



«XXI Century Integration» International Secondary School



МЕЖДУНАРОДНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА **ИНТЕГРАЦИЯ XXI ВЕК**

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IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB



ACADEMIC INTEGRITY POLICY

Revised in May, 2024

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IMPORTANT NOTICE:

THE DOCUMENT SHOULD BE AVAILABLE TO EVERYONE IN THE SCHOOL COMMUNITY.
FROM THE PRESCHOOL ALL STUDENTS SHOULD BE TAUGHT THAT ACADEMIC HONESTY IS ONE OF THE MOST IMPORTANT ASPECTS IN THEIR LEARNING.
EVERY MYP AND DP STUDENT SHOULD RECEIVE THIS DOCUMENT BEFORE DOING ANY NON-EXAM COMPONENT TO KNOW HOW TO SITE THEIR WORKS.

The IB Learner Profile is embedded in XXI Century Integration International Secondary School daily life and, therefore, is the cornerstone to this policy. Further guidance comes from the IBO publication Academic honesty: guidance for schools, September 2003 and updated Academic integrity policy, March 2023. XXI Century Integration considers honesty a fundamental value and teaches students to consider as one of their own.

In developing the school Academic integrity policy we encourage our students to be:

- Inquirers – who acquire the skills necessary to conduct inquiry and research;
- Knowledgeable – who explore concepts, ideas and issues;
- Principled – who act with honesty and honesty, take responsibility for their own actions;
- Open-minded – who are accustomed to seeking and evaluating a range of points of view;
- Risk takers – who are brave and articulate in defending their beliefs.

These qualities when applied to learning and student work will establish skills and behavior which support good practices to be found in the classroom, used for homework and continued to examination level. The good practices are expected to be introduced, modeled, clearly articulated and used throughout the school.

XXI Century Integration encourages our students to work autonomously and to develop their critical and reflective thinking. We teach students to make them understand that principles of honesty and honesty take place not only in the written tasks. They should guide all the students' actions. Academic honesty is a comprehensive term for the behaviours that we expect not only from our students, but also from our teachers.

Cheating harms the school community in many ways. Honest students are frustrated by the unfairness of cheating that goes undetected and therefore unpunished. Cheaters also cheat themselves of a real education. They rob themselves not only of general knowledge, but also of the experience of learning how to learn, the very experience that makes the IB Diploma so valuable to universities. The reputation of the school and IBO and the worth of the Diploma suffer if universities find graduates lacking the abilities their degrees should guarantee.

Finally, most universities and professions have codes of ethics, standards to which you will be expected to adhere when you are studying or working. For all of these reasons, academic misconduct is considered a serious offense at the school.

Every year the school's librarian organizes series of seminars and workshops dedicated for the effective citing and referencing for all the students. That is how the pupils better understand why cite, what to cite, when to cite and how to cite¹.

—**WHY CITE?** When you cite, you:

¹ The following section is taken from *Effective citing and referencing, IBO, 2014*.

- show respect for the work of others
- help a reader to distinguish our work from the work of others who have contributed to our work
- give the reader the opportunity to check the validity of our use of other people's work
- give the reader the opportunity to follow up our references, out of interest
- show and receive proper credit for our research process
- demonstrate that we are able to use reliable sources and critically assess them to support our work
- establish the credibility and authority of our knowledge and ideas
- demonstrate that we are able to draw our own conclusions
- share the blame (if we get it wrong).

—***WHAT TO CITE?***

As creators/authors, we are expected to acknowledge any materials or ideas that are not ours and that have been used in any way, such as quotation, paraphrase or summary. The term “materials” means written, oral or electronic products.

—***WHEN TO CITE?***

When we acknowledge the use of materials or ideas that are not ours, the reader must be able to clearly distinguish between our own words, illustrations, findings and ideas and the words and work of other creators.

In written work, we should cite in the text where we have used an external source.

In other forms of work (music, video, artistic pieces), we are expected to acknowledge use of external sources appropriately.

In presentations we can provide our audience with a handout of our references, or list our sources on the final slide(s).

During an oral presentation, we can acknowledge the sources we are using by the use of phrases, for example, “As Gandhi put it ...” or “According to ...”. We can show a direct quotation by saying “Quote ... Unquote” or by signalling with “rabbit's ears” or “air quotes”. In a presentation supported by posters or slides, we can include short or full references on the slides; if short

references are made on the slides, then we should again provide a full list of references on a handout or on the final slide(s).

