Spojená škola, Pankúchova 6, Bratislava

Organizačné zložky: Gymnázium, Pankúchova 6,   Bratislava

Základná škola, Pankúchova 6, Bratislava

Academic Integrity Policy

Policy written by:	Leadership team
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Related Policies:	

Mission Statement at Spojená škola, Pankúchova

We aim to share and apply a common philosophy – a commitment to a high quality, challenging, international education founded in the principle of linking theory, practice and real-life situations. We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities and supporting them to become multilingual lifelong learners who help to create a peaceful and better world.

IB 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." (from www.ibo.org/)

Academic Integrity Policy

"International Baccalaureate (IB) programmes encourage students to inquire and to think critically and creatively; students are then asked to give shape to their thinking through oral discussion or presentations, through visual representations and displays, and in multiple forms of writing." (Academic honesty in the IB educational context, 2014, p. 1)

In these times when children can find lots of different information in several sources it is important to understand academic integrity. Having integrity means doing the right thing, even when no one is looking. Doing your own work even if your friend offers you help on a take-home exam. It means writing your own papers and properly citing your resources. Taking an online quiz without the help from your textbooks or friends, if the quiz is supposed to be taken that way. Also, it could mean reporting someone you suspect has cheated on an exam or other assignment. Having integrity means believing in the principles and standards of our community and making sure your behavior is consistent with those principles and standards.

The guiding principle of academic integrity can be seen as built up from a number of simpler concepts in education, that can start early during the PYP, be reinforced during the MYP and cemented later through the DP and CP. Expectations should be clearly communicated and modelled at an age-appropriate level so that all IB students understand:

- their responsibility for producing authentic and genuine individual and group work,
- how to correctly attribute sources, acknowledging the work and ideas of others,
- the responsible use of information technology and social media,
- how to observe and adhere to ethical and honest practice during examinations. (IBO, Academic integrity, October 2019, p. 3).

Acting with Academic honesty means that we ensure that a school's procedures for this practice are transparent, fair and consistent. We understand that it describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. *(Academic honesty in the IB educational context, International Baccalaureate Organization, August 2014).* Teachers should inspire the students to behave in an academically honest way and should discuss this matter with students on a regular basis starting from the PYP.

By fostering academic Integrity, the school also supports the IB Learner Profile. By focusing on academic Integrity, the following aspects of the learner profile become significant to the process:

- **Principled** - students act with integrity and honesty, with a strong sense of fairness and respect for the dignity of the individual, groups and communities. Students take responsibility for their actions.
- **Thinkers -** students exercise initiatives in thinking critically and creatively to recognize and approach complex problems. Students learn to make reasoned, ethical decisions as a consequence of their learning and thinking.
- **Caring -** students show empathy, compassion and respect towards the needs and feelings and work of others. Students have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.
- **Knowledgeable -** students explore ideas and issues that have local and global significance. Students acquire in-depth knowledge and understanding across a broad and balanced range of disciplines, making connections or deeper understanding.
- **Inquirers -** students encourage natural curiosity and become skilled in inquiry and research and show independence in learning. Students enjoy and are engaged in their own learning and this process will be sustained throughout their lives.
- **Reflective** - students consider their own ideas and experiences. They work to understand the importance of integrity and honesty. They learn from their mistakes. Teachers support their learning and development.
- **Communicators** - students express themselves confidently and creatively in different ways. They used sources appropriately according to their needs and findings.
- **Open-minded** - students seek and evaluate a range of point of view, and they are willing to group from the experiences.
- **Balanced** - students understand the importance of balancing sources to create the work of good quality. They recognize their interdependence with other people and with the world in which we live. (IBO, IB Learner profile)

Authentic Work in the 21st Century

All students and teachers at RISS should be aware of what constitutes authentic work and what is meant by malpractice/academic dishonesty. This should be addressed during tutor time and in all classes, especially in the exam years. Plagiarized work submitted for any assessment will lead to an automatic failure for the student. Authentic work:

- Work that is based on the candidate's individual and original ideas.

- Work and ideas are fully acknowledged.

- Ideas, though paraphrased are acknowledged as being paraphrased.

- Assignments, written or oral, must use the candidate's own language and expression.

- Authentic work respects other people's time and effort in support of producing a document.

- Sources used, must be fully and appropriately acknowledged.

- Work is submitted on time, according to the teacher's requirements written by the student who submits the work.

