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KAUNO JONO JABLONSKIO
GIMNAZIJA

# KAUNAS JONAS JABLONSKIS GYMNASIUM

# ACADEMIC INTEGRITY POLICY

## The IB Middle Years Programme / Diploma Programme

Last Review: December 2022
Next review: December 2024

# KAUNAS JONAS JABLONSKIS GYMNASIUM ACADEMIC INTEGRITY POLICY

**The IB Middle Years Programme / Diploma Programme**

## CHAPTER I

## SCHOOL PHILOSOPHY

1. The activities of Kaunas Jonas Jablonskis Gymnasium focus on the lifelong learning and personal growth of every member of the community as well as goal-setting that unites the community and their persistent pursuit of values, skills and knowledge through shared leadership, respect for each other and mutual understanding. School activities are based on the following values:

- devotion to the aims of the school
- ability to act
- respect for every member of the community
- continuous personal development
- sustainable partnership.

## CHAPTER II

## UNDERSTANDING ANID PROMOTING ACADEMIC INTEGRITY

2. Kaunas Jonas Jablonskis Gymnasium does not justifir academic misconduct in any form and under any circumstances and therefore does not tolerate any form of academic malpractice. Our School's primary goal is to instil in our students the value of respect for intellectual property, other people's work and ideas as well as to promote the universal principles of integrity and ethical behaviour.

3. **Academic integrity** is an.essential principle of the IB's academic programmes offered'at Kaunas Jonas Jablonskis Gymnasium, both MYP and DP. Academic integrity refers to:

4. proper conduct in relation to examinations:

- the full acknowledgement ofthe original authorship and ownership of creative material;
- the production of 'authentic' pieces of work;
- the protection of all forms of intellectual property - which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights, and copyright.

5. **The IB learner profile**. "As stated in the IB learner profile, all members of the IB community must strive to be "principled", acting with "integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere". Students must demonstrate academic integrity and avoid any form of academic misconduct" (MYP From principles into practice, updated 2022, p.38; DP From principles into practice, 2015, p. 47).

6. Students are encouraged to understand and value other IB learner attributes, with particular attention paid to being:

**open-minded** - understanding the value of others' ideas, works and intellectual property;

**critical thinkers** - able to ethically evaluate information and make decisions on their own;

**principled** - able to make sure that work is always of your own and reference others' work by quoting, citing, or paraphrasing appropriately, copyright and intellectual property is respected;

**risk-takers** - always sure of completing their tasks ethically, with the understanding that one might not always be correct;

**knowledgeable** – able to know and use good practices such as referencing for their written tasks, in order to enact academic integrity;

**inquirers** – able to acquire the skills necessary to conduct inquiry and research. Co-create lines of inquiry with their teachers and their fellow students, and develop and follow lines of inquiry inspired by their research.

7. Academic integrity policy in the IB programmes (MYP and DP) implemented at Kaunas Jonas Jablonskis Gymnasium has been aligned with the school Teacher's Code of Ethical Conduct endorsed in 2018.

## CHAPTER III
## ACADEMIC MISCONDUCT AND ACADEMIC MALPRACTICE

8. Academic misconduct (or malpractice) is „a behaviour that may result in the student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment components" (MYP: From principles into practices, 2014). Academic malpractice includes but is not limited to:

8.1 **Plagiarism** (representation of the ideas or work of another person as candidate's own / copying extemal sources).

8.2 **Peer plagiarism** (copying work from another student).

8.3 **Collusion** (coursework only and when working collaboratively, when work of students show close similarity).

8.3.1. There is a distinction between **legitimate collaboration and unacceptable collusion**. The IB defines collaboration as "working together on a common aim with shared information, which is an open and cooperative behavior" (From principles into practices. 2O20, p.77) .Meanwhile, unaccepted collusion is defined as a presentation of the same or similar version of work by "a number of candidates as their own individual work" (Middle Years Programme Assessment procedures, 2020).

8.4 **Submitting work** commissioned, **edited** by or obtained from a third party.

8.5. **Inclusion** of inappropriate, offensive, or obscene material.

8.6 **Duplication of work** (presentation of the same work for different assessment components and / or diploma requirements).

8.7 **Falsification of data** (presentation of work based on false or fabricated data).

8.8 **Possessing unauthorized material** in the examination room (e.g. a calculator, student's notes, a dictionary, a mobile phone etc.).

8.9 Leaving and / or **accessing unauthorized material** in a bathroom / restroom that may be visited during an examination.

8.10 Misconduct during an examination, including **any attempt to disrupt** an examination or distract another candidate.

8.1 1 **Impersonating** another candidate (both impersonator and a person allowing impersonation).

8.12 **Removal of secure materials** (examination papers, question and answer booklets) from the examination room.

8.13 **Gaining access** to IB examination papers before examinations schedule time or sharing of IB examination paper content before/during /within 24 hours after the examinations.

8.14 **Failing to comply with the instructions** of the invigilator or member of the school staff responsible for the conduct of the examination.

8.15 **Failing to report** an incident of academic misconduct (when students are aware of the act of misconduct but decide not to report).

