Huebschmann-Zhan Foreign Children School IB DP

Academic Integrity Policy

Last review: November 2026

Next review: March 2027

At Huebschmann-Zhan Foreign Children School (HuZ) we strive for students to be: engaged learners, critical thinkers, effective communicators and responsible global citizens. Our central principles are aligned with the profile of an IB learner. This document details the importance both HuZ and IB place on academic integrity. We feel it is essential that every member of the HuZ community is honest and see it as a central mission of the school to instill the values of honesty and integrity as these are central to the university experience, future employment, and, indeed, a successful and fulfilling life. Many incidents of plagiarism are inadvertent, and the purpose of this document is intended to serve as a guide to help students and other members of the HuZ community understand and adhere to HuZ standards.

IB defines academic integrity as each student being “responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. Candidates are expected to comply with all internal school deadlines; this is for their own benefit and may allow time for revising work that is of doubtful authorship before the submission of the final version” (IB Academic Integrity guidance).

Academic integrity requires that each student submit original work. Original work is defined as academic material that is created without plagiarism, theft, or inappropriate collusion with another person. The purchase of academic material and the resubmission of academic material from one class to another is considered plagiarism.

All HuZ teachers take seriously the school’s commitment to honesty. As the educators with ultimate responsibility for the administration of the IB curriculum, they are well -

placed to evaluate the academic integrity of each student's work. This aligns with IB: "it is the responsibility of the teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate" (IBID.). Because of this, teachers are required to 1) include a statement of academic integrity in their syllabi and 2) provide regular feedback on student assignments.

1. Administration Responsibilities

The administration is responsible for creating and cultivating a spirit of academic integrity
and curiosity. The administration will do this by:

• Maintaining an open dialogue with all teachers to see the effects of this document.
• Revising this document as needed (with a yearly minimal review.)
• Ensuring all members of the HuZ community understand what constitutes academic integrity
• Clarifying to teachers, parents, and students what constitutes a violation
• The school complies with IB requirements by providing appropriate conditions for the conduct of assessments as well as for their secure storage.
• Thoroughly investigating any credible allegation of violation. This investigation will be conducted by the teacher, IB Diploma Programme Coordinator（DPC）, and/or headmaster.
• Reporting, as necessary, violations to IB.

2. Parental Responsibilities

It is integral that parents support their children's adherence to academic integrity. Parents also have the responsibility of reading this Academic Integrity Policy with their children. They must also sign an agreement to abide by the Academic Integrity Policy.

3. Teacher Responsibilities

Teachers have the responsibility of educating their students on academic integrity. This

includes explaining the differences between collusion and collaboration, what constitutes
plagiarism, and proper citation. Many violations of the Academic Integrity Policy are inadvertent, and teachers must help students avoid them. When a teacher believes an honest mistake has been made, the teacher should treat the incident as a learning opportunity and allow the student to revise the mistake.

Teachers should use the OWL Purdue resource to teach correct citations. The citation style of the school is APA.

If a teacher feels that a violation was made of the Academic Integrity Policy, they must collect evidence and follow the guidelines listed under “Consequences of Violations” in this document. Teachers who have discovered violations of the school’s academic Integrity policy must report the incident to the IB coordinator and recommend appropriate follow-up actions in line with school procedures.

4. Use of Artificial Intelligence (AI) Tools

Students may use AI tools only when this is permitted by the task guidelines and the teacher’s instructions. Any text, ideas, images, data, or other output produced by an AI tool (including content that is copied, paraphrased, edited, or used to modify an image) must be clearly acknowledged in the body of the work and included in the bibliography or references. The in-text citation must include the prompt(s) used and the date the AI generated the output. Failure to acknowledge AI use or using AI in ways that breach task-specific instructions, may constitute academic misconduct.

5. School-based Consequences and IB Authority

School-based consequences outlined in this policy apply to internal learning and assessment tasks. For any work intended for official IB submission, the school acts in line with IB regulations. Work that is not the student’s own must not be submitted for IB assessment. Final decisions regarding malpractice and assessment outcomes are made by the IB.