- No extra support from parents/family members/friends/online sources have been incorporated into any work, outside the teachers' knowledge or requirements. (Academic Integrity Policy, Rotterdam International Secondary School, 2019).

Definitions of terminology used to describe academic honesty

The IB Organization defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

a. plagiarism - this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment. Plagiarism includes the submission of work that has been completed, or largely produced by, another person, such as a personal tutor, regardless of whether that person's consent is given.

b. collusion - this is defined as supporting academic misconduct by another candidate, for example, as in allowing one's work to be copied or submitted for assessment by another.

c. misconduct during an IB on-screen examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other candidates, communicating with another candidate)

d. any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, falsifying a community service record, disclosure of information to and receipt of information from candidates about the content of an on-screen examination within 24hours after the examination). *(IBO, General regulations: Middle Years Programme(April 2014), pages 10-11)*

Expectations and responsibilities of the school community

School Leadership team

- Support academic honesty policy and investigate all counsellor/teacher reports of academic misconduct.
- Ensure that all staff, students, and parents understand definitions, responsibilities, and repercussions.
- Ensure the academic honesty policy is applied consistently throughout the school.
- Provide staff development and guidance on academic writing and referencing systems that are available.
- Provide teachers with material to guide students in maintaining academic honesty.
- Investigate academic misconduct when necessary.
- Make parent and student contact to reflect on academic misconduct incidents.

Program Coordinator

- Ensure that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review.
- Ensure that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty.
- Agree with IB teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure candidates and invigilators are provided with relevant information about examination regulations.

Teachers

- Set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted.
- Discuss the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills –making them "second nature".
- Be a role model -make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct.

Students

- Confirm understanding of academic honesty with signature on Academic Honesty Parent/Student Agreement each year in MYP and DP programme.
- Report academic misconduct violations to a trusted school employee.

- Strive to produce authentic work.
- Understand that putting his/her name on an assignment certifies it as his/her own work, cited appropriately.
- Minimize academic misconduct temptation by balancing time appropriately.
- If an incident of academic misconduct occurs, either intentional or unintentional, complete a reflection process with the teacher.
- Understand proper citation expectations for assignments (MLA)
- Ask for guidance when unsure.

Parents

- Read and sign the Academic Honesty Parent/Student Agreement.
- Encourage children to practice academic honesty.
- Encourage children to cultivate a culture of academic honesty at home and in school.
- Address concerns of academic misconduct/academic misconduct with their child and school personnel if necessary.
- Monitor hired tutors to assure authentic student work.

Primary Years Programme

The Academic Integrity Policy at Spojená škola, Pankúchova 6 describes the procedures to be followed in case of suspected infringement of the school standards for academic honesty in various ways. Academic integrity refers to the authenticity of work submitted by students for the purposes of evaluation and/or assessment. All work submitted should be the students' individual work, except in the case of collaborative assessed tasks.

In the case of collaborative tasks, each student's individual contribution should be clearly identified. Where a work is inspired by, derived from, or supported by evidence from the work of another, the source work should be clearly referenced. In dealing with any issues regarding academic honesty the intention will always be to bring about a behavioural change in the student that is based on clearer understanding. If a teacher suspects a student has committed an act of academic dishonesty, the programme-specific pathways below outline the procedures to be followed.

The Learner Profile is the basis for the development of academic integrity in our students.

- Students take responsibility for their own work.
- Students work individually unless otherwise instructed.
- Students recognize the difference between individual work and group work.
- Students give credit to other people working in the group.
- Students do not copy other people's work.
- Students reference sources according to agreed-upon (age-appropriate) bibliographic formats for each grade.
- Students use information technology and library resources responsibly.

Tips for avoiding unacceptable behavior

Self-management skills - be open-minded and take pride in your work, plan and carry out activities connected to any work effectively, use your time effectively and appropriately, always do your best to finish your work and do it as well as you can.

Social skills - accept the responsibility for taking on and completing a task in an appropriate manner, while working with others listen sensitively to others and respect their involvement in work, share your work ideas, ask for help from a teacher, friend or family member. If a group work is submitted, it must be acknowledged whose contribution is being submitted or presented. Group work should never be taken as the contribution of an individual.

Communication skills - listen for information, directions and express your ideas clearly, explain where the information, pictures, data come from. From PYP 5 make a reference list.

Thinking skills - make your thinking visible, make use of previously acquired knowledge in practical or other ways, make judgments of decisions based on non chosen criteria and make sure you can trust your information and think about two or three different points of view, analyze it. Make sure you understand the language and the concepts.