We can include references or acknowledgments of other people's work in the final credits of a film. A piece of music can be accompanied by programme notes indicating influences and direct sources. Art on display can be labelled or captioned.

—HOW TO CITE?

It must be clear to the reader just what it is that we owe to someone else, and whether we have quoted exactly or have used our own words and understanding of the original material.

- The reader must be able to distinguish clearly between our words/work and the words/work of others.

- Quotations—the exact words as used by others—are indicated either by quotation marks or by displaying (indenting) the quotation.

- Paraphrase and summary of others' work should similarly be distinguishable from our own words and ideas.

- Use of a style guide ensures that our citations and references are recorded consistently.

- Choice of introductory or parenthetical citation is often a matter of readability, emphasis and authority.

As noted in the definitions below, the citation in the text links to a full reference that will enable the reader to trace the exact material used.

The three main types of in-text citation are as follows.

1. Author

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and

- page number(s) from which the quotation or paraphrase is taken, if applicable.

2. Author–date

In-text citation is done by an introductory and/or parenthetical citation providing:

- the last name of the author, and

– the year of publication from which the quotation or paraphrase is taken, and the page number, if applicable.

3. Numbered footnote

In-text citation is done by:

- superscript note numbers that come after the referenced passage, and after the final punctuation mark, if used, and
- corresponding footnotes placed at the bottom of their page of reference containing all reference details from which the quotation or paraphrase is taken; when using a source for a second or subsequent time, a shorter footnote reference is sufficient.

The following section provides examples on how to cite:

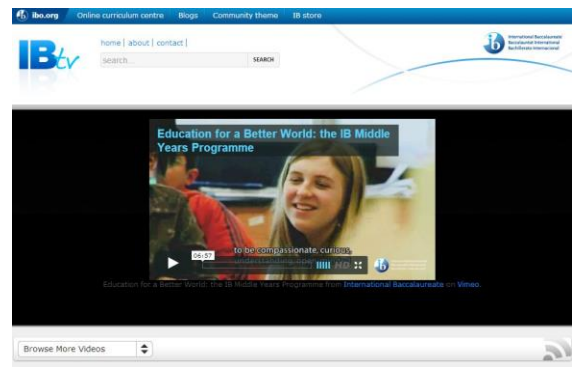
- printed sources
- non-printed electronic sources
- online video clips
- social media
- products (texts, images, etc.) created by artificial intelligence tools.

		Citing printed sources	Source material
Quotation	Author	Carroll points out that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2).	<p><i>Some attempts to gain unfair advantages involve deliberate breaches of the rules. Learners who take devices into examinations, gain unauthorized access to assessment questions, or who hire an impersonator are clearly being dishonest. Because of developments in communication technology, smaller devices can be smuggled into examination rooms, impersonators are easier to recruit, and hacked questions are more easily available. However, deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion. In these cases, determining whether a learner has acted dishonestly is much more problematic and the role of technology and networked communications in encouraging misuse is also more complex.</i></p> <p>Reference: Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf p. 2.</p>
	Author-date	Carroll reminds us that “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion” (2012:2).	
	Numbered footnote	As Carroll has noted, “deliberate breaches form a relatively small proportion of dishonesty cases whereas up to 80% in most years involve misuse of others’ work through plagiarism or collusion”. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf p. 2.	
Paraphrase	Author	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy (Carroll 2).	<p>Reference: Carroll, J. July 2012. <i>Academic honesty in the IB</i>. IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf.</p>
	Author-date	Carroll (2012: 2) notes that while some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy.	
	Numbered footnote	While some students still try to bring unauthorized materials into examination rooms with a clear intention to cheat, the vast majority of breaches (80%) relate to plagiarism and collusion; establishing responsibility and intent in such cases is not always easy. ¹ ¹ Carroll, J. 2012. <i>Academic honesty in the IB</i> . IB Position Paper. http://blogs.ibo.org/positionpapers/files/2013/02/Academic-honesty-in-the-IB.pdf p. 2.	

