Academic Integrity Policy

Brent International School Subic

Updated 2025

The BRENT INTERNATIONAL SCHOOL Mission Statement

The Mission Statement of all Brent International Schools states that, "Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world."

The IBO'S 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.

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. IB learners strive to be: Inquirers, Knowledgeable, Thinkers, Communicators, Open-minded, Caring, Risk-takers, Balanced, Reflective and Principled. A principled student *acts with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group and communities. They take responsibility for their own actions and the consequences that accompany them.*

The BRENT Academic Integrity Policy Statement

"Brent International School Subic is founded on the core values of our Christian heritage: love, honesty, excellence, integrity and respect for every member of the community. Membership in the student body carries with it a responsibility for the strict observance of moral and ethical behavior befitting an honorable person. Every member of the Brent community is therefore expected to show respect for themselves and others by guarding and abiding by these fundamental principles in all aspects of school life. Above all, the spirit of humility must underlie these ethical and moral standards and provide the foundation for proper conduct and accountability. "

In accordance with the principles we share, we will not condone cheating, lying or plagiarism.

- Cheating is defined as giving or receiving any unauthorized assistance on any assignment, quiz or test, regardless of intent. Allowing a fellow student to copy work is a form of cheating.
- Lying is any misrepresentation of the truth or failure to state the truth, with the intent to deceive.
- Plagiarism is any presentation of the ideas, thoughts, or words of another as one's own, regardless of intent.

To indicate agreement to and acceptance of the principles of Academic Honesty in our school, every Upper School student, as well as their parent or guardian, is requested to sign the Academic Honesty Form.

Students and parents also need to be aware that teachers will be submitting electronic copies of their papers to turnitin.com, an online program and database, which will search and compare their essays to billions of other published papers. Academic honesty violations will result in the following two very important consequences:

- Teachers who discover student behavior in violation of the above stated principles will share that information to teachers concerned, the counselor and school administrator in an effort to monitor more closely student compliance. Parents or guardians will also be informed.
- Students who have committed violations of this Statement may incur any of the following consequences: detention, suspension, removal or restriction from activities or dismissal from Brent International School Subic, pending authorization by the Headmaster.

Academic Integrity Violations Monitoring and Procedure

Teachers have the primary role of providing guidance for academic honesty. With clear instructions, students are to learn the importance of honesty in all forms of academic work. The guidance counselor, school level principal, and teachers concerned are to reflect, assess, and monitor student work regularly.

All student work submitted to a teacher is to be original, follow Brent guidelines for citing sources, etc., and is therefore subject to scrutiny, relative to cheating and plagiarism. It is important for the Guidance Counselor to know about violations of our Academic Honesty Policy and to keep a confidential file of those events. It is also important that the Counselor contact parents and make them aware of the situation and consequences, thereby circumventing an "I didn't know" response, should there be a second occurrence, with more severe consequences.

While the initial teacher-student discussion remains the most important resolution and teaching opportunity, the following procedure has been developed to keep records as well as investigate more difficult and/or repeated offenses. The following procedures will be followed as quickly as possible.

1. Confidentiality and protecting the name and reputation of the student must be maintained throughout.
2. The teacher is **required** to fill out an Academic Honesty Incident Report (copy attached) and submit it to the Guidance Office (you may submit Incident Report electronically if you wish).
3. The original copy of the submitted work in question (test, quiz or other work) must also be submitted.
4. The Guidance Counselor will call the parent and explain the offense and let the parent know of the consequence of first and later occurrences.
5. The Guidance Counselor will keep a record of all reports, in the event that a second occurrence happens, not only in that class, or that year, but also in the student's **entire** high school career at Brent.
6. The consequence for the first offense is a student meeting with the school counsellor, and the parents being notified of the infraction. The student will be required to redo the assignment in question.
7. If the incident occurs on an assessment for submission to IBO, the student will be allowed one chance to re-submit the re-done work.
8. If a second offense occurs, the Guidance Counselor will send the first and second offenses to the Principal.
9. The Principal will then meet with the students parents and instill consequences, which include be placed on an academic contract, possible removal from the honor society and other leadership roles, and possible forfeiture of IB Diploma.

- *In the absence of a guidance counselor, the school level principal can execute the above guidelines.*
- *Any exceptions to this policy will be decided upon by the Principal, Teachers and Guidance Counselor*

More Penalties for Malpractice

Non-compliance with school regulations (as aforementioned) include but are not limited to the following:
- Detention
- Suspension
- Removal or restriction from activities
- Dismissal from Brent International School Subic
- Forfeiture or withdrawal of the IB diploma or certificate.
- Feedback in College applications

Academic Integrity in the IB DP

1. The Regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. Malpractice includes:

Plagiarism: this is defined as the representation of the ideas or work of another person as the candidate's own

Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another

Duplication of work: this is defined as the presentation of the same work for different assessment components and/or diploma requirements

Behaviour that gains an **unfair advantage** for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying a CAS record).