Research skills - plan your work, develop a course of action, gather information from a variety of sources, record, date and organize them, draw conclusions and effectively communicate what you have learnt, assess your work.

Academic dishonesty

Academic dishonesty may be defined as passing off other people's work or ideas as one's own, this requires constant correction and advice from the teacher. There is no academic consequence until 3rd grade and then in 5th grade where students will sign a contract at the beginning of the year for their PYP final exhibition.

Consequences for Collusion/Misconduct during assessments.

1. First incident

    - A reflection of behavior to be completed, guided by the teacher.

    - Parents will be informed.

    - IB coordinator will be informed.

2. Second incident

    - A reflection on behavior to be completed, guided by the IB Coordinator.

    - Parents will be invited into school.

    - Students will sign a letter of commitment about future conduct.

3. Third incident

    - Suspension from school for a time to be decided by the head of school.

Consequences for deliberate plagiarism in 5th grade

1. First incident

    - Students have the opportunity to correct the error.

    - The teacher will lead a reflection session with the student.

    - IB coordinator will be informed.

    - Parents will be informed.

2. Second incident

    - No opportunity to correct errors.

- IB coordinator to be informed and lead a reflection session.
- Parents to be invited into school.
- Students sign a formal letter of commitment about future conduct.

3. Third incident
    - Suspension from school for a time to be decided by the head of school.

Middle Years Programme

"An academic honesty policy ensures that a school's procedures for this practice are transparent, fair and consistent. It describes the rights and responsibilities of all members of the school community so that everyone understands what constitutes good practice, and misconduct, and what actions are to be taken if there are transgressions. The policy should be dynamic and ensure that students are taught good practice in all aspects of their work." (*Academic honesty in the IB educational context, International Baccalaureate Organization 2014,p.4*)

Academic Honesty is an essential aspect of teaching and learning in IB programmes where action is based on inquiry and reflection. The IB Learner Profile states that students are principled, meaning "acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere" (MYP: From Principles into Practice,p. 38).

At Spojená škola, Pankúchova 6, Bratislava we have a document "Academic Integrity Policy "in place, available for all members of the community. The document is published on the school website: www.gympaba.sk; in the Parent/Student handbooks, and students are informed about it in particular lessons by their teachers. We believe that promoting academic honesty is the responsibility of the total community, of all stakeholders including students, teachers, staff, administrators, and families.

The roles:
1) **MYP Coordinator**: ensures that the school's academic honesty policy is aligned with IB expectations and undergoes a periodic review; ensures that teachers, candidates and legal guardians are aware of IB requirements concerning academic honesty; agrees with IB teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material; ensures candidates and invigilators are provided with relevant information about examination regulations; creates the academic honesty policy collaboratively with the members of the school community; supports and encourages teachers to educate students regarding the policy; enforces the consequences when a student violates the policy.

2) **Teachers:** set clear expectations for assignments and provide guidance to candidates on how to correctly cite the sources they have consulted; discuss the benefits of submitting assignments that are correctly referenced; devote time to teach and practice these skills –making them "second nature"; be a role model -make sure all shared materials (handouts, presentations etc.) are correctly referenced; design assignments that do not lend themselves to academic misconduct; instruct learners in the proper ways of producing authentic work; enforce the consequences when a student violates the policy.

3) **Students**: learn and practice academic honesty as part of their ATL skill development; understand that no assignment is excluded from this policy; receive a student version of this policy.

4) **Families**: understand and support the academic honesty policy; attend any meetings or conferences in reference to the academic honesty of their students, help their children and support them in the understanding of what constitutes authentic work and proper citing of sources.

5) **Staff role:** If anyone of staff members recognises evidence of academic dishonesty, they are required to report them to administration immediately.

6) **Administrators´s role**: to ensure that all stakeholders understand the Academic Integrity Policy and is responsible for verifying that this policy will be enforced and supported by all parties involved.

At our school we have zero tolerance policy towards academic dishonesty. This document is developed across the curriculum as part of the school´s Approaches to learning development. In all our actions at school we encourage students toward a life governed by the values of honesty and personal integrity. We use MLA (Modern Language Association) Style across all subjects and grade levels.

Whenever we use someone else's ideas or words, it is important we give credit to the source (whether internet, book, etc.) using MLA style. Students will learn how to use MLA to properly reference sources using this method which includes both in-text citations as well as a works cited page. Students will use process journals in some MYP subject groups as well as the MYP personal project as a tool for promoting academic honesty.