		Citing non-printed electronic sources	Source material
Quotation	Author	In declaring that ability to read is “a vital survival skill”, Royce points out that, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important”.	<p><i>Reading is important. It is a vital survival skill. Reading, and of course writing, is the basis of learning. Until recently, it was the main method by which people far apart could talk to each other, across the miles or across the years. Even today, reading has advantages not shared by telecommunications or computer technology. And when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important.</i></p> <p>Reference: Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	Royce, suggesting that ability to read is “a vital survival skill”, added, “when you think about the vast amount of information, written information, that computer technology makes possible, the ability to read becomes ever more important” (1995).	
	Numbered footnote	In declaring that ability to read is “a vital survival skill”, Royce points out that, that computer technology makes possible, the ability to read becomes ever more important”. ² ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	
Paraphrase	Author	As Royce has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever.	<p>Reference: Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm. Accessed 30 November 2013.</p>
	Author-date	As Royce (1995) has suggested, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. Almost 20 years later, this remains as true as ever.	
	Numbered footnote	As Royce ² noted, technology has not made obsolete the need for good reading skills; far from it—so much digital text is produced today that ability to read is as important, perhaps even more important, than ever. ² Royce, J. 1995. <i>Reading matters: Words, words, words...</i> http://read2live.info/read2.htm . Accessed 30 November 2013.	

		Citing an online video clip	Source material
Quotation	Author	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate).	<p><i>Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate).</i></p>
	Author-date	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded” (International Baccalaureate 2010).	
	Numbered footnote	As one student put it, the Middle Years Programme “wants to make you kind of an analytical mind, it wants to make you criticize what you learn, it wants to make you open-minded”. ³ ³ International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibtv/?p=327 . Accessed 30 November 2013.	
	Author	Students realize that the Middle Years Programme attempts to make them think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate).	

Paraphrase	Author-date	Students realize that the Middle Years Programme attempts to makethem think more deeply and carefully, to become and to be critical thinkers (International Baccalaureate 2010).
	Numbered footnote	Students realize that the Middle Years Programme attempts to makethem think more deeply and carefully, to become and to be critical thinkers. ³ ³ International Baccalaureate. May 2010. <i>Education for a better world: the IB Middle Years Programme</i> (video). http://blogs.ibo.org/ibt/v?p=327 . Accessed 30 November 2013.



Reference:

International Baccalaureate. May 2010. *Education for a better world: the IB Middle Years Programme* (video). <http://blogs.ibo.org/ibt/v?p=327>. Accessed 30 November 2013.

Citing social media

Source material

Quotation	Author	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB".
	Author-date	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner (2013) declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB".
	Numbered footnote	Commenting on an update on IB's Facebook page, which proclaimed "Study shows IB graduates are more confident in research activities at the university level", Israel Swanner declared "I can vouch for that. Freshman year at Pacific was EASY compared to senior year in IB". ⁴ ⁴ Swanner, I. 21 November 2013. "I can vouch for that ..." comment on "Study shows IB graduates are more confident ..." The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.
Paraphrase	Author	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner).
	Author-date	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university (Swanner 2013).
	Numbered footnote	A well-liked comment on Facebook supports research evidence that the Diploma Programme is an excellent preparation for university. ⁴ ⁴ Swanner, I. 21 November 2013. "I can vouch for that ..." comment on "Study shows IB graduates are more confident ..." The International Baccalaureate Facebook status update. https://www.facebook.com/IBO.org . Accessed 30 November 2013.





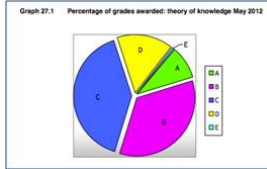
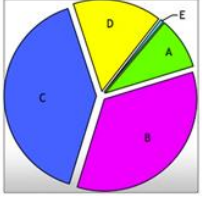
Reference:

Swanner, I. 21 November 2013. "I can vouch for that ..." comment on "Study shows IB graduates are more confident ...". The International Baccalaureate Facebook status update. <https://www.facebook.com/IBO.org>. Accessed 30 November 2013.

Citing an image

Source material

Author	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge.</p> <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>
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<p>Auth or- dat e</p>	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012</p>	 <p>The IB Diploma Programme Statistical Bulletin</p> <p>May 2012 Examination Session</p>  <p>Graph 27.1 Percentage of grades awarded: theory of knowledge May 2012</p> <p>Reference: IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme statistical bulletin, May 2012 Examination Session.</i> https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf.</p>
<p>Numbered footnote</p>	<p>On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).</p>  <p>Figure 4. Percentage of grades awarded: theory of knowledge May 2012.⁵</p> <p>⁵ IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme statistical bulletin, May 2012 Examination Session.</i> https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf. P 40.</p>	<p>Reference: IB (International Baccalaureate). November 2012. <i>The IB Diploma Programme statistical bulletin, May 2012 Examination Session.</i> https://www.ibo.org/facts/statbulletin/dpstats/documents/may_2012_statistical_bulletin.pdf.</p>

Use of artificial intelligence (AI) tools

“WHY IS THE IB ALLOWING STUDENTS TO USE AI TOOLS?”