6. Citing and Referencing

The school teaches and reinforces effective citing and referencing across subjects. Students are required to use the APA referencing style and apply it consistently within a piece of work. Teachers explicitly teach and model how to cite sources, influences, and digital tools, including AI tools, so that students' own ideas and language are clearly distinguishable from those taken from elsewhere.

7. Language and Translation Tools

Basic spelling and grammar support tools may be used when language accuracy is not the focus of assessment, unless task or subject rules prohibit them. In language acquisition subjects, tools that rewrite or generate sentences are not permitted where sentence structure is assessed. Students must not write work in one language and then translate it for submission in another language for IB assessment.

The language of work submitted for IB assessment must comply with the applicable IB requirements for the relevant subject or component and the assessment language arrangements confirmed by the school.

The school is authorized to offer the IB Diploma Programme in English and German. Instruction and guidance for the core components, Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE), may be provided in either language. Specific language arrangements are determined by the school according to staffing and students' learning needs and are communicated to students and parents in advance.

8. Student Responsibilities

Students hold the primary responsibility for ensuring that their work complies with the HuZ Academic Integrity Policy. Students are provided with guidance and instruction by their teachers and are expected to submit work that is original, authentic, and reflects their own understanding.

When students have questions or concerns about what constitutes authentic work, it is their responsibility to seek clarification from a teacher before submission. Students may

be asked to regularly present evidence of their ongoing work (for example, drafts, process notes, or reflections) in order to demonstrate that the work has been produced independently and is therefore authentic.

9. Student Rights

In line with IB academic integrity regulations, students and their legal guardians have the right to be informed of concerns related to academic misconduct and to review relevant evidence, statements, and reports associated with the case.

Students have the right to respond to allegations and to request a review of the decision through the school's established procedures. Any such request must be submitted within two weeks of the student being formally informed of the allegation, in accordance with school procedures and IB guidance.

10. Consequences of Violations

10.1 Minor Violations

Minor violations are typically addressed by the teacher in whose class the incident occurred and are treated as learning opportunities. These may include, but are not limited to:

- Use of sources without appropriate citation
- Cheating on a quiz or examination
- Assisting another student in academic dishonesty
- Collusion on an individual assignment
- Copying homework or allowing homework to be copied

School-based consequences for minor violations may include educational interventions, additional instruction on academic integrity, and required revision or supervised rewriting of work for internal purposes.Where appropriate, students may be permitted to resubmit work within a timeframe determined by the teacher.Repeated minor violations

may be considered a pattern of concern and escalated in accordance with school procedures.

10.2 Major Violations

Major violations include serious breaches of the Academic Integrity Policy or repeated minor violations and are referred to the IB Diploma Programme Coordinator and the Principal/Head of School. These may include, but are not limited to:

- Repeated minor violations
- Submission of work produced by another person or generated using artificial intelligence (AI) without appropriate acknowledgment, authorization, or in breach of task-specific guidelines

For major violations, school-based consequences may include the requirement to redo work for internal purposes, academic sanctions in line with school regulations, and formal documentation of the incident.Any work intended for official IB submission will be handled in accordance with IB regulations, and work that is not the student's own must not be submitted for IB assessment.

10.3 Severe Violations

Severe violations represent significant or repeated breaches of academic integrity and are investigated by the Principal/Head of School in line with school procedures. These may include, but are not limited to:

- A repeated pattern of minor and/or major violations
- Alteration of school records or official documents
- Forgery
- Theft of academic materials, including examinations

Severe violations may result in serious disciplinary action, up to and including expulsion, following due process, proportionality, and alignment with school regulations and IB guidance.

11. Record Keeping

The Principal/Head of School maintains records of academic integrity violations in accordance with school data protection and record-keeping procedures.
Students and parents or legal guardians may request access to relevant records in line with school procedures.

12. Policy Review

This policy is reviewed annually by a committee including the Principal/Head of School, the IB Diploma Programme Coordinator, and IB DP teachers with the most recent IB guidance on academic integrity and assessment practices. The review process considers feedback from the school community and ensures ongoing alignment with current IB academic integrity guidance. Any revisions are communicated to the HuZ community.

Confirmation of Acknowledgement

I have read and understand the Academic Integrity Policy.

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Print Name Student & Parents/Legal guardian

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Signature of student & Parents/Legal guardian Date

References

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