## CHAPTER IV
## EXPECTATIONS AND RESPONSIBILITIES

### Students Need to Know

9. (...) all students participating in IB programmes are expected to act honestly, responsibly and ethically. When students understand the role that they have in the process of their own learning, they can also understand that they are responsible for the production of work submitted for assessment and that all completed examination papers must reflect their own authentic and genuine work. This is the only way students can receive a grade that is fair and reflects their effort. (Academic integrity, 2019, p.l 5)

10. The students studying in the IB MYP or the IB DP need to be made aware of the principles of academic integrity as explained in the IB guides Academic Integrity Policy (2019) and Academic Honesty in the IB Educational Context (2016). As a student, your responsibilities in respect of academic integrity include the following:

10.1. You are responsible for ensuring that all work submitted for assessment is authentically yours (i.e. original ideas and wording).

10.2. You are responsible for fully and correctly acknowledging the work and ideas of others (i.e. be able to quote, cite, paraphrase, refer to or retell what others have said).

10.3. You are responsible for using appropriate citation regulations (APA style), proper referencing and bibliography styles.

10.4. You are expected to review your own work before submission for assessment to identify any passages, computer programmes, data, photographs and other material for indicating sources and authorship of the materials used.

10.5. You are expected to comply with all internal school deadlines. This is for your own benefit and may allow time for revising work that is of doubtful authorship.

10.6. You must abstain from receiving non-permitted assistance in the completion or editing of work, such as from friends, relatives, other students, private tutors, essay writing or copy-editing services, pre-written essay banks or file sharing websites.

10.7. You must abstain from giving undue assistance to peers in the completion of their work.

10.8. You must show a responsible use of the internet and associated social media platforms.

11. Students and parents are introduced to the academic integrity policy during the admission process of both IB MYP and DP programmes and are required to sign a declaration of academic integrity before starting the programme.

12. "A Guide to APA Referencing Style" has been prepared by the school for both the teachers and the students. Copies of it will be available for each MYP/DP student, teachers and the librarians as well. The guide is attached as appendix to this policy.

**Teachers Need to Know**

13. "Teachers are the main agents of academic integrity in the classroom and their role is as important as that of the programme coordinators. They must therefore have the same level of understanding of the expectations of the school's academic integrity policy and IB expectations. Teachers should be aware that their conduct sets an important example to students". (Academic integrity policy, 2019, p.13).

14. Teachers should be aware that acts of student misconduct may be caused by factors such as student ignorance, lack of training, time pressure and pressure to perform, and the easy access to information and support. Students may also come from previous schools and contexts which have not emphasized academic integrity to a sufficient degree. These and other reasons may lead to sanctions not being the first step, especially early in the programme. For this reason, both MYP and

DP student are given 2 months to fully acknowledge the requirements of the academic integrity. At the same time, the DP or MYP coordinator should always be informed of the more serious cases of misconduct, and the students always be made aware of the seriousness of such offences, intended or not. The value of academic integrity should be an integral part of all teaching and learning activities, and the students should develop to be the principled life-long learners that the IB Learner Profile advocates, becoming "advocates of a culture of integrity" when moving on in life (Academic integrity policy, 2019, p.l4).

15. Teachers' responsibilities are as follows (Academic integrity policy, 2019, p.l4):

15.1. Ensuring that students have a full understanding of the expectations and guidelines of all subjects.

15.2. Ensuring that students understand what constitutes academic misconduct and its possible consequences.

15.3. Planning a manageable workload so students can allocate time effectively to produce work according to IB's expectations.

15.4. Giving feedback and ensuring students are not provided with multiple rounds of editing, which would be contrary to instructions described in the relevant subject guides.

15.5. Ensuring that all student work is appropriately labelled and saved to avoid any error when submitting assessment to IBIS.

15.6. Developing a plan to cross-reference work across multiple groups of students when they are preparing to submit final pieces of work for assessment in order to prevent collusion.

15.7. Responding to student academic misconduct and supporting the school's and IB's investigations.

15.8. Responding to school maladministration and supporting the school's ahd IB's investigations.

16. In a more specific sense teachers are responsible as follows:

16.1. To be vigilant for obvious changes in a candidate's style of writing, for work which is too mature, too error- free or more characteristic of an experienced academic than a secondary school student.

16.2. To read and check candidates' work for authenticity before submission. This refers to all internal and external DP assessments and MYP personal project assessment.

17. If the coordinator or teacher has reason to suspect thatpafi or the whole of a candidate's work, which counts towards the final IB MYP or Diploma grade in that subject, may not be authentic, that work must not be accepted or submitted for assessment.

**Parents Need to Know**

19. The responsibility of parents/guardians (esp. if students are below the age of 18):

19.1. Encourage your son or daughter to plan each assignment so that they can meet deadlines with ease.

19.2. Provide support with the scheduling of the work, as your son or daughter may have many assignments to complete.

19.3. Strongly encourage your son or daughter do his or her own work but support him or her in understanding the necessity of planning one's work.