Students at IB World Schools are provided with a unique, challenging and diverse education. They are encouraged to drive their own learning and to think critically and challenge assumptions.

The IB understands that there will be many reservations about allowing the use of Chat GPT and other artificial intelligence tools in IB World Schools. However, we believe that these tools can provide great opportunities to enhance the skills of IB learners. Critical thinking, for example, is a skill that will grow in importance when using artificial intelligence tools. We therefore need to work with these tools, rather than against them, and embrace what the technology is capable of. The IB strongly believes that we should find appropriate ways to include such tools in teaching and assessment, which are complementary with learning aims.

“Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them”².

It is not realistic to prevent the use of these tools as they will rapidly become commonplace, but the IB believes that schools should explain ethical behaviour when using these tools, and why they

² Key points to explain the use of Artificial Intelligence (AI) tools (one page fact sheet):
The IB and Artificial Intelligence.pdf, IBO 2023

often are not the most useful piece of software. Students should be reminded that the text currently produced by AI tools is often repetitive and formulaic, and most likely not of good enough quality to be awarded high marks. **Some recommendations are as follows.**

- Before writing a piece of work, students should find research material—it is entirely reasonable to use a search engine to do this. This research will give them ideas and help shape their arguments.
- Students benefit from having an example of a good essay to look at when drafting their own work. There is nothing wrong with this, although the student must be clear that they are only using it to understand what good essay structures and coherent supported arguments look like, not to copy sections of it.
- Students should be encouraged to ask the software research questions rather than the essay title, and then explore the sources it provides—ensuring they also explore the inherent bias of the results.

Teachers may have experienced problems when a student has been given an example essay that too closely matches what they are being asked to do. Consciously or unconsciously, the student can start to copy the content of the essay rather than using it to create their own work. Therefore, during the writing or creative process of any piece of work, the IB expects teachers to use the same processes they would use whenever they suspect that the work submitted is not the student’s own and is not identifiable by plagiarism detection software—for example, work written by a third party or paid service.

What does the IB expect when a teacher checks the authentication box to confirm that work is the student’s own?

- The teacher has seen the student develop the work over a period of time—IB coursework is not designed to be completed in a single evening.
- This is the best approach in ensuring that the work belongs to the student, and it also encourages best practice in writing coursework.
- The student can explain their work sufficiently—to give confidence that it has been created by them.
- The student is clear when they are quoting other people’s ideas and when they are claiming an idea or conclusion as their own work—this is the expected way of referencing.
- The teacher confirms the quality of the final piece of work is in line with what they would expect the student to be able to produce.

Using software to improve language and grammar

There are software programs available to help authors improve the quality of the language they use, from simple spell checkers to complex tools that rewrite sentences. IB assessments usually do not evaluate the quality of language or spelling so there is limited benefit in using such tools.

- The exception is in language acquisition, where marks are awarded for sentence structure. In these subjects the use of such tools is **not** permitted.
- The IB awards bilingual diplomas, and universities and schools look at the language subjects that are taken in for proof of being able to work in that language. Therefore students are **not** permitted to write essays in one language and then translate them to be submitted to the IB in another language. For subject other than language acquisition, the use of spell checkers and bilingual dictionaries is acceptable³.

³ Academic integrity policy, Updated March 2023.

HOW DO STUDENTS CORRECTLY REFERENCE AI TOOLS?

“In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography.

Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography⁴.

The footnote and the reference in the bibliography should contain the prompt given to the AI tool, the name of AI tool and source, and the date it generated the text/image (product).

Here is the example:

“Describe the symbolism of the green light in the book *The Great Gatsby* by F. Scott Fitzgerald”
prompt. *ChatGPT*, 13 Feb. version, OpenAI <https://chat.openai.com/chat>. Assessed 8 March 2023

Style guide

A style guide is a published manual that gives guidance on citation and references to help ensure that our documentation is expressed consistently, and that we include all the elements needed for our sources to be identified.

Some style guides offer more than one set of choices or sub-styles; if we use a particular sub-style, we must be sure to use the same sub-style throughout our work.

As well as advice on citations and referencing, many published style guides give advice on spelling, abbreviations, punctuation, and so on. Many also give guidance on research and on the general writing process.

Style guides in common use in the academic world include the following.