Teaching and learning Academic Honesty

- Students receive direct instruction on Spojená škola, Pankúchova 6 Academic Integrity Policies and procedures during the first week of school.
- All students receive a Student Agenda which includes the Academic Integrity Policy.
- Policies and procedures are reinforced throughout the year by all teachers.
- Students will use Research Skills that demonstrate accurate citation, referencing, and respect intellectual property.
- Students will understand the difference between collaboration and collusion.
- Students will demonstrate understanding in authentic ways that use their own words, expressions and ideas.

Citation

What to cite
- Text
- Visual
- Audio
- Graphic
- Artistics
- Lectures
- Interviews
- Conversations
- Letters
- Broadcasts
- Maps

How to cite

In-text citations

- **BOOK:** *(Last name of Author/s and page number)*

… "Demand is the amount of goods and services the consumers are willing and able to purchase at a given price." (Blink, Dorton 22)

- **COMPANY REPORTS:**

… The net profit for 2010 was $1 200 000 (*Singapore annual report*)

- **DIGITAL FILES: PDFs, MP3s, JPEGs.** *(Author or photographer's name)*

(J. Gutiérrez)

- **INTERVIEW:** *(Interviews name)*

… the manager of XXX said "That profits increased because…….." (Lippi)

- **FILMS / MOVIES:** *(Name of the director)*

- **MAGAZINE ARTICLE:** *(Author/s name of the article)*

- **NEWSPAPERS:** *(Author's name and Title of article)*

"There has been a 25% increase in the number of commuters using the MRT" (Brown, "Crowded trains frustrate commuters").

- **TABLES:** *(Source of table)*

In 1985, women aged 65 and older were 59% more likely than men of the same age to reside in a nursing home, and though 11,700 less women of that age group were enrolled in 1999. (see table 1).

Table 1: (heading)

insert table here

(Federal Interagency Forum on Aging-Related Statistics)

- **WEBSITE:** *Option one- (Author/s and Title of article)*

… "Research has suggested that using mobile phone increases your risk of cancer" (Markoff, "Cell Phone Danger")

Option two- (Title of article if there is no author)

… The British government said that "property tax would need to be increase in order to reduce rising demand for housing." ("Government Imposes Increased Stamp Duty")

- **WORKS in an ANTHOLOGY, REFERENCE, or COLLECTION:** *(Author's family name)*

Works may include an essay in an edited collection or anthology, or a chapter of a book.

- **YOUTUBE VIDEO:** *(Editor or author, or compiler name if available. Alternatively use "Posting title")*

Work Cited / Bibliography

Things to remember

-Sources MUST be listed alphabetically. Do not number.

-In-dent the 2nd and 3rd line.

-Double spacing between citations.

-Times New Roman 12 font.

-All in-text references must be cited.

-Do not include general background reading. (with the exception of PP)

- **BOOK:**

(Author last name, then first name, Book title, Publisher location, by who and date published)

Blink Jocelyn, Dorton Ian. Economics Course Companion 2nd Edition. Oxford: Oxford University press, 2011. Print.

- **COMPANY REPORT:**

(Name of company and Date)

Singapore Airlines annual report. 2010. Print.

- **DIGITAL FILES: (PDFs, MP3s, JPEGs).**

(Author's name. Name of the work, the date of creation. Medium of publication.)

Determine the type of work to cite (e.g., article, image, sound recording) and cite appropriately. End the entry with the name of the digital format (e.g., PDF, JPEG file, Microsoft Word file, MP3). Use Digital file when the medium cannot be determined.

Photograph taken personally:

Family at 2008 Pakistani Independence Day celebration, San Francisco. 23 Aug. 2008. Personal photograph by author. JPEG file.

Beethoven, Ludwig van. *Moonlight Sonata*. Crownstar, 2006. MP3.

- **FILMS /MOVIES:**

(Title of the Film. Include the name of the director, the distributor, and the release year.) If relevant, list performer names after the director's name. Use the abbreviation perf. to head the list. End the entry with the appropriate medium of publication (e.g. DVD, VHS, Laser disc).

Ed Wood. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, 1994. DVD.

- **INTERVIEWS:**

(Name of the person interviewed. How the interview was conducted. Date of interview. The word interview)

Lippi, Tom. Personal interview. 5 February 2009. Interview.