2. Candidates must record the addresses of all web sites from which they obtain Information during their research, including the date when each web site was accessed.

3. Candidates must understand that passing off the work of another person as their own is not acceptable and constitutes malpractice, regardless of whether the act was unintentional.

4. For most assessment components candidates are expected to work independently with support from their subject teacher (or supervisor in the case of extended essays). However, there are occasions when collaboration with other candidates is permitted or even actively encouraged, for example, in the requirements for internal assessment. Nevertheless, the final work must be produced independently, despite the fact that it may be based on similar data. This means that the abstract, introduction, content and conclusion or summary of a piece of work must be written in each candidate's own words and cannot

therefore be the same as another candidate's. If, for example, two or more candidates have exactly the same introduction to an assignment, the final award committee will construe this as collusion, and not collaboration.

5. Many candidates for the Diploma Programme are fluent in two or more languages and are therefore able to conduct their research in more than one language, perhaps with the aid of the Internet. Such candidates must be aware that copying a passage of text, translating this passage into another language, then using the translated text in their work without acknowledging its source still constitutes plagiarism.

Other forms of Malpractice in the IB DP

The following are other forms of malpractice:
- *Duplication of work to meet the requirement of more than one assessment component*
- *Fabrication of data for an assignment*
- *Taking unauthorized material into the examination room*
- *Disrupting an examination by an act of misconduct, such as distracting another candidate*
- *Exchanging, supporting, or attempting to support the passing on of information that is or could be related to the examination*
- *Stealing examination papers*
- *Disclosing and discussing the content of an examination paper with a person outside the immediate school community within 24 hours after examination*
- *Using unauthorized version of a calculator during an examination*

Student Responsibility

The International Baccalaureate Organization (2009) states that:

The candidate is ultimately 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.

Candidates and teachers must be aware that the requirement to acknowledge sources extend beyond text taken from the Internet, CD-ROMs, books, magazines and journals. The concepts of intellectual property and academic honesty include, for example, the use of footnotes or endnotes to acknowledge the source of an idea if that idea emerged as a result of discussions with, or listening to, a fellow student, a teacher or any other person.

FAILURE TO COMPLY WITH THE REQUIREMENT ON BIBLIOGRAPHIES, REFERENCES, AND CITATIONS WILL BE VIEWED AS PLAGIARISM AND WILL, THEREFORE, BE TREATED AS A CASE OF MALPRACTICE.

Guidelines on the Use of Artificial Intelligence

Artificial intelligence (AI) at Brent

At Brent International School Subic, we believe in fostering a culture of responsible and ethical engagement with artificial intelligence (AI). Our philosophy regarding the use of AI is rooted in the development of AI literacy.

Defining AI Literacy

AI Literacy encompasses the use of artificial intelligence (AI) while guided by a comprehensive understanding of its capabilities, limitations, and ethical considerations. It involves critically assessing the output generated by AI systems, recognizing when AI can and should be employed, and discerning the potential consequences, both intended and unintended, of its application.

Brent aims to help students develop responsible habits for using AI, which should serve as a tool to enhance learning, rather than replace the essential processes of thinking, practicing, and growing as learners. Students are encouraged to utilize AI as an educational partner by asking questions, exploring ideas, and seeking guidance and support. However, it is vital to remember that authentic learning happens through engagement and effort. Using AI to bypass challenges or complete tasks without understanding undermines the purpose of education. Instead, we advocate for the responsible use of AI that supports curiosity, creativity, and critical thinking. This ensures that students remain active participants in their learning.

Acceptable Uses of AI

- Alignment with School Policies: The use of AI should adhere to the policies of Brent International School, such as the Academic Honesty Policy. While AI tools can support learning in various ways, the classroom teacher holds the ultimate authority regarding the acceptable use of AI in their classroom. This ensures that AI is used to enhance, rather than replace, student effort and learning.
- AI as a Thought Partner:
  - Brainstorming Ideas: AI tools can assist in brainstorming and generating ideas for papers, including providing topic suggestions, relevant keywords, and potential research angles.
  - Formatting or Summarizing Work: AI may be used to format or summarize work where appropriate, with consideration of academic integrity.
  - Students must ensure that the work retains their original thoughts and analysis.

- AI as a Tutor: AI tools can help establish learning concepts, offering explanations and personalized learning experiences. Students are encouraged to verify AI explanations with reliable sources and textbooks to ensure accuracy.
- AI for Feedback on Style and Tone: Use AI to receive suggestions for improving clarity, conciseness, and tone.
- AI for Refining Work: Employ AI for grammar and spelling checks (except for language acquisition learners), enhancing the quality of written work.