MLA (Modern Language Association)

APA (American Psychological Association)

Harvard

Chicago/Turabian

CSE (Council of Science Editors)

ISO 690 (International Organization for Standardization)

***XXI Century Integration students usually use MLA style guide.**

⁴ Key points to explain the use of Artificial Intelligence (AI) tools (one page fact sheet):
The IB and Artificial Intelligence.pdf, IBO 2023

What is academic misconduct?

You are guilty of cheating whenever you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat.

PLAGIARISM

One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. Using another writer's words without proper citation. If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.
2. Using another writer's ideas without proper citation. When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. Citing your source but reproducing the exact words of a printed source without quotation marks. This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. Borrowing all or part of another student's paper or using someone else's outline to write your own paper.
5. Using a paper writing "service" or having a friend write the paper for you. Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.
6. In computer programming classes, borrowing computer code from another student and presenting it as your own. When original computer code is a requirement for a class, it is a violation of the University's policy if students submit work, they themselves did not create.

CHEATING:

1. Using unauthorized notes or other study aids during an examination;
2. using unauthorized technology during an examination;
3. improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view;
4. looking at other students' work during an exam or in an assignment where collaboration is not allowed;
5. attempting to communicate with other students in order to get help during an exam or in an assignment where collaboration is not allowed;
6. obtaining an examination prior to its administration;
7. altering graded work and submitting it for regarding;
8. allowing another person to do one's work and submitting it as one's own;
9. submitting work done in one class for credit in another without the instructor's permission;
10. obstructing or interfering with another student's academic work;
11. undertaking any activity intended to obtain an unfair advantage over other students.

FABRICATION:

1. Falsifying or inventing any information, citation, or data;
2. Using improper methods of collecting or generating data and presenting them as legitimate;
3. Misrepresenting oneself or one's status in the University;
4. Perpetrating hoaxes unbecoming to students in good standing or potentially damaging to the University's reputation or that of the members of its academic community of students and scholars.

FACILITATING ACADEMIC DISHONESTY:

1. Aiding another person in an act that violates the standards of academic honesty;
2. allowing other students to look at one's own work during an exam or in an assignment where collaboration is not allowed;
3. providing information, material, or assistance to another person knowing that it may be used in violation of course, departmental, or college academic honesty policies;
4. providing false information in connection with any academic honesty inquiry.

DENYING OTHERS ACCESS TO INFORMATION OR MATERIAL:

1. Any act that maliciously hinders the use of or access to library or course materials;
2. the removing of pages from books or journals or reserve materials; the removal of books from libraries without formally checking out the items;
3. the intentional hiding of library materials; the refusal to return reserve readings to the library. All of these acts are dishonest and harmful to the community.

MULTIPLE SUBMISSIONS

Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The XXI Century Integration does not have a general policy prohibiting this practice. However, because an individual teacher may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both teachers involved. Non-compliance will result in a violation of the school's standard of conduct.

ILLEGAL COLLABORATION

Educators recognize the value of collaborative learning; students are often encouraged to form study groups and assigned group projects. Group study often results in accelerated learning, but only when each student takes responsibility for mastering all the material before the group. For example, suppose a calculus study group is working on a set of homework problems. Little would be learned if each student worked only one or two problems and merely copied answers for the rest. A more beneficial approach would be for each member to work all problems and be assigned the task of explaining a few problems to the group.

Illegal collaboration often occurs on homework in computer programming courses. A common case is when two students outline a program in detail together, and then type it into the computer separately, perhaps making minor modifications or corrections as they type. To a grader's trained eye, the structure of the programs is identical and the students are guilty of cheating because they haven't turned in separate, original work.

Illegal collaboration also occurs on writing assignments in literature or language courses. Typically, students will create a detailed outline together, then write separate papers from the outline. The final papers may have different wording but share structure and important ideas. This is cheating because the students have failed to hand in something that is substantially their own work, and because they haven't cited the ideas that they've borrowed from each other.

Group projects require careful division of responsibility and careful coordination to control the quality of the final product. Collective work quickly degenerates when some students see it as a way to get through an assignment with the least amount of effort. Group work calls for a different kind of effort, not less of it. When group projects are assigned, the instructor is usually interested in your mastery of group process as well as the subject. Ask the instructor to clarify individual responsibilities and suggest a method of proceeding.

In summary, when a professor says, "Go ahead and work together," don't assume that anything goes. Professors often don't state the limits of collaboration explicitly. It is students' responsibility to avoid crossing the line that turns collaboration into cheating. If you're not sure, ask.