- **MAGAZINE ARTICLE:**

(Author(s). "Title of Article." Title of Periodical Day Month Year: pages. Medium of publication.)

Cite by listing the article's author, putting the title of the article in quotations marks, and italicizing the periodical title. Follow with the date of publication. Remember to abbreviate the month. The basic format is as follows:

Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71. Print.

- **NEWSPAPER:**

*(Author. Title of article. Name of publication. Date published. Print. Date rea*d)

Brown Greg. "Crowded trains frustrate commuters". 2nd June 2012. Print. 4th June 2012.

- **ABLES:** *(Source of table, Title of table, Date produced. Medium of publication)*

Federal Interagency Forum on Aging-Related Statistics, *Older Americans 2008: Key Indicators of Well-Being*, Federal Interagency Forum on Aging-Related Statistics, Mar. 2008. Web.

- **WEBSITE:**

(Article in a Newspaper or Magazine published online)

Option one – (Author. "Title of article". Name of publication. Date published. Web. Date read.)

Markoff, Jane. "Cell Phone Danger." New York Times. June 2010. Web. 4 Jan. 2011.

Option two if there is no Author- (Title of article. Name of publication. Date published. Web. Date read.)

"Government Imposes Increased Stamp Duty." The BBC. May 2012. Web. 11th May 2012

- **WORKS in an ANTHOLOGY, REFERENCE, or COLLECTION:**

(Author's Last name, First name. "Title of Essay." Title of Collection. Ed. Editor's Name(s). City of Publication: Publisher, Year. Page range of entry. Medium of Publication.)

Works may include an essay in an edited collection or anthology, or a chapter of a book. The basic form is for this sort of citation is as follows:

Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*.

Ed. Ben Rafoth. Portsmouth: Heinemann, 2000. 24-34. Print.

- **YOUTUBE VIDEO:**

(Editor, author, or compiler name (if available). "Posting Title." Youtube. Date of resource creation (if available). Web. Date of access)

Tchaikovsky. Swan Lake. Youtube. 4 Sep 2007. Web. 1st Jun 2012. " (Bowman,"How to Cite Sources Using MLA")

- **IMAGE:**

"Author-date citation

On the other hand, as we can see in Figure 4, very few students score an E for theory of knowledge (IBO, 2012, 40).

Figure 4. Percentage of grades awarded: theory of knowledge May 2012 " (IBO,2014)

Academic misconduct

Academic misconduct is defined as behaviour that results in, or may result in, the student or another student gaining an unfair advantage in one or more assessment components (MYP: From Principles into Practice 95). Malpractice includes plagiarism, collusion and duplication of work.

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

- Presenting as your own (with or without the author's permission) information collected, organized, or written by someone else.
- In the arts, plagiarism can include taking someone's ideas or concepts and portraying them as your own.
- Plagiarism can be both intentional and unintentional, but both are treated the same way. Some examples: Copying an article from a website and not giving credit--but not understanding you had to give credit--is still plagiarism. Always ask your teacher if you should give the original author credit if you are unsure.
- Copying and pasting information from a website into your work, and then failing to give the website credit.
- Reading an article or other text, taking ideas from it, and then claiming them as your own ideas.

Collusion: Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others.

Collusion is a form of plagiarism that can occur as a result of inappropriate collaboration during group work. It involves working with someone with the deliberate intention to mislead. This could involve working with someone else to produce work which is presented as your own when,in fact, it was the result of secretly working with someone else

- You let another student copy from your homework.
- In an exam, test or quiz, you share your answers with other students taking the same exam, test or quiz.
- You are allowed to take an exam, test or quiz earlier than your peers and you share the material with them.

Copying: The presentation of the same work for different assessment components.

- You completed a Design Evaluation in MYP 4 and you copied parts of it to complete your Personal project Design related report in MYP 5.

Cheating: Behaviour that gives an unfair advantage e.g. saying you have turned in an assignment when you did not, using cheat sheets, electronic devices, fabricating information trying to earn more time or credit on an assignment, project, or exam.

- Using restricted material during assessment tasks, such as electronic devices
- Leaving the room during an assessment task and using the restricted material prior to returning
- Talking during the test/quiz without a permission

Do's and Don'ts of the academically honest student

The academically honest student:

- understand the concept of academic honesty, intellectual property and plagiarism,
- ensure that all work submitted for assessment is authentic,
- understand the consequences of committing malpractice, regarding both school-based work and external examinations and assessments,
- document source material formally and appropriately,
- use direct quotations in an appropriate manner,
- acknowledge explicitly help provided by another person,
- abide by exam rules.