Unacceptable Uses of AI

- Generating Written Content: It is strictly prohibited to use AI tools to generate written content or complete assignments entirely on behalf of the student. All submitted work must be the original creation of the student. Violation may result in consequences as outlined in the Academic Honesty Policy.
- Drafting Papers: Students should not use AI to write rough drafts of papers. Rough drafts should be products of the student's own ideas and effort. Using AI to generate significant portions of the text, structure, or arguments is considered drafting and is prohibited.
- Research Sources: Students are expected to locate and evaluate research sources independently or with guidance from their instructors, not by using AI.
- Translating Essays: It is strictly prohibited to use AI to translate essays for IB bilingual diplomas.

Ethical Considerations

1. Academic Honesty: Students should adhere to the school's academic honesty policy and avoid using AI in ways that violate this policy.
2. Bias Awareness: Students should recognize that AI algorithms may contain biases and ensure that their use of AI does not lead to discrimination based on race, gender, or socioeconomic status. For instance, AI systems may show biases in image recognition or predictive analytics, which could reinforce stereotypes or provide inaccurate information about certain groups.

Educational Use of AI

1. Curriculum Integration: Explore integrating AI technologies into the curriculum, providing students opportunities to learn about and engage with AI meaningfully.
2. Teacher Training: Provide training and professional development opportunities for teachers to use AI tools effectively in the classroom.
3. Assessment and Grading: Consider how AI may assist in assessment, grading, and providing feedback processes, with human judgment remaining a crucial component.

Use of AI Detection Tools

The school may employ AI detection tools to assist in identifying inappropriate uses of AI. While these tools can be a valuable resource, all final decisions regarding academic honesty will be made by human evaluators to ensure fairness, accuracy, and context-sensitive judgment.

Review and Updates

This AI Policy and Guidelines document will be regularly reviewed and updated to align with evolving technologies and best practices.

Feedback and Improvement:

We encourage feedback from all stakeholders to continuously improve the use of AI in the school.

Additional Resources:

AI Do's and Don'ts Document *(some taken from the Jeff Utecht AI Workshop)*
Evaluating 13 Scenarios of AI in Student Coursework (IB)

Citation of AI Prompts (Common to Brent Manila and Brent Subic)

ARTIFICIAL INTELLIGENCE CITATION GUIDANCE

Don't forget - AI is like any other source for academic writing - words and ideas generated by AI must be properly cited.

Use the following guidance when completing your citation for AI-generated material ("How Do I Cite Generative AI in MLA Style?"):

"Author"

We do not recommend treating the AI tool as an author. This recommendation follows the policies developed by various publishers, including the MLA's journal PMLA.

Title of Source

Describe what was generated by the AI tool. This may involve including information about the prompt in the Title of Source element if you have not done so in the text.

Title of Container

Use the Title of Container element to name the AI tool (e.g., ChatGPT).

Version

Name the version of the AI tool as specifically as possible. For example, the examples in this post were developed using ChatGPT 3.5, which assigns a specific date to the version, so the Version element shows this version date.

Publisher

Name the company that made the tool.

Date

Give the date the content was generated.

Location

Give the general URL for the tool" *[note that you can generate a unique URL for work made by many AI tools, which should be used if possible]*

Examples ("How Do I Cite Generative AI in MLA Style?"):

"Pointillist painting of a sheep in a sunny field of blue flowers" prompt, DALL-E, version 2, OpenAI, 8 Mar. 2023, labs.openai.com/.

Example with a link to the original chat:

"Should students cite information they get from AI?" prompt. ChatGPT, 3.5 version, OpenAI, 16 Jul. 2024, https://chatgpt.com/share/3e4753a1-3f89-436c-8888-c77c03060b99.

For more information, click the link or copy and paste the link into your browser.
https://style.mla.org/citing-generative-ai/

Works Cited

"How Do I Cite Generative AI in MLA Style?" MLA Style Center, 12 Apr. 2023,
style.mla.org/citing-generative-ai/.

LINK TO THE MLA AND APA STYLE GUIDES PROVIDED BY PURDUE.EDU
https://owl.purdue.edu/index.html

Click the link. From the webpage, select the proper style guide: APA or MLA. If you are unsure, ask your teacher.

If the link does not work, copy and paste the above URL into your browser.

Implementation and Revision

This policy is made available to the school community, included in the admissions packet, and published in the school's website and handbook. Revision of this policy is practiced every three years.

As a school, we hope to be able to guide students to practice academic honesty and commitment.

Middle and Upper School Academic Honesty
Incident Report

Student: _____   Grade: _____

Reporting Faculty: _____   Subject: _____

Incident Summary (attach if more space is required):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

What was the student's reaction? (attach if more space is required):

_____
_____
_____
_____

Attach the student's work in question to this report (and plagiarized/copied documents when applicable) to this form. When complete submit all materials with this form to the guidance office.

For Guidance Only: Students Academic Honesty History

_____First offense   _____ Second offense   _____ Three or more offenses

Comments:

_____
_____
_____
_____