PROCESS:

When a teacher has reason to believe that plagiarism has occurred, the following steps will be taken:

A. Teacher's/Coordinator's Action

- The teacher investigates the matter with the student(s) involved.
- The teacher communicates the outcome of his/her investigation to the Coordinator. The teacher, in consultation with the Coordinator, may decide to issue a consequence, and will communicate this decision in writing to the student and his/her parents as well as to the tutor. This letter will be placed in the student's portfolio. If a parent/student wishes to appeal the teacher's consequence, the Academic Honesty Committee may be gathered to review the matter. The Academic Honesty Committee members will depend on the issue (Vice-Principal, DP Coordinator, 2 teachers, up to 3 members of the School Student Parliament, Psychologist)

The teacher forwards copies of all information and written work to the Academic Honesty Committee Members prior to a hearing. A written request for a hearing, specifying the scope of the investigation, will be submitted and forwarded to the head of the Academic Honesty Committee.

B. The Academic Honesty Committee

- Upon receiving a referral, the Academic Honesty Committee holds a hearing and investigates the charges of plagiarism/cheating.
- In order to assure a student's due process rights, the tutor and parents of the student are informed prior to the hearing and get all the copies of all the information and written work in question.
- The student has an opportunity to appear and may be accompanied by a parent and/or tutor before the panel to shed light on the charges.
- The panel interviews other staff or students related to the inquiry.

- The Chairman of the Academic Honesty Committee delineates the disciplinary consequences and outcome of the hearing in writing to the student, counselor, and parents.
- In all cases where a student has been found to have plagiarized, a formal letter will be placed in the student's portfolio, describing the action and confirming the consequence(s) meted out by the academy.
- The due process rights of the student will always be ensured.

The Academic Honesty Committee may affirm the teacher/Coordinator's consequence with lesser or greater severity.

If a student or teacher is not satisfied with the outcome of the Academic Honesty Committee's findings, he/she may appeal the decision of the school's Governing Committee. Their decision is final.

When the case of academic misconduct is proved

In the first instance, work that is deemed to be academically dishonest will receive zero as a grade, (though the teacher may give some feedback to the student). This zero is likely to have a seriously deleterious effect on a semester grade. In addition, the concerned teacher will write a letter to the student's parents outlining the incident and how it has been dealt with. A copy of this letter will be forwarded to the school's Principal.

In the event that there is a *second instance* of academic dishonesty, again the piece of work will receive no marks. In addition, parents will be asked to attend a meeting with a panel made up of the concerned teacher, the DP coordinator, Vice-Principal and Principal if needed. This panel will try to discern whether there was a clear attempt to deceive on the part of the student. Based on the panel's findings, a number of sanctions may be employed, ranging from having the student being put on report to recommending that the student expelled from the Diploma Programme and the school.

Subsequent instances of academic dishonesty will put at risk the student's place in the school.

If found guilty of academic dishonesty, the student will receive one of the following sanctions, listed in order of increasing severity. All actions are reported to the Principal and Parents.

1. **Reprimand**: a written statement censuring a student for violating the school regulations, and stating that another offense will result in more serious action. This is normally considered a lenient response, even for first offenses.
2. **Disciplinary Warning**: verbal or written notification that the student has not met the school's standards of conduct, and that a repeated offense will result in more serious disciplinary action. It is not the case that first offenses automatically receive a warning; most first offenses receive a stricter response, with warnings reserved for cases with unusual mitigating circumstances.
3. **Disciplinary Probation**: an action that places conditions on the student's continued attendance at the school, including the statement that further violation of the school policies will likely result in dismissal. The Committee fixes the term and conditions of academic probation.
4. **Dismissal**: a written statement notifying a student that his or her attendance at the school has been terminated for violating the School's policy. Unlike suspension, dismissal is considered to be a permanent action. However, the institution may also provide conditions for re-admittance.

A student remains responsible for the academic honesty of work submitted in the XXI Century Integration, even after the student has received the Diploma. This rule also applies to students who are no longer matriculated here, including those who have graduated. It means that the work submitted to IB cannot be given to any third parties to be submitted anywhere as their own work.

Ignorance of these standards will not be considered a valid excuse or defense (**see the notice in the very beginning of the document**). If a student is ever in doubt about an issue of academic honesty, or has any hesitation about a contemplated course of action, the student should consult with the DP Coordinator or the Librarian.

PYP Program

Students in Year 1 and 2 have a conversation with PYP Coordinator about the importance of academic integrity only.