19.4. Establish a good level of communication with the school so that you understand the requirements of the DP / MYP and what is expected from the students.

19.5. If your son or daughter is having difficulty with one's work, encourage him'or her to ask a teacher or coordinator for advice.

**The Role of the Librarian and EE/PP coordinator**

20. The IB Librarian and the EE/PP coordinator are useful resources for all MYP/DP students and teachers. The librarian is an expert in the area of academic honesty and can provide ethical guidance alongside information on the most appropriate citation system to use in each DP assignment, particularly the Extended Essay and MYP personal projects. The librarian is also responsible for our similarity checker usage and will provide teaching staff with the information.

**The Use of Oxsico**

21. Teachers are required to submit the final version of most internally and externally assessed work through similarity checker Oxsico before it is submitted to the IB. It is possible that the school may refuse to submit student work to the IB on the basis of the Oxsico search outcome Subject teachers may, in addition, request that drafts of assignments be submitted through Oxsico.

22. Students should note that the IB also randomly submits work throu gh Turnitin, thus creating an even larger data base through which student work can be compared.

## CHAPTER V
## CONSEQUENCES OF MALPRACTICE

14. Upon each instance of a suspected violation of the school's standards of Academic Honesty, the following procedure will be followed:

14.1 The teacher who assigned the work will carry-out an investigation. In the process, the teacher will:

14.1.1 consult the MYP/DP Coordinator to determine a plan.

14.1.2 consult with the student involved.

14.1.3 consult with any other individuals who may be involved.

14.2 Ensure the rights of the student and those involved are not violated.

14.3 If the teacher determines the student is responsible for the misconduct, he/she will file an official Incident report. The form is sent to MYP / DP Coordinator and Student Support Coordinator.

14.4 To ensure the violation is not repeated, the student will meet with the teacher to learn what steps should be taken in the future to avoid this type of academic misconduct. The teacher should provide a summary of this meeting to the MYP/DP Coordinator who will attach it to the original incident report.

14.5 The student will meet with the MYP/DP Coordinator to reply to the findings of the investigation. A summary of this meeting will be attached to the original incident report.

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

**lst Offence**

The teacher fills in the incident report form and notifies parents about the incident.
The student has to redo the assignment to be assessed.
The offence is registered.

**2nd Offence**

The teacher fills in the incident report form and notifies parents about the incident.
The student receives a ZERO for the assignment.
The offence is registered.
The student and his/her parents are invited to discuss the case.

**3rd Offence**

The teacher fills in the incident report form and notifies parents about the incident.
The student receives a ZERO for the assignment.
The offence is registered.
The student and his/her parents are invited to discuss the case.
The student is reprimanded or is recommended to be expelled from school.

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IB DP Coordinator Jūrate Zybartienė
MYP Coordinator Kristina Gimpelson

Contents based on:

Academic Honesty in the IB Educational Context. (2014), updated (2016), IBO, Geneva, Switzerland
MYP: From Principals into Practices. (2014), updated (2022),IBO, Geneva Switzerland
MYP Assessment Procedures. (2020), IBO, Geneva Switzerland
DP From principles into Practice. 2015, IBO, Geneva Switzerland
Academic Integrity Policy. (2019), IBO, Geneva Switzerland
Programme Standards and Practices. (2020), IBO, Genevo Switzerland

Retrieved from:

https://www.ais.at/uploaded/academics/HS/IB/AIS_IBDP_Academic_Integrity_Policy.pdf
https://resources.finalsite.net/images/v1612559994/ishdk/ed0dqmvnmu7wssylrmkh/ISH-Academic-Integrity-Policy.pdf

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## IB STANDARDS AND PRACTICES FOR ACADEMIC INTEGRITY

Culture 3: The school implements, communicates and regularly reviews an academic integrity policy that creates cultures of ethical academic practice. (0301-03)

Culture 3.1: The school implements and reviews an academic integrity policy that makes the school's philosophy clear and is aligned with IB guidelines. (0301-03-0100)

Culture 3.2: The school clearly describes in its academic integrity policy the rights and responsibilities of all members of the school community, what constitutes good practice and misconduct, and the actions that are to be taken if there are transgressions. (0301-03-0200)

Culture 3.3: The school articulates responsibilities for teaching a variety of practices related to academic integrity, and reflects its five fundamentals: honesty, trust, faimess, respect and responsibility. (030 1 -03-0300)

Culture 3.4: The school ensures that relevant support materials, resources and structures related to the academic integrity policy are implemented. (0301-03-0400)

Culture 3.5: The school monitors and evaluates the impact of the academic integrity policy to ensure that it regularly informs learning and teaching across the curriculum and that school's procedures are transparent, fair and consistent. (0301-03-0500)

Lifelong leamers 4: Students grow in their ability to make informed, reasoned, ethical judgments. (0402-04)

Lifelong learners 4.1: Students and teachers comply with IB academic integrity guidelines. (0402-04-0100)

Culture 6: The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements,processes with consideration of the relationship between its IB mandated policies. (0301 -06-0 1 00)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (030 1 -06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its lB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision making and curriculum development. (030 1 -06-0700)