to avoid it in the future.
- The student may be excluded from participating in special events during the semester of the infraction.
- The student might go through other procedures determined by Slovenian law.

If the problem persists, students should be sanctioned according to the process followed when breaking our school rules, determined by the Slovenian school legislation and our school policies (Code of Conduct
- official warnings and reprimands).

ROLES AND RESPONSIBILITIES

School administration and the IB coordinators are expected to:

- Ensure that the school's academic honesty policy is aligned with IB expectations with scheduled plans for reviews and updates.
- Ensure that teachers, support staff, students, parents and legal guardians have a common understanding of the IB expectations regarding academic honesty.
- Ensure that teachers, support staff, students, parents and legal guardians have a common understanding of what constitutes student academic misconduct as well as possible consequences.
- Ensure teachers and students adhere to the school's academic honesty policy and take strict measures in case of breach of any kind or form.
- Provide professional development for teachers to understand and execute academic honesty in the teaching-learning process.

Teachers are expected to:

- introduce the academic honesty policy in all classes at the beginning of the year;
- help students understand what academic honesty is and why it is important;
- ensure that students understand what constitutes academic misconduct and its possible consequences.
- teach students how to use all forms of resources adequately - including information and communication technologies (ICT);
- provide resources that will help students in understanding how to cite sources properly;
- ensure students' work is authentic;
- consistently carry out the Academic Honesty Policy if academic misconduct is suspected.
- be a role model - make sure all shared materials are correctly referenced.

Students are expected to:

- act with integrity and honesty and be responsible for the authenticity of their work and acknowledgment of their sources;
- learn what constitutes academic misconduct and its possible consequences and how to avoid these practices;
- ask questions and clarify expectations about academic honesty with their teachers and peers;
- be honest in presenting all of their work;
- acknowledge the sources of information inappropriately cited bibliographies according to the School's Academic Honesty Policy to give credit to those whose intellectual property they are using for their assignments;

- seek guidance from teachers when unsure how to follow the rules of academic honesty;
- abstain from receiving help in completing or editing work from friends, relatives, classmates, tutors, etc.
- avoid instances of cheating and collusion and report suspected violations to their teachers.

Parents are expected to:
- become familiar with the guidelines for academic honesty as communicated in the School's Academic Honesty Policy;
- encourage students to practice academic honesty and follow the School's Academic Honesty Policy;
- support their children as much as possible in displaying principled behavior in all work they do;
- never complete work for their child and never encourage them to submit parent work as their own -

this is considered plagiarism on the part of the student and collaboration by the parent.

THE ACCEPTED CITING SYSTEM AT LEON ŠTUKELJ INTERNATIONAL SCHOOL MARIBOR
(MLA - Modern Language Association Style of citation)

The text below demonstrates the citation form required by grades 4 and 5 PYP and MYP students at Leon Štukelj International School. It is also duplicated in the Student Agenda, Parent Agenda and other documentation. This form of citation is presented to students at the beginning of the school year during Library lessons and ATL lessons, before a citation task. Students are expected to use this form for every written/drawn task, where appropriate. In addition, MYP students are expected to use this form for the Community and Service Projects' written part.

PYP PROGRAMME

WORKS CITED FRAMEWORK

1. *Books*

   Okuda, Michael, and Denise Okuda. Star Trek Chronology: The History of the Future. New York: Pocket, 1993.

2. *An Article in a Periodical (magazine/journal)*

   Wilcox, Rhonda V. "Shifting Roles and Synthetic Women in Star Trek: The Next Generation." Studies in Popular Culture, Vol. 13. (1991): 53-65.

- *Encyclopaedia Articles*

  "Flash Gordon." The World Encyclopaedia of Comics. Vol. 2. New York: Chelsea, 1976. 35-36.

- *A website:*

  example: http//www.ibo.org/ Accessed 12th March 2020

- *A work of art:*

  title, artist and reference (museum, recording)

MYP PROGRAMME

- **PAPER BASED SOURCES:**

Books

Author(s) Last Name, First Name.	*Title of Book.*	Publisher,	Publication Date.

Example: Ride, Sally. *Exploring Our Solar System*. Crown, 2003.

An article in a periodical (magazine / journal)

Author(s) Last Name, First Name.	"Title of Articl e."	Title *of Journal,*	Volume number,	Issue number,	Publication Date,	Page Range.

Example: Brundan, Katy. "What We Can Learn From the Philologist in Fiction." *Criticism*, vol. 61, no. 3, 2019, pp. 285-310.

Part of a book or an article from a reference book

(Author(s) of the article/chapter) Last Name, First Name.	"Title of Article/Cha pter."	Title of Boo k,	edited by Editor's First Name Last Name,	Publisher,	ublica tion Date,	Page Range.

Example: James, Nancy E. "Two Sides of Paradise: The Eden Myth According to Kirk and Spock." *Spectrum of the Fantastic*, edited by Donald Palumbo, Westport: Greenwood, 1988, pp. 219-223.

Encyclopaedia articles

'Title of Entry ."	Title of Encyclopaedia,	edited by Editor's First Name Last Nam e,	Edition , (if applica ble)	Vol. Volum e numbe r,	Publisher,	Publication Date,	Pag e Rang e.

Example: "Flash Gordon." *The World Encyclopaedia of Comics*, edited by Maurice Horn, Vol. 2, New York: Chelsea, 1976, pp. 35-36.

- **ELECTRONIC SOURCES:**

Author(s) Last Name, First Name.	"Title of Page."	Title of Website,	Publication Date,	URL .	Date of Access. (if required)

Example: Mabillard, Amanda. "Sonnet 1." *Shakespeare Online*, 1999, www.shakespeare-online.com. Accessed 12 June 2021.

- If the author is not listed, start with the title.
- If there are three or more authors, cite only the name of the first author listed with their Last Name, First Name Middle Name followed by a comma et al. **Example:** Smith, James, et al.
- If the information about the date, organisation is not displayed, you need to write: date unknown, or organization unknown

IN-TEXT CITING

For in-text citation of **PAPER SOURCES**, students should use the **author-page method**. This means that **the author's last name and the page number(s)** from which the quotation or paraphrase is taken must appear in the text.

- **Example:**
The author explains, "Record deals were usually negotiated by elite businessmen" (Hennessey 127).

For **ELECTRONIC SOURCES**, students should include in the text **the first item that appears in the Work Cited entry** that corresponds to the citation (e.g. author name, article name, website name).

- **Example of a webpage with an author:**
"Techniques such as meditation and controlled breathing to clear their minds can help sharpen students' focus, reduce their stress and anxiety, and boost academic performance" (Holland).

ONLINE PROGRAMMES TO HELP STUDENTS CITE THE SOURCES CORRECTLY:

Students will be introduced to these tools at library and ATL lessons.

https://www.scribbr.com/mla-citation-generator/

https://www.bibliography.com/generator/

The Academic Honesty Policy is linked to other school's policies.
Updated in July 2025
Based on IB publications: "Academic Honesty in the IB Educational Context", "Programme standards and practices" (2020), "Academic Honesty in the IB – IB Position Paper", "Effective Citing and Referencing",
"Academic Honesty in the Middle Years Programme (MYP: From Principles into Practice, 2014)", and
"Middle Years Programme: Assessment Procedures (2019).
Academic Integrity Policy 2023.

To be reviewed in July 2027