Students in Years 3-4 follow the following procedure: In case of violation of the rules of academic honesty, a conversation with explanations of policy violations takes place first. If the student next time violates the rules of academic honesty, then a conversation takes place in the presence of parents, PYP Coordinator and Primary Vice-Principal. In the future, the student is monitored by teachers and parents to adhere to the rules of the policy. Librarian guides students on academic integrity during reading and making projects in library.

Year 4 students are especially required to adhere to the rules of academic integrity in the process of preparing for the IB PYP Exhibition, as they indicate in the essential agreement while they sign it.

Responsibilities

Student responsibilities:

- submit/present only your own work;
- understand the difference between cooperation and collusion and not to submit/ present the work obtained as a result of collusion;
- do not invent (do not compose) information for the assignment;
- evaluate, rethink and analyze all the information received from various sources;
- always fully acknowledge the ideas and words of others using quotes and comments;
- complete all tasks on time and follow the Calendar of deadlines that you will receive from your DP coordinator;
- provide only true and accurate data;
- behave in appropriate way during the examinations (do not communicate with any person inside or outside the examination room during an examination, do not use any unauthorized materials such as notes, outlines or electronic devices, do not perform any other act of academic dishonesty in relation to or during an exam);
- remember that the main word is *honesty*. It is not only about non-exam components and examination. Be the model of behavior for you classmates and especially for younger students.

Responsibilities of the administration:

- provide teachers with opportunities for professional development and learning;
- communicate the goals of the Academic integrity policy to students' parents;
- Provide the school community with an understanding of the Policy; special attention should be paid to the students joining the IB Programme from other educational institutions where rules may differ;

- notify the entire school community of changes in school's policies;
- arrange regular meetings with faculty members to verify that all parties clearly understand IB's expectations for academic honesty;
- conduct briefings with students' parents at the start of the IB program and before entering the DP program to communicate the IB's expectations for academic honesty and the outcome of misconduct incidents;
- monitor that the school's academic honesty policy meet IB expectations and are reviewed periodically (IB coordinators and Vice-Principal are responsible for it);
- ensure that all the teachers, tutors and parents are aware of the academic honesty policy.

Responsibilities of teachers and librarian:

- Align teaching expectations and strategies within subject groups. Make students understand the academic integrity policy;
- Maintain honesty and report cases of non-compliance with the academic honesty policy;
- focus on developing information literacy and self-organization skills;
- provide explanations for assignments in formative and summative assessment. Assist students in academic writing;
- provide students with support and guidance in the writing process. Attend trainings;
- be an example for students; all materials used by educators should clearly indicate the source of the information. Educate students about disciplinary action and the disciplinary procedure. Explain to students the meaning of the concept of "intellectual property";
- explain the academic integrity policy to parents, if necessary;
- teach students to reflect on information sources;
- regularly use the Turnitin to check the works (subject-related works, components for internal and external assessment) for plagiarism (via ManageBac)
- immediately report about any issues (to the IB coordinators/Vice-Principal/Psychologist).
- introduce the academic honesty and organize the seminars, workshops, trips and excursions for the students to promote the importance of academic honesty (librarian, DP coordinator);
- organize workshops for the teachers before the beginning of the academic year (librarian, DP coordinator).

Responsibilities of parents / guardians:

- study carefully the academic integrity policy and accept it as a guidance for children;
- promote adherence to academic integrity policy;
- communicate with the school;
- attend the school events dedicated to the academic integrity policy.

IB sanctions⁵

Penalties apply in instances of academic misconduct where the IB has taken action against a student who is registered for IB assessed components. The IB may investigate issues which could be considered academic misconduct even if they are not listed in this document. During investigations into academic misconduct, evidence and statements from all involved parties will be gathered. Each case will be judged on the evidence available and any sanction applied will be based on the penalty matrix. When evidence is not conclusive, subject matter experts will be consulted and any sanction will be applied using the balance of probabilities approach.

Using the matrix of penalties

The table of penalties detailed in the appendices sets out the level of penalty—1, 2, 3a or 3b—that

⁵ The following section is taken from the *Academic integrity, IBO, 2019*.

will be applied for each type of academic misconduct. For example, if a student plagiarizes less than 50 words from an external source—row 1—they will receive a level 2—zero marks—penalty. If they plagiarize more than 51 words then a level 3—no grade—penalty will be applied.