The academically honest student **DOES NOT:**

- copy another student's internal assessment work, allow another student to copy his/her work and/or submit it for assessment, present the same work for different assessment components and/or requirements, use notes during a test unless allowed by the teacher or permitted by the examination rules,
- disrupt an examination or distract other students,
- impersonate another student,
- write essays for other students,
- do homework for other students,
- steal examination papers,
- present material written by another student as his/her own,
- purchase and submit pieces written by someone else,
- disclose or discuss the content of an examination paper with a person outside the immediate school community within 24 hours of the end of the examination,
- fabricate data for assessment.

Procedures - reporting, recording, and monitoring

When there is every reason to believe that malpractice has occurred, the following steps will be taken:

- he teacher will inform the MYP Coordinator about the incident,
- the teacher will investigate the matter with the student(s) involved,
- in consultation with the MYP Coordinator, the teacher may resolve to issue a consequence (in such cases the decision will be communicated in writing to the student and his/her parents or legal guardians),
- the letter will be placed in the student's file,
- should parents or legal guardians wish to appeal, the matter will be referred to the Academic Integrity Committee.

The Academic Integrity Committee will:

- hold a hearing,
- inform the parents/ legal guardians,
- invite the student(s) involved in the incident to the committee to explain it,

- when a student has been found guilty of academically dishonest behavior, a formal letter will be placed in the student's file,
- students' due process rights will always be ensured (students and parents or legal guardians have a right to see evidence, statements, reports and correspondence about the case).

Consequences

1st Offence

A) The student whose work has been deemed to be academically dishonest will have to undertake the short interview with the MYP Coordinator and the subject teacher.
B) The student will redo the assignment without receiving a reduced grade.

2nd Offence

A) The student whose work has been deemed to be academically dishonest will have to undertake the short interview with the MYP Coordinator, the Counsellor and the subject teacher.
B) The MYP Coordinator will notify the parents of the incident.
C) The student will receive a ZERO for the assignment.
D) The student will redo the assignment without receiving a reduced grade.

3rd Offence

A) The student whose work has been deemed to be academically dishonest will have to undertake the short interview with the MYP Coordinator who may summon the Academic Integrity Committee and will decide on the following steps.
B) The MYP Coordinator will notify the parents of the incident and a formal letter will be placed in a student's file, describing the incident and the decision of the Academic Integrity Committee about the disciplinary consequences.
C) The student will receive zero for non-authentic or plagiarized work as a grade and he/she will be obliged to do the work again with the rules of Academic integrity in mind.

Policy Alignment

IB Learner profile

Principled. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Accordingly, students do understand the concept of academic integrity, intellectual property and plagiarism and do not copy another student's internal assessment work, and act in a responsible and ethical manner.

Mission Statement at Spojená škola, Pankúchova

"We promote international mindedness whilst respecting and supporting the development of students' needs and their unique personalities…" Our mission statement aims to develop open-minded people understanding, respecting and demonstrating other peoples´ cultures, languages and religions as well as their integrity and honesty in all assignments and as individuals.

Assessment policy at Spojená škola, Pankúchova

Academic Integrity Policy aligns with our Assessment Policy in the sections:

- General achievement level descriptors: "The student will receive zero for non-authentic or plagiarized work as a grade and he/she will be obliged to do the work again with the rules of Academic integrity in mind."
- Formative and Summative Assessment: "Students are expected to be principled and will complete all their summative and formative tasks with academic integrity."

Language Policy at Spojená škola, Pankúchova

Our Language Policy supports students every time and everywhere in using their mother tongue or other languages through the process of learning. They are allowed to choose (where possible and appropriate) to work from multilingual sources. Teachers will consistently teach how to cite using MLA through the Slovak and English language.

Inclusion Policy at Spojená škola, Pankúchova

Academic Integrity Policy aligns with our Inclusion Policy in the section:

- Identifying students already enrolled: "Beside this, all students with special educational needs are expected to be principled and as such, they will complete all assessments and other work with academic integrity."

References:

Academic honesty in the IB educational context, IBO 2014

Effective citing and referencing, IBO 2014

IBO Diploma Programme Academic Honesty Guide, 2017

MYP: From principles into Practice, IBO 2014

Programme standards and practices, IBO 2014

http://www.timwoods.org/2011/09/12/citing-sources-made-simple/