Retaking examinations or resubmitting coursework

The IB will decide if the student found in breach of regulations will be allowed to retake their examinations or coursework, and when such a retake could take place. Typically, the IB would allow one of the following for students penalized for academic misconduct:

- retake in six months, depending on subject availability
- retake in 12 months
- no retake allowed, but award of grades in subjects not affected by the incident.

Additional sanctions

In addition to the described penalties in the matrix, the IB may impose the following sanctions for repeated, multiple and/or very serious offences happening during one or multiple examination sessions, or across programmes.

1. Change in registration category

There is no opportunity for Middle Years Programme (MYP) students to change registration category, and that in these instances the IB will not award the MYP certificate even if the student otherwise meets the requirements.

For Diploma Programme (DP) students this would mean a change to the “course” category. Students will be given the opportunity to retake the subject concerned, but due to change in category they will not be eligible for the full IB diploma.

2. Permanent disqualification from current and/or different programmes

MYP students—no grade awarded in any subject; no retake session allowed and barred from enrolling in the DP.

DP students—no grade awarded in any subject and no retake session allowed.

GOOD PRACTICE—RECOMMENDATIONS FOR STUDENTS⁶

- Make sure that information you have used is acknowledged in the body of the text and is fully listed in the bibliography using the referencing style agreed with your teacher.
- Cite your sources so that readers can find them; if you cannot state the origin of the source it is probably better not to use it.
- Acknowledge the works of others: Proper citation is a key element to academic scholarship and intellectual exchange.
- Make clear which words, ideas, images and works are not your own (including maps, charts, musical compositions, movies, computer source codes and any other material).
- Give credit for copied, adapted and paraphrased material.
- When using text, make clear where the borrowed material starts and finishes.
- All sources cited in the text must also be listed in the bibliography (or reference list/ list of works cited) and all sources listed in the bibliography (or reference list/list of works cited) must be cited in the text.

Students’ FAQs

⁶ Academic Honesty in the Diploma Program leaflet.

How can I become familiar with academic honesty and citing external sources?

You and your parents will get this document before your IB journey. If your parents do not speak English Russian translation can be found in the Year book that is distributed before the beginning of the academic year. You can always find IB academic honesty related documents in our library.

Does the school organize any workshops and seminars that will help me?

School organizes several workshops and seminars hold by the Librarian and IB Coordinator. Attend them, please. All the dates are in the Year book. Your parents will also receive a weekly information bulletin to be aware of the upcoming events. You and your parents can get notifications via ManageBac, as well.

Our librarian organizes excursions to the libraries. The librarian will advise you on searching for information and the conventions of citing and referencing the sources consulted.

How can I and my teacher check whether my work is authentic and there is no plagiarism?

Your teacher will create the tasks on the ManageBac with a dropbox option. You will upload the file that will be automatically checked by Turnitin plagiarism system. You and your teacher will see the Feedback studio report (what has been taken and from where).

If you want to check your work before the submission, ask your teacher. They are always happy to help and guide you.

Should I always create bibliographies and cite source material?

Yes. All subject teachers will ask you to use the methods of creating bibliographies and citing source material as part of any assignment where outside sources are referenced.

If I was unaware of the academic integrity policy, will I be still responsible if I plagiarize/cheat?

Yes. It is your responsibility to study this document carefully and follow it. If you have any questions, ask the Librarian and your IB coordinator or, please.

Sources

Note: Parts of this document itself are a modification of several policies currently used in schools and universities around the world. The following materials were used:

1. Academic honesty (IBO publication, July 2009)
2. Beijing City International School Academic Honesty Policy. (Published at the Online Curriculum Center)
3. East Hartford High School Academic Honesty Policy (Published at the Online Curriculum Center)
4. Academic Honesty//University of Rochester web-site
<http://www.rochester.edu/college/CCAS/AdviserHandbook/AcadHonesty.html>
5. Academic Honesty: Cheating and Plagiarism//University of Washington web-site
<http://depts.washington.edu/grading/issue1/honesty.htm>
6. Academic Honesty in the Diploma Program leaflet (IBO publication, 2016)
http://occ.ibo.org/ibis/occ/Utils/getFile2.cfm?source=/ibis/occ/home/subjectHome.cfm&filename=dSpace%2Fen%2Fg_0_malpr_su

[p_1601_1_e%2Epdf](#))

7. Effective citing and referencing, IBO, 2014.
8. Academic honesty, IBO, 2019.
9. Key points to explain the use of Artificial Intelligence (AI) tools (one page fact sheet): The IB and Artificial Intelligence.pdf, IBO 2023
10. Academic integrity policy, Updated March 2023.